



## Higher National unit specification

### General information

**Unit title:** Practising Inclusiveness to Advance Equality and Diversity (SCQF level 9)

**Unit code:** HH9K 36

**Superclass:** GB

**Publication date:** January 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit gives candidates the opportunity to advance equality, diversity and inclusiveness by putting into practice relevant knowledge, skills and understanding in their own role. This will be achieved by implementing change(s) in policy and/or delivery of provision and services to advance the needs of relevant equality groups and to widen access and participation.

This unit is designed to meet the continuing professional development (CPD) needs of a wide range of candidates including:

- ◆ teaching/lecturing staff
- ◆ learning support and guidance staff
- ◆ staff who plan and manage the provision of post-16 education or training
- ◆ staff who manage the provision of learning resources
- ◆ service managers (such as HR, organisational development, recruitment, estates, facilities, finance and student services)
- ◆ training providers
- ◆ staff involved in supporting and developing their teams through CPD activities

In all contexts, candidates should be able to provide evidence of professional discussion with a line manager about equality impact and potential for improvements in practice. This unit covers areas of development including:

- ◆ Empowering others to fulfil their potential and to provide support in ways which foster increasing independence rather than creating dependency.
- ◆ Intervening in a way likely to foster good relations between individuals and groups in order to maintain their enthusiasm, motivation and sense of belonging.
- ◆ Mainstreaming equality in all functions and processes of the organisation, including decision-making.

## National Unit specification: General information (cont)

**Unit title:** Practising Inclusiveness to Advance Equality and Diversity (SCQF level 9)

### Outcomes

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

- 1 Use an evidence based approach to plan a change(s) in the context of own practice to advance equality and promote diversity.
- 2 Design and implement planned change(s) in order to advance equality and promote diversity.
- 3 Critically evaluate the planned change and present contextualised evidence to a line manager and colleagues/team members of progress towards mainstreaming inclusiveness, including lessons learned and impact.

### Credit points and level

2 Higher National unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

### Recommended entry to the unit

Entry of learners to this unit is at the discretion of the centre.

### 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. The Group Award comprises the mandatory single unit *Analysing Equality, Diversity and Inclusiveness in Context* with either of the double units; *Practising Inclusiveness in Needs-led Assessment* or *Practising Inclusiveness to Advance Equality and Diversity*.

### 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:** Practising Inclusiveness to Advance Equality and Diversity  
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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

Use an evidence based approach to plan a change(s) in the context of own practice to advance equality and promote diversity.

#### Knowledge and/or Skills

- ◆ Preparing a detailed, SMART project outline and action plan, implementation and evaluation phases; milestones, timescales, measures and proposed Outcomes
- ◆ Acknowledging and respecting every individual's identity, experience and difference
- ◆ Selecting and adjusting approaches to take account of students' or staff requirements
- ◆ The legal duty to undertake equality impact assessments
- ◆ Making reasonable adjustments and implementing positive action appropriately
- ◆ Applying assessment criteria equitably and holistically (for both students and staff)
- ◆ Action planning and change management which embeds consideration of equality, including positive action

### Outcome 2

Design and implement planned change(s) in order to advance equality and promote diversity.

#### Knowledge and/or Skills

- ◆ Being a positive role model and championing equality
- ◆ Using data and consultation to inform design
- ◆ Selecting and using appropriate tools and strategies
- ◆ Strategies to promote positive attitudes and foster good relations between diverse groups
- ◆ Strategies to recognise and challenge bias, prejudice and/or discrimination
- ◆ Designing and developing measures to monitor progress and evaluate impact of planned intervention(s)
- ◆ Optimising resources to encourage engagement and participation where there has been evidence of under-representation

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

**Unit title:** Practising Inclusiveness to Advance Equality and Diversity (SCQF level 9)

### Outcome 3

Critically evaluate the planned change and present contextualised evidence to a line manager and colleagues/team members of progress towards mainstreaming inclusiveness, including lessons learned and impact.

