



Higher National unit specification

General information

Unit title: Analysing Equality, Diversity and Inclusiveness in Context (SCQF level 9)

Unit code: HH9J 36

Superclass: GB

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Unit purpose

This unit gives candidates the opportunity to develop and demonstrate their critical understanding of the principles of equality, diversity and inclusiveness and the ways in which these principles, the external drivers and influences are evidenced in the candidate's context.

Candidates will be expected to evaluate the evidence base and use these findings to determine the potential implications for their role and the impact on staff, students, customers and stakeholders in their context. The evaluation will be used to review own practice and identify opportunities for mainstreaming equality.

The context may be an individual workplace, local partnership, regional initiative or national perspective.

When undertaken with either the unit *Practising Inclusiveness to Advance Equality and Diversity*, or the unit *Practising Inclusiveness through Needs-led Assessment*, it forms the Professional Development Award 'Advancing Equality and Diversity through Inclusiveness at SCQF level 9'.

This unit is designed to meet the continuing professional development (CPD) needs of a wide range of candidates including: teaching/lecturing staff in colleges and universities; senior managers; staff who plan and manage curriculum provision; staff who support learning and manage the provision of learning resources; service managers (such as HR, recruitment, facilities, student services); training providers and staff involved in supporting, mentoring, coaching, training and developing work colleagues/other staff. It may also be relevant for teachers, guidance staff and managers in schools.

National unit specification: General information (cont)

Unit title: Analysing Equality, Diversity and Inclusiveness in Context (SCQF level 9)

On successful completion of the unit the candidate will be able to:

- 1 Understand and apply the principles of equality, diversity and inclusiveness in own context in order to evaluate how effectively these principles are reflected in the organisation's practices, strategies and approaches.
- 2 Use analytical techniques to evaluate the effectiveness of existing strategies and approaches within own context.
- 3 Review own practice and identify opportunities for mainstreaming equality as it applies to own role.

Credit points and level

1 Higher National unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Recommended entry to the unit

Access to this unit is at the discretion of the Centre although learners require access to a workplace in order to gather the necessary evidence.

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

This is a mandatory unit within the PDA Advancing Equality and Diversity through Inclusiveness at SCQF level 9 and should be taught and assessed within this framework. Delivery of the unit can be integrated with the unit *Practising Inclusiveness to Advance Equality and Diversity* where candidates are undertaking the full Group Award, however it may also be undertaken as a stand-alone unit.

When undertaken with either the unit *Practising Inclusiveness to Advance Equality and Diversity*, or the unit *Practising Inclusiveness through Needs-Led Assessment*, it forms the Professional Development Award Advancing Equality and Diversity through Inclusiveness at SCQF level 9.

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 candidates 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.

Higher National unit specification: Statement of standards

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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

Understand and apply the principles of equality, diversity and inclusiveness in own context in order to evaluate how effectively these principles are reflected in the organisation's practices, strategies and approaches.

Knowledge and/or Skills

- ◆ Concepts and definitions of equality, diversity and inclusiveness
- ◆ Human Rights: theory and principles
- ◆ Identifying sources of evidence and interpreting qualitative and quantitative data
- ◆ External drivers and influences on development of services and provision - including legal, political, social and economic factors
- ◆ National, regional and local trends in participation, progress and Outcomes
- ◆ Concept of mainstreaming in this context
- ◆ Concept and definition of positive action
- ◆ Ways in which the principles of equality, diversity and inclusiveness are reflected strategically and operationally in own context
- ◆ Understanding the impact of cultural values, unconscious bias and belief systems on attitudes and behaviours
- ◆ Understanding privilege, power and the dynamics of relationships

Outcome 2

Use analytical techniques to evaluate the effectiveness of existing strategies and approaches within own context.

Knowledge and/or Skills

- ◆ Selection and application of analytical techniques
- ◆ Consultation approaches and survey techniques
- ◆ Disclosure, confidentiality and protection of sensitive data
- ◆ Methods of evaluation and measures to monitor and report on impact
- ◆ Recognising the impact of privilege, power and the dynamics of relationships
- ◆ Recognising the impact of cultural values, unconscious bias and belief systems on attitudes and behaviours

Higher National unit specification: Statement of standards (cont)

Unit title: Analysing Equality, Diversity and Inclusiveness in Context (SCQF level 9)

Outcome 3

Review own practice and identify opportunities for mainstreaming equality as it applies to own role.

