



## Higher National Unit specification: general information

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

**Unit code:** FD70 36

**Superclass:** PN

**Publication date:** September 2017

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit has been designed to allow candidates to develop their understanding of contemporary ideas and research into equality, diversity and inclusion as it relates to children and young people.

On completion of the Unit the candidate should be able to:

- 1 Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.
- 2 Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that they have on children's rights.
- 3 Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.
- 4 Investigate and critically analyse approaches to anti-discriminatory practice and participation.

### Recommended prior knowledge and skills

Candidates should already have qualifications that meet the requirements of the Scottish Social Service Council for practitioner (SCQF level 7) and have relevant qualifications at (SCQF level 8).

Candidates should be working at lead practitioner or manager level within services for children and young people.

Candidates should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

## General information (cont)

### Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9\*)

*\*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.*

### Core Skills

There are opportunities to develop the Core Skill(s) of *Communication, Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and how the data is presented.

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit within the Group Award Childhood Practice: SCQF level 9 qualification.

### Assessment

The assessment for this Unit should be undertaken in an integrated and cohesive manner and will be assessed holistically.

All four Outcomes are assessed by the candidates producing a comparative essay of ~~4000~~ **3000** words which demonstrates their ability to critically analyse, evaluate, contrast and compare contemporary ideas of social and educational issues, current legislations, policies and ideology that relates to Equality, Diversity and Inclusion. All these issues should be related to children and young people and the impact on Children's Rights and Childhood.

### General information for centres

This Unit is the theoretical underpinning to the Unit: *Childhood Practice: Developing a Right's Based Approach to Service Delivery*.

In order to achieve this Unit, candidates are required to present sufficient depth of evidence that they have met all the knowledge and skill requirements for each Outcome. Details of these requirements are given for each Outcome.

## Higher National Unit specification: statement of standards

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

**Unit code:** FD70 36

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

### OUTCOME 1

Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.

#### ***Knowledge and/or Skills***

- ◆ Social and educational issues of a diverse population
- ◆ Aspects of diversity – attitudes, beliefs, background, personal experience knowledge and skills

#### **Evidence Requirements**

Candidates will need to provide evidence of their knowledge and/or skills by showing that they can:

- ◆ Investigate and understand the impact of aspects of diversity can have on children and childhood
- ◆ Research and evaluate the impact social and educational issues of our diverse population can have on children and childhood

### Outcome 2

Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that they have on children's rights.

#### ***Knowledge and/or Skills***

- ◆ Understand the current legislation, policy and ideology investigated
- ◆ Demonstrate the impact of ideologies, and policies have on children's rights

#### **Evidence Requirements**

Candidates will need to provide evidence of their knowledge and/or skills that they can:

- ◆ Research and investigate current legislation, ideology, policies and understand their purpose
- ◆ Critically analyse the impact they all have on children's rights and childhood

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

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

### OUTCOME 3

Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.

#### Knowledge and/or Skills

How the following perspectives can affect diversity and inclusion:

- ◆ Disability
- ◆ Race and culture
- ◆ Sexuality and gender
- ◆ Mental Health
- ◆ Social inclusion
- ◆ English as an additional language
- ◆ Immigration and Community Integration
- ◆ The impact on the child and childhood
- ◆ Rural Isolation

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills that they can:

- ◆ Critically analyse different perspectives on diversity and inclusion
- ◆ Evaluate the possible impact they have on children and childhood

### Outcome 4

Investigate and critically analyse approaches to anti-discriminatory practice and participation.

#### Knowledge and/or Skills

- ◆ Anti-discrimination and participation best practices for promoting good relations
- ◆ Approaches which encompasses short and long-term strategies to recognise discriminatory practices

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Identification of best practices for promoting good relationships
- ◆ Identified and understand short and long-term approaches to anti-discrimination practice and participation
- ◆ Critically analyse both short and long-term approaches for anti-discriminatory practice and participation

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

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

### **ASSESSMENT GUIDELINES**

Holistically all four Outcomes are assessed by the candidates producing a comparative essay of-3000 words.

The candidates will critically analyse and evaluate the information from one perspective of children's rights, for example, education; poverty; gender, etc. and how this relates to their own professional practice, through researching the contemporary ideas of social and educational issues of our diverse population, how the current legislations, policies and ideology that relates to Equality, Diversity and Inclusion relates to children and young people. They will compare their findings and come to conclusions discussing how they can impact on Children's Rights. They will further critically analyse and evaluate perspectives on diversity and inclusion and how they can impact on the child and childhood. Finally the candidates must identify and compare approaches, both short and long-term strategies to recognise discriminatory practices and identify, discuss and analyse best practices within their own service and others.

