



## Higher National Unit specification: general information

**Unit title:** Supported Employment Practice: Promoting Equality and Diversity in the Workplace

**Unit code:** H1J0 34

**Superclass:** AJ

**Publication date:** October 2013

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit is designed for those who are working, or plan to work, for an agency or organisation which provides Supported Employment. This Unit will normally be delivered as part of the Professional Development Award in Supported Employment Practice at SCQF level 7. In this Unit candidates will develop their knowledge of current legislation relating to promoting workplace equality, diversity and health and safety. Candidates will also carry out a risk assessment and negotiate a reasonable adjustment for a client to facilitate this process.

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

- ◆ Explain the impact that current legislation may have on employment for clients with additional support needs.
- ◆ Carry out a workplace risk assessment for a client.
- ◆ Negotiate and agree a reasonable adjustment with an employer based on client needs.

### Recommended prior knowledge and skills

Although entry is at the discretion of the centre, it is recommended that candidates should have good communication skills. In addition, candidates should preferably have undertaken some real work experience of providing employment support to clients with additional support needs.

## **General information (cont)**

### **Credit points and level**

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*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**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **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 may be undertaken on its own or as part of the PDA in Supported Employment Practice.

This Unit is one of four HN Units which make up the PDA in Supported Employment Practice at SCQF level 7. This Unit provides the candidate with the knowledge and understanding of the promotion of equality and diversity in the workplace which underpins Supported Employment practice.

The Unit is designed for those working in the field of Supported Employment.

It should be noted that throughout the Unit the term 'Supported Employment' is used to mean Supported Employment for those who are disabled or for those with other disadvantages.

Throughout the Unit candidates should be encouraged to apply their learning to the experiences of the clients with whom they work.

## Higher National Unit specification: statement of standards

**Unit title:** Supported Employment Practice: Promoting Equality and Diversity in the Workplace

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

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Explain the impact that current legislation may have on employment for clients with additional support needs.

#### Knowledge and/or Skills

- ◆ Current legislation in relation to equality.
- ◆ Obligations of employers in relation to equality.
- ◆ Obligations of employers in relation to health and safety.
- ◆ Duties of employees in relation to health and safety.
- ◆ Impact of harassment and victimisation.

#### Evidence Requirements

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

- ◆ Explain current legislation in relation to equality
- ◆ Outline statutory responsibilities of employers in relation to equality
- ◆ Outline obligations of employers in relation to health and safety
- ◆ Outline duties of employees in relation to health and safety
- ◆ Explain the impact that harassment and victimisation may have on clients.

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

**Unit title:** Supported Employment Practice: Promoting Equality and Diversity in the Workplace

### Outcome 2

Carry out a workplace risk assessment for a client.

#### Knowledge and/or Skills

- ◆ Range of support needs.
- ◆ Five step risk assessment.
- ◆ Task analysis in relation to job function.

#### Evidence Requirements

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

- ◆ Outline the support needs of a client
- ◆ Explain the concept of risk assessment in relation to employment
- ◆ Carry out a basic analysis of the job function
- ◆ Undertake a risk assessment for a client in the workplace

### Outcome 3

Negotiate and agree a reasonable adjustment with an employer based on client needs.

#### Knowledge and/or Skills

- ◆ Range of client needs.
- ◆ Employer's duty to provide reasonable adjustments.
- ◆ Strategies for adjusting the job task.
- ◆ Adaptations and restructuring.
- ◆ Evaluation techniques.

#### Evidence Requirements

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

- ◆ Outline the support needs of a client
- ◆ Describe three requirements of the employer's duty to provide reasonable adjustments
- ◆ Use appropriate strategies to seek adjustments and resolve problems
- ◆ Negotiate adaptations and/or restructuring based on client needs
- ◆ Evaluate the effectiveness of the intervention.

## Higher National Unit specification: support notes

### Unit title: Supported Employment Practice: Promoting Equality and Diversity in the Workplace

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 designed for those who are working, or plan to work, for an agency or organisation which provides supported employment. This Unit will normally be delivered as part of the Professional Development Award in Supported Employment Practice. In this Unit candidates will develop their knowledge of current legislation relating to equality, diversity and health and safety. Candidates will also carry out a risk assessment and negotiate a reasonable adjustment based on client needs.

The candidate should have an awareness of the following definitions:

The Scottish Union of Supported Employment (SUSE) definition of Supported Employment is:

‘Supported Employment Services provide individualised support to secure people with disabilities, long term conditions and multiple barriers to work in a sustainable paid job in the open labour market.’