#### Knowledge and/or Skills

- ◆ Gathering and evaluating information and reporting Outcome(s)
- ◆ Strategies for evaluating effectiveness of intervention(s) and impact on practice
- ◆ Methods for self-evaluation and critical reflection on own performance
- ◆ Strategies for effective dissemination and reporting
- ◆ Mitigation strategies and signposting
- ◆ Boundaries of competence and responsibility
- ◆ Evidence of mainstreaming inclusiveness in quality frameworks and systems

#### Evidence Requirements for this unit

Evidence for this unit will be generated in two ways:

##### 1 An Equality Impact project and report

The Equality Impact project and report should:

- ◆ include a project plan with a clear evidence base linked to strategic equality drivers and justification for the choice of area for change.
- ◆ show how the area of change has contributed to the achievement of targets or equality Outcomes.
- ◆ indicate how progress, impact and Outcomes will be measured.
- ◆ present a reasoned evaluation of how the changed services/provision has impacted on services users and/or those for whom the provision has changed.
- ◆ Identify lessons learned in the process of designing, planning and implementing the intervention /change of practice and how these will be disseminated.
- ◆ include evidence to demonstrate how the consideration of equality and/or groups with protected characteristics have informed the way the service/provision has been changed, managed and delivered.

The Equality Impact information could be presented as a collection of resources in an e-portfolio, or in the form of a live or recorded oral presentation, or as a word-processed report. Other alternatives for creating and presenting the Equality Impact should be discussed between learner and tutor/assessor. Whichever format is chosen, each of the factors outlined above should be addressed. In a word-processed report this is likely to run to 12-15 pages of double-spaced type.

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

**Unit title:** Practising Inclusiveness to Advance Equality and Diversity (SCQF level 9)

### **2 An evaluative personal development journal (EPDJ)**

The EPDJ should be compiled over the duration of the unit, showing evidence that the learner has evaluated the extent to which the Equality Impact project has advanced consideration of equality and increased inclusiveness within practices. Learners may submit this EPDJ as a series of diary entries, which could be in a variety of different formats, eg electronic, blog posts, digital recordings as well written or word processed.

A minimum of 12 entries should be made over a time period of at least six months. All EPDJ entries should be dated and confirmed as the authentic and original work of the learner (by a line manager). Each entry should include reference to a situation that has arisen while undertaking the Equality Impact project and indicate how they responded, what action was taken and what the learner has learned.

Satisfactory achievement will be shown by the learner's evaluative evidence illustrating how successfully they have mainstreamed equality and developed inclusiveness within their professional practice:

- ◆ justifying the approaches taken when planning inclusive changes of practice and fulfilling own job role
- ◆ referencing examples of encountering prejudice, conscious or unconscious bias
- ◆ promoting positive attitudes to diversity and fostering good relations
- ◆ identifying appropriate ways of mainstreaming equality within own practice
- ◆ reflecting on change and reviewing the extent to which action(s) including positive action, where appropriate, led to improvement in practice and advanced equality.



## National unit Support Notes

**Unit title:** Practising Inclusiveness to Advance Equality and Diversity (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 80 hours.

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

The content for this unit reflects the developments in:

- ◆ Equality legislation
- ◆ Scottish Government post-16 education reform and policy
- ◆ Professional Standards for Lecturers
- ◆ Approaches to the assessment of needs and of equality impact
- ◆ Remit, approaches and requirements of Education Scotland and the Quality Assurance Agency for Higher Education (QAA)
- ◆ Relevant research on staff competences for equality, diversity and inclusiveness

The learner should have access to a workplace where evidence to meet the Outcomes can be generated.

This unit has been designed to be undertaken by individuals in relation to their work context, with staff or students, but it has also been developed to be used collaboratively (in a national, regional or local setting) to plan for quality improvement and to implement educational reform that will progress equality Outcomes and achieve impact.

The principal context can either be education, training or the workplace, which may be widely interpreted to include colleges and universities, training providers, professional development of staff (in academic and support roles) as well as being applicable to staff in schools and community learning settings.