The assessment will be completed in the candidate's own time, with arrangements in place to ensure the authenticity of work produced. Information gathered while on Workplace Practice must have authorisation from the person in charge of the service.

## Higher National Unit specification: support notes

### Unit title: Children's Rights: Equality, Diversity and Inclusion

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 is a mandatory Unit for the Childhood Practice and is the underpinning knowledge for the Unit: *Childhood Practice: Developing a Right's Based Approach to Service Delivery*.

It is designed to allow candidates to identify, research, investigate and critically analyse information gathered which will give them a better insight and increase their knowledge that will have an impact on the way that organisations provide and organise their services and will also have an impact on the way the candidates approach their practice.

#### Outcome 1

Scottish society is multicultural and growing more diverse. The candidate should develop their knowledge and understanding of contemporary ideas of social and educational issues of the diverse population and the aspects of diversity that can have an effect on children and childhood.

In order to develop their knowledge and understanding of these issues candidates should be directed to examine:

- ◆ Social Class differences and attitudes
- ◆ Social changes of family life, family values, attitudes and childhood
- ◆ Education – Curriculum for Excellence; Respect for all – Valuing diversity and challenging racism through the curriculum, Pre-birth to Three, supporting our youngest children, Getting It Right for Every Child (GIRFEC), etc
- ◆ Statutory Equality Commissions
- ◆ Race Relations (Amendment) Act 2000 – Education Authorities statutory duty to promote race equality
- ◆ The Children and Young People (Scotland) Act 2014
- ◆ Scottish Social Services Council: The Standard for Childhood Practice Revised 2015 and the Codes of Practice for Social Service Workers and Employers (revised 2016)

By having an understanding of how these social and educational issues can have on children and childhood, the candidate can evaluate the impact they have on children and childhood.

## Higher National Unit specification: support notes (cont)

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

### Outcome 2

Candidates should recognise that legislation, policies and ideology are important to children's rights and that by researching and analysing their findings will understand the implications for their practice and future practice within children's services.

Candidates should investigate current legislation and policies and ideologies put in place by the government and how they are impacting on children's rights. Candidates should be directed to some of the issues but also candidates should be carrying out self-directed research. Candidates should have the opportunity to consider the political and financial climate on the legislation, policies and ideology surrounding the rights of children.

- ◆ Political issues – equal opportunities legislation, parental leave, child protection legislation
- ◆ Legislative framework and the impact on the daily lives of its citizens
- ◆ Protection of Children (Scotland) Act (2003) and the National Guidance for Child Protection in Scotland (2014)
- ◆ The role of the Children's Commissioner
- ◆ The Assessment of ministerial duties in relation to the UNCRC (CRWIA)

### Outcome 3

The issue of diversity and inclusion must be explored in some depth and should focus on the rights of all children. Each identified perspective must be analysed and evaluate the possible impact they have on the child and childhood.

Each perspective identified has to be examined and should highlight both positive and negative aspects promoting an awareness of how cultural values, beliefs and practice can influence how these can affect the rights of the child and childhood. This should reflect the candidates' own other cultures.

A historical insight into our connections with a wide range of ethnic groups and racial groups and cultures could give an understanding of the present day perspective.

Candidates can research into the various pieces of legislation that are in place to promote equality and reduce discrimination, eg

- ◆ The United Kingdom government mandate to 'build a safe, just and tolerant society for everyone in the UK, regardless of their race, religion, gender, gender identity, sexual orientation, disability or age'
- ◆ English as an additional language should be researched under Scottish Law/Local Authorities
- ◆ Children and Young People (Scotland) Act 2014, including kinship care, additional support for looked-after children and young people, etc.

Candidates need to be aware of and work to overcoming any barriers to inclusion:

- ◆ Inclusion involves a focus on ensuring that everyone has the opportunity to be engaged and involved

- ◆ Inclusion is building on promoting equal opportunities and therefore anti-discriminatory practice. It means working flexibly, operating practices and systems that take into account what each individual can offer and what each individual needs. Inclusion is an attempt to put into action values concerned with equality, participation, and respect for diversity, community, rights, compassion and sustainability



## Higher National Unit specification: support notes (cont)

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

These include:

- ◆ The Education (Additional Support for Learning) (Scotland) Act 2004 Amended 2009
- ◆ United Nations Convention of the Rights of the Child (1991)
- ◆ National Care Standards (2005)
- ◆ Promoting Race Equality – Making it Happen
- ◆ Equality Act (2014)
- ◆ Curriculum for Excellence
- ◆ Getting It Right for Every Child

### Outcome 4

The emphasis of this Outcome is to enable the candidates to identify approaches, both short and long-term strategies to recognise discriminatory practices and identify and analyse best practices for promoting good relations.

