



## National Unit specification: general information

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

**Unit code:** H1ML 11

**Superclass:** PN

**Publication date:** August 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

## Summary

The Unit introduces candidates to issues around equality and diversity. Candidates will explore methods of promoting equality and diversity in community based settings. The aim is to enable candidates to reflect on equality and diversity when engaging with individuals and groups in community based settings.

This Unit has been designed as a mandatory Unit within the National Certificate Group Award: Working with Communities G9YN 46, but can also be taken as a free standing Unit.

## Outcomes

- 1 Describe forms of inequality and discrimination and their impact on individuals and communities.
- 2 Describe how equality and diversity can be promoted in a community based setting.

## Recommended entry

While entry is at the discretion of the centre, it would be beneficial if the candidate had good communication and interpersonal skills.

## Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## **General information (cont)**

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill            None

Core Skill component        Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **National Unit specification: statement of standards**

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Describe forms of inequality and discrimination and their impact on individuals and communities.

#### **Performance Criteria**

- (a) Examine what is meant by the terms stereotyping, prejudice and discrimination.
- (b) Identify individuals and groups in local communities who may experience discrimination.
- (c) Consider the reasons for and impact of discrimination on the individuals and groups identified in (b).
- (d) Identify current legislation which promotes equality of opportunity in a community based setting.

### **Outcome 2**

Describe how equality and diversity can be promoted in a community based setting.

#### **Performance Criteria**

- (a) Identify how a community based organisation or agency can promote equality and diversity.
- (b) Describe how working in partnership can help promote equality and diversity.
- (c) Describe actions that an individual can take to help promote equality and diversity.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

### **Evidence Requirements for this Unit**

Evidence is required that ensures the candidate has achieved all Outcomes and Performance Criteria.

#### **Outcome 1**

Candidates should:

- ◆ Define the terms: stereotyping, prejudice and discrimination
- ◆ Identify two individuals or groups in society who may experience discrimination
- ◆ Explain the reasons why these individuals or groups may experience discrimination
- ◆ Explain the impact of discrimination on these individuals or groups
- ◆ Identify current legislation and how it could support one group to achieve equality of opportunity

#### **Outcome 2**

Candidates should:

- ◆ Identify a community based organisation or agency and how it promotes equality and diversity
- ◆ Describe an example of partnership working which helps promote equality and diversity
- ◆ Describes actions that an individual could take to help promote equality and value diversity

## National Unit specification: support notes

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit has been designed as a mandatory Unit with the NC Working with Communities G9YN 46. It can also be taken as a free standing Unit.

This Unit introduces candidates to reflection on the issues around equality and diversity in community based settings. Candidates will be expected to demonstrate their knowledge and understanding of ways to promote equality and value diversity. Candidates should be encouraged to develop their own strategy for effective communication in this context, and also ways of addressing behaviour that does not promote equality and diversity. Within community based settings candidates may engage with individuals or groups from different backgrounds. Different cultures, needs and abilities may need to be considered.

#### Outcome 1

This Outcome introduces candidates to forms of inequality and discrimination and their impact on individuals, communities and society. The relationship between stereotyping, prejudice and discrimination should be examined. The stereotyping of an individual or group can lead to the expression of prejudice and then on to discrimination against that individual or group. Therefore, consideration should be given to each area:

- ◆ stereotyping — Labelling people within a group with the same characteristics
- ◆ prejudice — Forming unfavourable opinions
- ◆ discrimination — Unequal treatment of individuals or groups

Everyone is different in some way from others and these differences should be considered and the value of diversity acknowledged to give equal opportunities to all.

For example, individuals or groups may experience discrimination based on their:

- ◆ gender
- ◆ disability
- ◆ race
- ◆ religion and belief
- ◆ sexual orientation
- ◆ age

## National Unit specification: support notes (cont)

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

The barriers to equality may include:

- ◆ experiencing sexist or racist language
- ◆ lack of open access
- ◆ lack of suitable transport
- ◆ communication or language difficulties
- ◆ invisibility within advertising

Candidates should identify current and relevant legislation which promotes equality and diversity in community based settings.

For example:

- ◆ Equalities Act 2010
- ◆ Data Protection Act 1988
- ◆ Civil Partnership Act 2004

It should be noted that this list is not exhaustive and cognizance should be given to the publication of new legislation.

### Outcome 2

This Outcome is designed to encourage a positive and pro-active approach to diversity, even if personal opinions differ to those of professional values. Those affected by stereotyping, prejudice and discrimination are not always in the minority therefore careful consideration should be given to all individuals and groups. The work of the Equality and Human Rights Commission (a non departmental public body) may be a useful source of information.

Inequality and discrimination should be challenged to ensure fairness, decency and respect for all. In the past equality has been described as 'everyone being the same or having the same opportunities'. Nowadays it can be described as 'everyone being different but having equal rights'.

Diversity is about valuing and respecting the differences in people regardless of ability, circumstances or individual characteristics.

Organisational strategies to promote equality and diversity might include:

- ◆ promotion of positive images through the provision of factual information, awareness raising work and anti discrimination strategies
- ◆ consideration of equality and cultural preferences when planning and delivering services
- ◆ consideration of religious or cultural diversity of individuals

## National Unit specification: support notes (cont)

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

Personal strategies to promote equality and diversity might include:

- ◆ challenging discrimination
- ◆ creating an atmosphere which is welcoming to all
- ◆ knowing about important dates regarding religious and cultural practices
- ◆ ensuring that all resources used do not impede diversity

Candidates should be encouraged to reflect on ways that they could personally promote equality and diversity.

### Guidance on learning and teaching approaches for this Unit

Lecturers should emphasise in discussion the current range of diversity in Scottish culture. They should ensure that candidates are introduced to a wide range of inequalities and cultural diversities within our communities. Accepted cultural values and attitudes in relation to gender, age, disability, religious belief and sexual orientation should be explored. Current relevant legislation in relation to equality and diversity should be examined.

#### Outcome 1

The following methods should be considered:

- ◆ presentations
- ◆ worksheets
- ◆ video
- ◆ small group activities
- ◆ group discussions
- ◆ guest speakers
- ◆ individual or group research
- ◆ case studies

#### Outcome 2

Lecturers should focus on the role of the community worker in relation to promoting equality and diversity.

The following methods should be considered:

- ◆ case studies
- ◆ presentations
- ◆ individual or group research
- ◆ group discussions
- ◆ guest speakers

## National Unit specification: support notes (cont)

**Unit title:** Working with Communities: Equality and Diversity (SCQF level 5)

### Guidance on approaches to assessment for this Unit

#### Outcome 1

An appropriate instrument of assessment for this Outcome would be a series of structured questions. Candidate responses should be gathered under open-book conditions and should total no more than 500 words or equivalent.

#### Outcome 2

An appropriate instrument of assessment for this Outcome would be a report, produced under open-book conditions, of no more than 500 words or equivalent.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core Skills

This Unit will provide opportunities to develop aspects of the following Core Skills:

- ◆ *Communication* at SCQF level 4
- ◆ *Information and Communication Technology (ICT)* at SCQF level 4
- ◆ *Problem Solving* at SCQF level 4

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	06/08/2012

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