The PDA is intended to build capacity in equality, diversity and inclusiveness in all settings and to encourage innovation in all aspects of education, training and the workplace.

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:

- ◆ The practitioner's role in facilitating inclusion in learning environments and the workplace
- ◆ Strategies to advance equality, promote diversity and remove barriers to participation
- ◆ Planning and developing inclusive strategies relevant to own role
- ◆ Acknowledging and respecting every individual's identity, experience and difference

## National unit Support Notes (cont)

**Unit title:** Practising Inclusiveness to Advance Equality and Diversity  
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- ◆ Selecting interventions which take account of students' or staff requirements
- ◆ Current equalities legislation
- ◆ Equality impact assessments
- ◆ Evidence-based positive action
- ◆ Safeguarding legislation
- ◆ Forms and purposes of assessment
- ◆ Intervening in a way likely to foster good relations and maintain students' and/or staff enthusiasm, motivation and sense of belonging
- ◆ Being a positive role model and an equalities champion
- ◆ Strategies to promote positive attitudes and foster good relations between diverse groups
- ◆ Strategies to recognise and challenge prejudice and/or discrimination
- ◆ Strategies to evaluate and improve the inclusiveness of own practice
- ◆ The effective use of strategies to advance equality and facilitate reasonable adjustments in a wide range of contexts
- ◆ Resources to encourage engagement and participation in education, training and the workplace
- ◆ Discernment in the provision of support
- ◆ Gathering and evaluating information and reporting Outcome(s)
- ◆ Protection of data, handling of sensitive information and disclosure
- ◆ Strategies for evaluating effectiveness of intervention(s) and impact on practice
- ◆ Methods for self-evaluation and critical reflection on own performance
- ◆ Strategies for effective dissemination
- ◆ Awareness of unconscious bias and mitigation strategies
- ◆ Boundaries of competence and responsibility, including appropriate onward referral
- ◆ Action planning and change management
- ◆ Approaches to continuous improvement

### Guidance on approaches to delivery of this unit

This unit focuses on professional development, using a variety of different approaches and appropriate resources, evaluating own context and reflecting on own practice. It may be taught in-house or regionally to groups of staff on a face-to-face basis, via a blended learning approach which combines webinars and virtual but synchronous classes or entirely online.

### Guidance on approaches to assessment of this unit

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. Evidence must be generated in the workplace and selected by the learner, in discussion with the assessor.

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

## National unit Support Notes (cont)

**Unit title:** Practising Inclusiveness to Advance Equality and Diversity  
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### 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

#### 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 learners undertake the unit. The factors facilitating effective inclusion and full participation in a context relevant to the learner 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 learners 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. Learners will be required to demonstrate flexibility and the ability to adapt to different situations and environments.



## **National unit Support Notes (cont)**

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### **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:** Practising Inclusiveness to Advance Equality and Diversity (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 your skills in using relevant evidence to plan and implement change(s) in the delivery of provision/services in your context and role to advance equality and inclusiveness. The change(s) will be informed by evidence and should aim to advance identified needs of equality groups, and widen access and participation in the workplace, education or training. You will evaluate the impact and Outcomes from the changes.

### What you will learn

You will learn how to develop and implement a SMART action plan which is based on relevant evidence (eg under-representation, equality impact assessment, etc) and develop measures for monitoring and evaluating the intended impact and Outcomes from the changes. You will gain understanding of positive action and when this is justified, how to select appropriate strategies to promote positive attitudes and foster good relations between diverse groups. Critical self-reflection, lessons learned and Outcomes will generate evidence of mainstreaming inclusiveness in relation to the requirements of the public sector equality duties (PSED).

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:

- ◆ use an evidence based approach to plan a change(s) in the context of your own practice to advance equality and promote diversity.
- ◆ design and implement these planned change(s) in order to advance equality and promote diversity.
- ◆ critically evaluate the planned change and present contextualised evidence to a line manager and colleagues/team members of progress towards mainstreaming inclusiveness, including lessons learned and impact.