Candidates must have an awareness of some of the causes of discrimination:

- ◆ racist attitudes
- ◆ prejudice and discrimination
- ◆ knowledge of medical Model of Disability and exclusion

### Models of Disability

The **Social Model of Disability** views discrimination and prejudice as being rooted in the barriers of attitude, environment and organisation of society. The focus of work is therefore on who the child is, not on the disability. Attention is put on his/her likes and dislikes and on supporting him/her to live as full and active life as possible.

The **Medical Model of Disability** views disabled children and young people as being in some way deficient. In the medical model attention is focused on 'impairments' that the child has and tries to 'fix' them.

Social inequalities are present in all societies in one form or another, influencing every aspect of people's lives and attitudes. This is because society is made up of individuals who hold a spectrum of values, beliefs and opinions. Some of these are based on prejudice and discrimination.

Prejudice can be defined as unfavourable opinion or feeling formed beforehand without knowledge, thought or reason; discrimination can be defined as treating a person less favourably than others in the same or similar circumstances.

The aim of all the legislation that we have looked at in this Unit is to promote equal opportunity for all, regardless of age, sex, disability, race, religion or any other difference. The legislation should have an impact on the way organisations provide and organise services and on the way practitioners approach their practice. However, while legislation is important, because it protects people, the one thing it cannot do is change people's attitudes.

## Higher National Unit specification: support notes (cont)

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

Candidates will explore best practices that promote anti-discriminatory and participation by reflecting on their own practices and those of other establishments. On reflection of their practices and others they should analyse their effectiveness, making sound judgements and change practice if required.

### **GUIDANCE ON THE DELIVERY AND ASSESSMENT OF THIS UNIT**

Candidates should have knowledge of the content of this Outcome from related studies at SCQF level 8.

It is anticipated that the Unit will entail some class or group based delivery at the beginning of the Unit where there may be a need for sessions on research methodologies and strategies, consideration of principal theories, legislation, frameworks and policies within the context of childhood practice and opportunities to discuss the development of services for children and young people.

Input may be required on referencing approaches, eg Harvard. It may be useful if candidates were to meet with library staff to gain a full understanding of the various supports available to the research process. Delivery should also include individual tutorials to provide support to the candidate, discuss work and ensure authenticity.

This Unit is designed to enhance and challenge candidate's prior knowledge giving them a deeper understanding of equality, diversity and inclusion as it relates to children and young people today. It is important that they understand the changing views, the research, analysing legislation, policy and ideology on children's rights how this can be linked to practice and to the theoretical underpinnings.

Through this Unit the candidates will understand the progression in the thinking of children's rights and how it has an impact on the child and childhood. It will also have an impact on their own professional development in the way they deliver their right's based service.

### **Opportunities for developing Core Skills**

There are opportunities to develop the Core Skill(s) of *Communication*, *Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

## Higher National Unit specification: support notes (cont)

**Unit title:** Children's Rights: Equality, Diversity and Inclusion

### Open learning

It may be possible to deliver the Unit by this route and if the Unit is delivered by open learning methods, additional resources will be required for candidate support, assessment and quality assurance.

### ***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	Revised due to legislation and regulation changes within Industry. Also clarification of assessment for centres	28/09/17

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## General information for candidates

### Unit title: Children's Rights: Equality, Diversity and Inclusion

This is a mandatory Unit within the PDA Childhood Practice level 9 and carries 16 credits.

It is the theoretical underpinning to the Unit: *Childhood Practice: Developing a Rights' Based Approach to Service Delivery*.

The Unit is aimed at candidates who are working at lead practitioner or manager level within a care service for children and young people.

This Unit has been designed to enable you to further develop your knowledge and understanding regarding *Children's Rights: Equality, Diversity and Inclusion*.

The Unit consists of four Outcomes. These are:

- 1 Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.
- 2 Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that they have on children's rights.
- 3 Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.
- 4 Investigate and critically analyse approaches to anti-discriminatory practice and participation.

In the course of the Unit you will research, examine and critically analyse the legislation in place at present. You will research and analyse the perspectives on diversity and inclusion that may have an impact on children and young people in your care and staff under your supervision. By investigating and critically analysing different approaches to anti-discrimination that can have an impact on the way organisations provide and organise services and also in the way you approach your practice