



## Higher National Unit specification

### General information

**Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

**Unit code:** HD88 34

**Superclass:** PR

**Publication date:** April 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to develop the learner's knowledge and understanding of current legislation and policies related to inclusion and equality for people with additional support needs. The Unit is designed to enable learners to work sensitively and effectively in partnership with people with Additional Support Needs (ASN) and those who support them, in any work setting and to develop an understanding of the values required to support inclusion and equality required for practice.

### Outcomes

On successful completion of the Unit the learner will be able to:

1. Explain relevant legislation and policies that are designed to promote inclusion and equality for individuals with ASN.
2. Explain the professional values and skills required to promote inclusion and equality for individuals with ASN.
3. Demonstrate how inclusion and equality are promoted in practice.

### Credit points and level

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

## **Higher National Unit Specification: General information (cont)**

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### **Recommended entry to the Unit**

Entry is at the discretion of the centre. As this Unit has a practical element, learners should be working in or have access to a placement in an environment where individuals with ASN are supported.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for 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 forms part of the HNC Additional Support Needs and can be used as a free-standing Unit for a number of purposes including continuing professional development

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website <http://www.sqa.org.uk/sqa/46233.2769.html>.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

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.

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. Learners 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 relevant legislation and policies that are designed to promote inclusion and equality for individuals with ASN.

#### Knowledge and/or Skills

- ◆ Types of inequality experienced by individuals with ASN.
- ◆ The social and political context of inclusion, to include rights and citizenship.
- ◆ Relevant key legislation relating to inclusion and equality.
- ◆ Current policy initiatives relating to inclusion and equality for individuals with ASN.

### Outcome 2

Explain the professional values and skills required to promote inclusion and equality for individuals with ASN.

#### Knowledge and/or Skills

- ◆ Range of professional and interpersonal skills required for practice.
- ◆ Promotion of equality.
- ◆ Empowerment.
- ◆ Confidentiality.
- ◆ Respect and dignity.
- ◆ Anti-discriminatory practice.
- ◆ Person centred approaches.

### Outcome 3

Demonstrate how inclusion and equality are promoted in practice.

#### Knowledge and/or Skills

- ◆ Partnership working with the individual with ASN and those who support them.
- ◆ Importance of practice that demonstrates inclusion and equality.
- ◆ Importance of safeguarding.
- ◆ Application of relevant legislation and professional guidance within practice.

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

**Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

#### Outcome 1

- ◆ outline the 'protected characteristics'.
- ◆ describe inequalities that can be experienced by individuals with ASN.
- ◆ identify the principles of inclusion and explain its significance in the lives of people with ASN.
- ◆ explain the Public Sector Equality Duty.
- ◆ outline legislation designed to promote equality for individuals with ASN.
- ◆ describe policy initiatives to improve health and wellbeing for people with ASN.
- ◆ describe policy initiatives to improve educational Outcomes for people with ASN.

#### Outcome 2

- ◆ describe the professional and interpersonal skills required to work effectively with individuals with ASN.
- ◆ explain the professional values required to embed inclusion and equality for individuals with ASN.
- ◆ outline the principles of 'person centred approaches'.

#### Outcome 3

- ◆ describe an area of own practice where inclusion and equality were promoted.
- ◆ within that area of practice, demonstrate:
  - how a 'person-centred' approach was adopted.
  - how partnership working promoted inclusion and equality.
  - how safeguarding requirements were met.
  - how relevant legislation and professional guidance informed own practice.
- ◆ evaluate own work practice in terms of contribution to inclusion and equality.



## Higher National Unit Support Notes

**Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

Unit Support Notes are offered as guidance and 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 to develop the learner's knowledge and understanding of current legislation and policies related to inclusion and equality for people with additional support needs. The Unit is designed to enable learners to work sensitively and effectively in partnership with people with Additional Support Needs in any setting and to develop an understanding of the values required to support inclusion and equality while undertaking practice.

### Guidance on the Delivery of this Unit

This Unit is designed to be delivered as part of the Group Award HNC in Additional Support Needs: Supporting the Individual, it can also be used for the purposes of continuous professional development. The Unit provides learners the opportunity to take classroom theory to the workplace and to apply this within a real situation based on either work based practice or placement experience.

The delivery mechanisms adopted by centres should be flexible enough to allow comprehensive access and participation, including distance and e- learning.

Some self-directed learning and research are also encouraged in order that learners recognise the importance of this to their own self-development.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Knowledge and Skills requirements for each Outcome.

Learners should be encouraged to contribute to each learning session by relating the learning to their practice. This sharing of practice will enable the learners to have examples of roles, responsibilities and values for discussion. This would enable the learner to relate theory to practice and in turn would encourage a learner centred, participative and practical approach within the gaining of the key knowledge and skills.

It should be noted that learners must maintain the confidentiality of individuals during any discussions of their practice.

## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

### Outcome 1

Equalities legislation has been put in place relating to race, gender, age, disability, religion or belief and sexual orientation. In 2013, the Scottish Government set a suite of equality Outcomes. These are on the following topics:

- ◆ Scottish Government Representative Workforce.
- ◆ Scottish Government – Equality and Diversity Matters.
- ◆ Ministerial Public Appointments.
- ◆ Violence Against Women is Reduced.
- ◆ Gypsy/Travellers.
- ◆ Women and Employment.
- ◆ Disability and Access to Justice and Advice.
- ◆ Education.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- ◆ eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.
- ◆ advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- ◆ foster good relations between people who share a protected characteristic and those who do not.

The Additional Support for Learning legislation in Scotland promotes inclusion.

An inclusive approach to education involves:

- ◆ creating an ethos of achievement for all within a climate of high expectation.
- ◆ valuing a broad range of talents, abilities and achievements.
- ◆ promoting success and self- esteem by taking action to remove barriers to learning.
- ◆ countering conscious and unconscious discrimination that may prevent individuals.
- ◆ groups, from thriving in the education environment.
- ◆ actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society.

Learners should learn about the social context of inclusion, eg the importance and roles of social networks, involvement in social groups, and the political context, eg government policy and emphasis on social inclusion and citizenship.

## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

### Policy initiatives:

*The keys to life — Improving Quality of Life for People with Learning Disabilities (2012)* is the new learning disability strategy in Scotland.

*The Healthcare Quality Strategy for NHS Scotland 2010*, makes clear that whatever the individual circumstances of people's lives, including age, gender, ethnicity, disability, religion, sexual orientation, mental health, economic or other circumstances, they should have access to the right health services for their needs.

*The Scottish Attainment Challenge 2015* is designed to accelerate targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland.

*Curriculum for Excellence* an inclusive curriculum from 3 to 18 wherever learning is taking place. Citizenship education is at the heart of the curriculum and addresses issues such as human rights, sustainable development, peace and conflict resolution, social equality and appreciation of diversity.

*National Approach to Anti-bullying for Scotland's Children and Young People 2010* sets out the Scottish Government's position on anti-bullying in line with the legal framework outlined in the Equality Act 2010.

### Relevant legislation:

- ◆ Social Care (Self-Directed Support) (Scotland) Act 2013.
- ◆ The Regulation of Care (Scotland) Act 2001.
- ◆ Adult Support and Protection (Scotland) Act 2007.
- ◆ UN Convention on the Rights of People with Disabilities 2007.
- ◆ The Human Rights Act 1998.
- ◆ The Adults with Incapacity (Scotland) Act 2000.
- ◆ Equality Act 2010.

### Outcome 2

This Outcome is designed to provide learners with an understanding of the importance of communication and interpersonal skills when working with individuals with ASN. Interpersonal skills to exchange information, meaning and feelings through verbal and non-verbal communication including facial expressions, gestures/body language, tone of voice, pace of delivery and active listening. Learners should be taught about the main principles of 'person centeredness'. In person-centred care, professionals work collaboratively with people who use services. Person-centred care supports people to develop the knowledge, skills and confidence they need to more effectively manage and make informed decisions about their own care. It is coordinated and tailored to the needs of the individual to ensure that people are always treated with dignity, compassion and respect. Information on person centred approaches can be drawn from the work of John O'Brien, Marsha Forrest, Jack Pearpoint, Michael Smull, Helen Sanderson and their associates.

## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

### Outcome 3

The 'practice' aspect of this Outcome brings together the theory from Outcomes 1 and 2. Learners should be guided on the selection of an area from their own practice that exemplifies the promotion of inclusion and equality. They should be encouraged to reflect upon how ensuring a person-centred approach, partnership working, and safeguarding requirements were adopted and how relevant legislation and professional guidance informed best practice. Evaluation techniques should be explored to allow the learner to clearly identify areas of good practice and areas requiring further personal development.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment for this Unit could be through a range of short answer questions for Outcomes 1 and 2.

For Outcome 3, appropriate assessment may be the compilation of a case study from the learners work practice supported by a reflective account. The case study must be anonymous to ensure confidentiality.

### Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop the following Core Skills:

There are opportunities throughout the Unit to develop aspects of the Core Skills in *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5.



## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Additional Support Needs: Promoting Inclusion and Equality in the Workplace (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to develop your knowledge and understanding of current legislation and professional guidance or policies related to promoting inclusion and equality for individuals with Additional Support Needs. The Unit is designed to enable you to work sensitively and effectively in partnership with individuals with Additional Support Needs and those who support them, in any setting and to develop an understanding of the values and skill required to undertaking practice.

You will complete three learning Outcomes:

1. Explain relevant legislation and policies that are designed to promote inclusion and equality for individuals with ASN.
2. Explain the professional values and skills required to promote inclusion and equality for individuals with ASN.
3. Facilitate inclusion and equality for an individual with ASN.

Assessment for Outcomes 1 and 2 will likely be a series of short answer questions and Outcome 3 will be assessed by a case study from practice and a reflective account.

Throughout the Unit there will be opportunities to develop aspects of the Core Skills in Communication, Problem Solving, Working with Others and Information and Communication Technology.

You will also develop transferable skills in team working, planning and evaluation and reflective practice.