Knowledge and/or Skills

- ◆ Understanding own role in relation to mainstreaming equality
- ◆ Techniques for reviewing own practice
- ◆ Boundaries of competence and responsibility
- ◆ Involving and influencing others
- ◆ Planning services or experiences which intentionally promote diversity, advance equality and foster good relations for all protected characteristic groups
- ◆ Evidence-based positive action

Evidence Requirements for this unit

Candidates will produce a contextual analysis from evidence generated in the workplace. This could take the form of, for example, a live or recorded professional discussion, a live or recorded oral presentation, or a word-processed report. Whichever assessment approach is used, the content should comprise approximately 20 minutes of discussion and analysis (five or six pages of double-spaced type if presented as a word-processed report).

Other alternatives for creating and presenting the contextual analysis should be discussed between the candidate and the tutor/assessor.

The contextual analysis should provide evidence that the candidate has:

- (a) evaluated, the effectiveness of an existing strategy and approach to achieve equality, diversity and inclusiveness. with justification for any conclusions reached
- (b) reviewed own role and identifies opportunities for improvement in the practice of mainstreaming equality.
- (c) included a proposal which identifies what needs to change in the candidate's own practice and includes the indicators for use in measuring these improvements in future.

Higher National unit specification: Statement of standards (cont)

Unit title: Analysing Equality, Diversity and Inclusiveness in Context (SCQF level 9)

The content and scope of the analysis the candidate carries out should be agreed beforehand through discussion with their assessor to ensure the resulting contextual analysis is able to meet and be assessed in accordance with the following criteria:

- ◆ the evidence produced by the candidate shows genuine understanding of the principles of equality, diversity and inclusiveness
- ◆ there is critical analysis of the strategies and approaches to equality, diversity and inclusiveness and an evaluation of the extent to which these strategies and approaches are effective
- ◆ the candidate uses appropriate techniques in order to objectively identify and present the findings of the contextual analysis
- ◆ inclusion of an action plan, for future adoption, with performance measures and proposed timescales
- ◆ the extent to which the candidate met the assignment brief agreed with the assessor.

In the case of the evidence being generated through a live professional discussion, candidates may bring with prompts, in the form of notes or a similar prompt for reference during the assessment, and must submit the prompts online at the end of the assessment. Where an oral presentation is given, candidates should submit an online copy of their presentation before or immediately after the assessment.

Satisfactory achievement will consist of the candidate fulfilling all of the criteria summarised above.

Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.



Higher National unit Support Notes

Unit title: Analysing Equality, Diversity and Inclusiveness in Context
(SCQF level 9)

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

The content of this unit gives candidates the opportunity to develop their understanding of the principles of equality, diversity and inclusiveness and analyse, in their own context, the effectiveness of the strategies and approaches used to put these principles into practice.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

- ◆ Concepts and definitions of equality, diversity and inclusiveness
- ◆ Concept and definitions of evidence based positive action
- ◆ External drivers and influences on development of services and provision including legal, political, social and economic factors
- ◆ National, regional and local trends in participation, progress and Outcomes
- ◆ Ways in which the principles of equality, diversity and inclusiveness are reflected in own context (for example, vision and mission statements, strategic development plans, policies, processes, codes of practice, annual equality impact reports, mainstreaming reports, etc.)
- ◆ Protected characteristics; risks, causes and forms of direct and indirect discrimination, including gender stereotyping, victimisation, etc.
- ◆ Good practice including case study examples and guidance
- ◆ Sources of evidence and validity of data
- ◆ Data analysis, including SWOT, GAP and PEST techniques and use of data obtained
- ◆ Consultation design and approaches
- ◆ Disclosure, confidentiality and protection of sensitive data
- ◆ Evaluation techniques and measures to monitor impact
- ◆ Understanding privilege, power and the dynamics of relationships
- ◆ Recognising the impact of cultural values unconscious bias and belief systems on attitudes and behaviours
- ◆ Understanding own role in relation to mainstreaming equality
- ◆ Techniques for reviewing own practice and that of others, at a team and organisational level
- ◆ Boundaries of competence and responsibility
- ◆ Involving and influencing others

Higher National unit Support Notes (cont)

Unit title: Analysing Equality, Diversity and Inclusiveness in Context (SCQF level 9)

- ◆ Planning services or experiences which intentionally promote diversity, advance equality and foster good relations for all protected characteristic groups

The candidate's context will determine the focus for the evaluation, for example a curriculum, policy, process, service, strategy or partnership initiative.