The European Union of Supported Employment (EUSE) definition of Supported Employment is:

‘Providing support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market’.

Supported Employment is a method of intervention which assists individuals with disability or disadvantage to access paid jobs in the open labour market.

The following document is suggested as suitable background information.

*‘A Working Life for All Disabled People: The Supported Employment Framework for Scotland’* was released by the Scottish Government and COSLA in February 2010. The Framework acknowledges that many disabled people in Scotland face substantial barriers to gaining and sustaining work and that more needs to be done to support those who want to work.

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

**Unit title:** Supported Employment Practice: Promoting Equality and Diversity in the Workplace

### Guidance on the delivery of this Unit

This Unit forms part of a PDA that is designed to provide candidates with professional knowledge, values and skills related to working in the field of Supported Employment. Throughout the Unit candidates should be encouraged to apply their learning to the experiences of the clients with whom they work.

**Outcome 1** examines the impact of legislation on employment for clients with additional support needs. Employment support workers must have an awareness of employment law and anti-discrimination legislation so that they are alert to issues of exploitation, harassment and discrimination in the workplace. They must be aware of legislation and equal opportunities to challenge stereotypical assumptions and find solutions. Employers must treat job seekers and disabled employees fairly to avoid discrimination, victimisation and harassment. Employers should not make assumptions about disabled employees and must find out about the effects of an applicant or employees impairment.

**Direct discrimination** cannot be justified and happens when:

- ◆ a disabled person is treated less favourably than a non-disabled person, whose relevant circumstances are the same or not materially different; and
- ◆ the treatment is on the grounds of disability

**Victimisation** is where someone is treated less favourably because, for instance they have used their legal rights to make a complaint at work

**Harassment** is any form of unwelcome or unwanted behaviour that has the purpose or effect of:

- ◆ violating the disabled person's dignity; or
- ◆ creating an intimidating, hostile, degrading, humiliating or offensive environment

Relevant legislation should include

- ◆ Equality Act 2010
- ◆ Health and Safety at Work Act 1974
- ◆ Data Protection Act 1998

**Outcome 2** requires candidates to carry out a workplace risk assessment for a client. Health and safety is primarily the employer's responsibility but employment support workers should ensure that employers are meeting their health and safety and insurance responsibilities and that any risks have been assessed to ensure that the employee is able to work safely. This may involve supporting employers to meet their responsibilities.

Candidates should be made aware of the difference between a hazard and a risk:

- ◆ A hazard is something with the potential to cause harm
- ◆ A risk is the likelihood of harm from a hazard.

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

### Unit title: Supported Employment Practice: Promoting Equality and Diversity in the Workplace

The Health and Safety of employees is ensured by risk assessment. The Health and Safety at Work Act is the main piece of legislation covering health and safety in the workplace.

Both employers and employees have responsibilities in relation to health and safety.

The responsibilities of employees in relation to health and safety include:

- ◆ to co-operate with the employer, attend relevant training and follow the company's health and safety policies
- ◆ to take care of own health and safety and the safety of others
- ◆ to report any injuries
- ◆ to tell your employer if anything happens that might affect your ability to do the job.

The responsibilities of employers in relation to health and safety include:

- ◆ to make the workplace safe
- ◆ to prevent risks to health
- ◆ to ensure machinery is safe to use and safe working practices are set up and followed
- ◆ ensure materials are handled, stored and used safely
- ◆ to tell you about any potential hazards from the work you do, chemicals and other substances used by the firm, and give you information, instructions, training and supervision as needed
- ◆ to provide protective clothing or equipment free of charge if risks can't be removed or adequately controlled by any other means
- ◆ to ensure that the correct warning signs are provided.

Risk assessment involves careful examination of what could harm people and how this is likely to happen so that control measures can be put in place to comply with health and safety law.

The five steps in carrying out a risk assessment are:

- ◆ identify the hazards
- ◆ decide who might be harmed and how
- ◆ evaluate the risks and decide on precautions
- ◆ record the findings and act on them
- ◆ review the assessment and update in necessary.

The law does not expect employers to eliminate all risk but they are required to protect people 'as far as reasonably practicable' by balancing the level of risk against the measures required to control the risk in terms of time, trouble and expense.

Individuals have the right, under data protection legislation, to see personal data held or processed about them including information relating to a risk assessment.

