

**-SQA- SCOTTISH QUALIFICATIONS AUTHORITY**

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Module Number-**                      7141463                      **-Session-1993-94**  
**-Superclass-**                              AJ  
**-Title-**                                      **PROMOTING EQUAL OPPORTUNITIES 2**

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Acquiring an awareness of the nature and effects of institutional discrimination in society and in particular an understanding of how discrimination may result from established behaviour patterns rooted in social institutions.

**OUTCOMES**

1.     investigate the nature of institutional discrimination;
2.     evaluate the effects of discrimination in selected contexts;
3.     evaluate the ways in which equal opportunities can be promoted to combat discriminatory practice.

**CREDIT VALUE:** 1 NC Credit

**ACCESS STATEMENT:** Completion of NC Module 7141451: Promoting Equal Opportunities would be beneficial.

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For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7141463**UNIT TITLE:** PROMOTING EQUAL OPPORTUNITIES 2

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. INVESTIGATE THE NATURE OF INSTITUTIONAL DISCRIMINATION

**PERFORMANCE CRITERIA**

- (a) The explanation of the meaning of institutional discrimination is correct.
- (b) The explanation for the existence of institutionalised discrimination is valid in terms of existing theory.

**RANGE STATEMENT**

The range for the outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Written evidence generated by research and classwork to meet the performance criteria.

**OUTCOME**

2. EVALUATE THE EFFECTS OF DISCRIMINATION IN SELECTED CONTEXTS

**PERFORMANCE CRITERIA**

- (a) The evaluation of the effects of institutional discrimination in selected contexts is valid in terms of its denial of opportunities and disempowerment.

- (b) The evaluation of the effects of institutional discrimination in selected contexts is valid in terms of the impact upon an individual's personal identity and self worth and potential to achieve.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Written evidence of evaluation of at least two contexts of institutional discrimination.

**OUTCOME**

- 3. EVALUATE THE WAYS IN WHICH EQUAL OPPORTUNITIES CAN BE PROMOTED TO COMBAT DISCRIMINATORY PRACTICE

**PERFORMANCE CRITERIA**

- (a) The explanation of the concept of equal opportunities is comprehensive.
- (b) The explanation of the concept of anti discriminatory practice is comprehensive.
- (c) The description of the ways in which equal opportunity may be promoted in institutions is accurate in relation to action taken within the institution, by outside agencies and by legislation.
- (d) The evaluation of the adequacy of an institution's strategies in combating discrimination and promoting equal opportunities is valid in terms of strengths and weaknesses.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Written evidence of evaluation generated by research and classwork to meet the performance criteria.

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**ASSESSMENT RECORDS**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

**SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES****UNIT NUMBER** 7141463**UNIT TITLE** PROMOTING EQUAL OPPORTUNITIES 2

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This module is intended to develop awareness of the nature and effects of institutional discrimination in society and in particular an understanding of how discrimination may be established within the everyday practices of institutions.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module helps develop awareness of the nature and effects of institutional discrimination in society.

**CONTENT/CONTEXT** Corresponding to Outcome 1-3:

1. Candidates should have an understanding of the concept of institutional discrimination and be aware of the defining characteristics of an institutions.

Social institutions may be defined as established behavioural patterns which are impaired upon individuals by society. Social institutions have a historical existence. They continue from one generation to the next as they provide the basic social framework within which each generation lives.

The major social institutions usually distinguished within a society consist of:

- economic institutions
- the family and kinship
- political institutions
- religious institutions
- educational institutions
- institutions of social control eg. police, military, judiciary
- Media institutions
- language

Candidates should have an understanding of the major causes of institutional discrimination through an examination of relevant concepts in psychology and sociology e.g. prejudice, stereotyping, scapegoating, personality characteristics, group closure, group conflict, power relationships, ethics, socialism. They should also be aware of cultural factors such as language, religion and historical experience. Candidates should know how these can be instrumental in the establishment of discriminatory attitudes and behaviours in institutional contexts, e.g. The Family, Education, Media, Housing, Law etc.

2. Candidates should evaluate the effects of discrimination in institutions in relation to its consequences for individuals and groups. Consideration should be given to the ways in which institutional discrimination can limit employment opportunities and place restrictions upon choices for people within institutions and within society at large.

Candidates should also be aware of the ways in which institutional discrimination can limit the chances of individuals/groups attaining positions of power and status within institutions and within the wider society.

Candidates should be aware of how institutional discrimination can effect an individual's view of themselves and in relation to others; that, as a result of discrimination they may have low self esteem and a poor self image, may fail to satisfy their needs and be at a disadvantage in their relationships with others.

Candidates should have an understanding of the effects of institutional discrimination on individuals in general and how it impinges upon the lives of one (client) group in particular for purposes of assessment. They should have an understanding of the effects of institutional discrimination through an investigation of two institutional contexts. Students may focus upon general social contexts eg. the family the media, the political system, religion, the legal system, the military etc, etc, and or upon contexts of a more specifically vocational concern eg. a particular area of employment/training.

3. Candidates need to have an understanding of the concepts of equal opportunities and of anti discriminatory practice.

Candidates should be aware of the ways in which equal opportunities and anti discriminatory practices may be promoted in institutions through:

(a) Formal strategies:

employer codes of practice and policies;  
individual, trade union/professional;  
association initiatives;  
client initiatives.

legislation and polices e.g.  
Sex Discrimination Act;  
Race Relation act;  
Health and Safety at Work Act;  
Equal Pay Act;  
Disabled Persons Act;  
Rehabilitation of Offenders' Act;  
Data Protection Act;  
other relevant legislation depending on institutional  
context;  
charters.

Agencies e.g.,  
Equal Opportunities Commission;  
Commission for Racial Equality;  
Trade Union movement;  
Pressure groups

(b) Informal strategies:

support structures;  
self structures;  
self help organisations of groups experiencing  
discrimination;  
networking;  
outreach;

Candidates should investigate one institution and evaluate their means of promoting equal opportunities and anti discriminatory practices. The institutional context should be vocationally relevant.

Evidence requirement for these outcomes, there should be written evidence of knowledge and understanding.

**APPROACHES TO GENERATING EVIDENCE** This module should be structured in response to the needs and interest of the candidates and the requirements of each assessment.

A degree of teacher/tutor exposition is important however, so that students obtain a clear understanding of core concepts relating to institutional discrimination equal opportunities and anti discriminatory practice.

Use should also be made of text books, case studies, media reports, policy documents etc. and where appropriate relevant speakers.

Full class discussions and/or small group discussions should be to the fore so that students may show in the experience of others confront the extent of their own prejudices and be aware of their likely efforts upon individuals/groups in vocational and under social contexts.

Students should also be involved in the production of primary data through the investigation of particular institutions.

**ASSESSMENT PROCEDURES** For Outcome 1 students need to have a clear understanding of the measuring of institutional discrimination and of relevant sociological psychological concepts as a means of explaining the causes of institutional discrimination.

The assessment could for example, be of a closed book nature focussing upon concept definitions or it could take the form of a case study.

For Outcome 2 the student should evaluate the effects of discrimination upon selected groups within 2 institutional contexts. The students should make use of relevant texts, reports, interviews etc. for the assessment.

The Outcome 3 students need to have an understanding of key concepts of equal opportunities and anti discriminatory practices and of a range of ways in which these may be promoted in the selected institutional context. They need also to evaluate the strengths/weaknesses of anti-discriminatory strategies. For Outcome 3 1 context should be selected.

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

## REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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