Guidance on approaches to delivery of this unit

Candidates should be given opportunities to research complex reference, policy and legislative documents which they will review and evaluate with reference to equality, diversity and inclusiveness. Delivery of this unit is primarily about facilitating candidates through this process. They should be encouraged to analyse information reflectively and reach sound conclusions on which to base their contextual analysis.

The underpinning knowledge for Outcome 1 could be delivered at the outset of the unit, after which candidates need to reflect on their values, attitudes, culture and bias prior to carrying out their analysis and making proposals for action.

Guidance on approaches to assessment of this unit

Evidence should be generated using this type of assessment:

A contextual analysis; based on practice, using written/documentary evidence, oral questioning or professional discussion. Candidates should define the parameters of their analysis and submit this to the centre for approval prior to commencing the analysis.

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.

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 candidate 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.

Higher National unit Support Notes (cont)

Unit title: Analysing Equality, Diversity and Inclusiveness in Context (SCQF level 9)

Opportunities for developing Core and other essential skills

Problem Solving

All elements of the Core Skill of *Problem Solving*, that is, Planning and Organising, Critical Thinking and Reviewing and Evaluating, will be enhanced and developed as candidates undertake the unit. The factors facilitating effective inclusion and full participation in a context relevant to the candidate must be examined in detail. A full formal report on personal practice requires a comprehensive analysis with review of all stages of the process to plan and ensure progression.

Communication

Communication skills underpin all work for the unit as candidates conduct in depth research on culture, attitudes and bias using a range of complex sources. They consider and evaluate the impact of such values in a formal review report on own practice. Reports, whether written and/or oral must be technically and factually accurate, fully referenced and presented to a professional standard.

Information and Communication Technology (ICT)

Accessing, using and storing electronic data will enhance and develop professional skills. In researching and presenting complex information on trends, current policies and procedure the use of technology will be routine practice. The presentation of written and oral work will require skilled use of *ICT* and responsible awareness of security issues, including the protection of sensitive data, and methods to ensure protection.

Essential Skills

This award is designed to develop skills for the workplace and for career progression. The skills identified by employers as essential will provide a focus for activities. Working independently, self-management, using initiative and being proactive will support adherence to professional standards and working practices. Candidates will be required to demonstrate flexibility and the ability to adapt to different situations and environments.

Citizenship

In depth understanding of citizenship will include keen awareness of rights and responsibilities; being outward-looking towards society; being able to recognise one's personal role and responsibilities in the context of identifying and eliminating discrimination, promoting equality and fostering good relations between different groups.

History of changes to unit

Version	Description of change	Date

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General information for candidates

Unit title: Analysing Equality, Diversity and Inclusiveness in Context (SCQF level 9)

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 and what you will need to do during the unit.

What this unit is about

This unit is about developing the knowledge and skills you need to develop evidence-based decision-making, and improving your effectiveness in advancing equality and diversity by deepening your understanding of current externally and internally-driven priorities in conjunction with principles of equality, diversity and inclusiveness.

What you will learn

You will learn how to evaluate appropriate evidence relating to equality, diversity and inclusiveness within a staff or student related area, service or function. You will use the findings to determine the potential implications for your own role and context. You will learn how to measure and evaluate the impact of existing policy and practice on staff, students, customers and stakeholders in their context. The evaluation will be used to review your own practice and identify opportunities for mainstreaming equality/widening participation. These will be developed into a proposal, with relevant success measures, determining how you will achieve improved Outcomes in an identified priority area.

Evidence to meet the requirements of the unit must be from the workplace, not a simulated environment, so you should have access to a suitable workplace before you begin this unit.

On completion of the unit you will be able to:

- ◆ understand and apply the principles of equality, diversity and Inclusiveness in your own context in order to evaluate how effectively these principles are reflected in your organisation's practices, strategies and approaches.
- ◆ use analytical techniques to evaluate the effectiveness of existing strategies and approaches within your own context.
- ◆ review your own practice and identify opportunities for mainstreaming equality as it applies to your own role.