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

### Unit title: Supported Employment Practice: Promoting Equality and Diversity in the Workplace

People with disabilities have a right to confidentiality and confidential details must not be disclosed without their explicit consent.

Task analysis includes analysis of the environment and culture of the organisation as well as the job function.

**Outcome 3** requires candidates to negotiate and agree a reasonable adjustment with an employer based on the client needs. Equality law recognises that bringing about equality for disabled people may mean changing the way in which employment is structured, the removal of physical barriers and/or providing extra support for a disabled worker. This is 'the duty to make reasonable adjustments'. The duty to make reasonable adjustments aims to make sure that, as far as is reasonable, a disabled worker has the same access to everything that is involved in doing and keeping a job as a non-disabled person.

The duty has three requirements:

- ◆ The first requirement involves changing the way things are done (equality law talks about where the disabled worker is put at a substantial disadvantage by a provision, criterion or practice of their employer).
- ◆ The second requirement involves making changes to overcome barriers created by the physical features of the workplace
- ◆ The third requirement involves providing extra equipment (which equality law calls an auxiliary aid) or getting someone to do something to assist the disabled person (which equality law calls an auxiliary service)

Strategies for adjusting the job task include:

- ◆ Job carving
- ◆ Job stripping
- ◆ Job enrichment

Assistance on the job can be necessary on a long term basis, eg use of interpreters for a deaf person or reading and travel assistance for a blind person.

Adaptations and restructuring can enable the client to perform the job function. Employment support workers should be able to suggest suitable tools, assistive technology, aids and adaptations, including the use of specialist technical equipment, for the client based on their needs.

Adaptations can include:

- ◆ Help for structuring (symbols, photos, colours instead of writing)
- ◆ Support for orientation (task flow charts, plan, task cards, to do list)
- ◆ Technical tools (calculator, talking clock, dictaphone)
- ◆ Help for memory
- ◆ Self-evaluation tools (such as self-control tools, checklists and competence grids, work diary)



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

### Unit title: Supported Employment Practice: Promoting Equality and Diversity in the Workplace

People with physical disabilities can be supported to undertake the job task, eg by changing the method or introducing aids such as specialist tools or equipment. If an employer is expected to make a reasonable adjustment, they will need to have enough information about the client and the nature of their disability to carry out that adjustment.

### Guidance on the assessment of this Unit

There are three instruments of assessment for this Unit.

#### Assessment Guidelines

##### Outcome 1

Outcome 1 could be assessed by a series of structured questions.

##### Outcome 2

The evidence for Outcome 2 could be presented in the form of a completed risk assessment for a client in the workplace. The risk assessment should be carried out in a real or simulated setting.

##### Outcome 3

Evidence for Outcome 3 should be based on a case study. The case study could be based on an individual with whom the candidate is working.

### Online and Distance Learning

This Unit could be delivered by open learning. However it would require careful planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

### Opportunities for developing Core Skills

There are opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

There will be opportunities to develop the Core Skill of *Communication* at SCQF level 6, *Information and Communication Technology (ICT)* at SCQF Level 6, *Problem Solving* at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit.

### 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	Clarification on the requirements of the risk assessment.	25/10/13

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## General information for candidates

### **Unit title:** Supported Employment Practice: Promoting Equality and Diversity in the Workplace

This Unit will enable you to develop detailed knowledge and understanding of the issues surrounding equality and diversity in the workplace for clients with additional support needs. This Unit is aimed at those who are working, or plan to work, for an agency or organisation which provides Supported Employment. This Unit will normally be delivered as part of the Professional Development Award in: Supported Employment Practice at SCQF level 7.

The Unit has three Outcomes. These are:

- ◆ Explain the impact that current legislation may have on employment for clients with additional support needs
- ◆ Carry out a workplace risk assessment for a client
- ◆ Negotiate and agree a reasonable adjustment with an employer based on client needs

Throughout this Unit you will develop your knowledge of current legislation relating to promoting workplace equality, diversity and health and safety. You will also carry out a risk assessment and negotiate a reasonable adjustment for a client to facilitate this process.

During this Unit you will learn about the legal obligations placed on employers to ensure that access to employment is free from discrimination. You will also consider the effects that harassment and victimisation can have on clients with additional support needs.

The Unit will be assessed by three instruments of assessment. Outcome 1 is assessed by a series of questions. Outcome 2 is assessed by the completion of a risk assessment for a client. Outcome 3 is assessed by a case study which could be based on a client with whom you are working.