

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7141451 **-Session-1991-92**
-Superclass- AJ

-Title- **PROMOTING EQUAL OPPORTUNITIES**

-DESCRIPTION-

Purpose To increase understanding of prejudice and discrimination and how they may be combated through the promotion of equal opportunities and anti-discriminatory practice.

Preferred Entry Level No formal entry requirements.

Outcomes The candidate should:

1. describe discrimination and its types and forms;
2. investigate the causes and effects of discrimination;
3. investigate ways in which equal opportunities are promoted in society;
4. investigate ways in which equal opportunities can be promoted to combat discriminatory practice.

Assessment Procedures Acceptable performance in this module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 DESCRIBE DISCRIMINATION AND ITS TYPES AND FORMS

- PCs
- (a) The explanation of the meaning of discrimination and of the relationship between prejudice, stereotyping and discrimination is correct.
 - (b) The description of examples of prejudiced attitudes is valid.
 - (c) The identification of personal prejudices is comprehensive in terms of the range and universality of the problem.
 - (d) The description of the types of discrimination is accurate.
 - (e) The description of different forms of discrimination is accurate.

IA Restricted Response Questions

The candidate will be set five restricted response questions as follows:

- (i) PC (a) one question;
- (ii) PC (b) one question, asking for five general examples;
- (iii) PC (c) one question, asking for three examples of personal prejudices;
- (iv) PC (d) one question, covering five types of discrimination and describing one example of each;
- (v) PC (e) one question, covering five forms of discrimination and describing two examples of each.

OUTCOME 2 INVESTIGATE THE CAUSES AND EFFECTS OF DISCRIMINATION

- PCs
- (a) The explanation of how prejudice is learned is valid in terms of sociological and psychological concepts.
 - (b) The description of the general impact of negative discrimination is correct in terms of its denial of opportunities and disempowerment.

- (c) The explanation of ways in which prejudice and discrimination affect interaction with others is valid in terms of personal prejudices and the prejudices of others.
- (d) The investigation of the effects of prejudice and discrimination on the lives of one group is comprehensive in terms of its impact on their personal identities and structural disadvantage.

IA Assignment

The candidate will be set an assignment covering all of the Performance Criteria.

The assignment will cover the following areas:

- (i) explanation of how prejudice is learned for PC (a).
- (ii) description of the impact of negative discrimination for PC (b);
- (iii) PC (c) entails an ongoing process of self-reflection and observation of others by means of a record of relevant examples which should be maintained throughout the module;
- (iv) For PC (d) a minimum of two relevant effects on personal identity and three areas of structural disadvantage must be given.

This assignment should be carried out as part of the ongoing work for the module.

OUTCOME 3

INVESTIGATE WAYS IN WHICH EQUAL OPPORTUNITIES ARE PROMOTED IN SOCIETY

PCs

- (a) The explanation of the concept of equal opportunities is comprehensive.
- (b) The description of the key aspects of major legislation, charters and policies intended to promote equal opportunities is accurate.
- (c) The investigation of the role of selected central government agencies involved in protecting equal opportunities is correct.
- (d) The investigation of the role of other agencies concerned with promoting equal opportunities is correct.
- (e) The evaluation of the adequacy of legislation, policies and agencies in combating discrimination is valid in terms of identified strengths and weaknesses.

IA Assignment

The candidate will be set an assignment in which they will be expected to:

- (i) explain the concept of equal opportunities;
- (ii) the candidate will be given two case studies on the basis of which she/he will investigate and evaluate the adequacy of legislation, policies and agencies in combating two forms of discrimination.

The assignment may be carried out as part of the ongoing work of the module.

OUTCOME 4 INVESTIGATE WAYS IN WHICH EQUAL OPPORTUNITIES CAN BE PROMOTED TO COMBAT DISCRIMINATORY PRACTICE

PCs

- (a) The explanation of the concept of anti-discriminatory practice is comprehensive.
- (b) The investigation of ways in which individuals can challenge prejudice and discriminatory behaviour is valid in relation to combating discriminatory practice.
- (c) The investigation of ways in which equal opportunities can be promoted is comprehensive and valid.

IA Project

The candidate will be set a project in which they will be expected to:

- (i) explain the concept of anti-discriminatory practice;
- (ii) investigate ways in which individuals can challenge prejudice and discriminatory behaviour and ways in which equal opportunities can be promoted in relation to one context of which they have experience.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-4:

1. (a-d): A significant commitment to promoting EOs and ADP is unlikely to develop unless candidates can recognise prejudice and have developed some understanding of its causes.

Examples of the prejudiced assumptions and attitudes of self and others should be identified as an ongoing part of the module. The role of language as a social institution conveying prejudiced attitudes should be emphasised, as should the importance of using terms which value rather than devalue disadvantaged groups.

- (e). Types of discrimination: direct/indirect; overt/covert; unconscious; institutional; negative; affirmative action.
 - (f). Forms of discrimination: age, class, occupation, employment status, culture, gender, health, marital status, mental ability, physical ability, nationality/region, political beliefs, race, sexuality, sensory ability, responsibility for dependents, education, etc.
2. (a) Causes: e.g.
 - (i) economic/political competition and conflict.
 - (ii) frustration/displaced aggression (scapegoating).
 - (iii) personality needs.
 - (iv) social conformity.

Such causes would be part of a wider social and cultural context in which prejudice, and its culturally legitimate targets, are created and learned, eg.

Social Structure: - culture-socialisation - attitudes - prejudice - discrimination.

- (c). The focus here should be on (i) primary source material derived from observing the attitudes and behaviour of themselves and those they interact with; (ii) relevant secondary source material.

- (d). One form to be selected. The range of effects should include:
- (i) effects on personal identity: helplessness, powerlessness, low self-esteem, reduced performance, etc.
 - (ii) structural inequalities/disadvantage relating to some combination of the following:
 - employment, income; education, media; police/legal system; social services provision; occupational ideologies; government policy; architecture, transport; political representation; etc.
3. (a). The view that all individuals be valued and treated equally makes equal opportunities a moral and human rights issue implying tolerance towards, and respect for the rights of, others.
- (b). Key E.O.s principles of:
- (i) Legislation: Sex Discrimination Act; Race Relations Act, Equal Pay Act, Disabled Persons Act; Health and Safety at Work Act, Data Protection Act, Rehabilitation of Offenders Act.
Legislation relevant to the context of the candidate should also be reviewed: e.g. NHS and Community Care Act.
 - (ii) Charters: Citizens/Patients Charters.
 - (iii) Policies: E.G. Local Authority Policy Statements.
- (c). Government Agencies: e.g. Commission for Racial Equality; Equal Opportunities Commission; Health and Safety Executive.
- (d). Other Agencies: e.g. Local Authorities; Pressure Groups.
- (e). The relevant legislation/charters/policies/agencies will vary according to the form of discrimination selected.
4. Any context could be chosen by the candidate if negotiated and approved by the tutor/trainer. The Organisation in which the candidate is mainly based would be particularly appropriate: this may be a workplace or the College itself. For such a context relevant examples might be:
- use of language; access to/within buildings; staff training/development; crèche facilities; flexible working hours; maternity/paternity leave; user friendliness; challenging discriminatory behaviour/attitudes; salary structures; E.O.s codes of practice; interview training; harassment and unequal treatment.

SUGGESTED LEARNING AND TEACHING APPROACHES

There must be a balance between:

- (a) tutor/trainer input;
- (b) encouragement of candidate reflection on their own attitudes and behaviour;
- (c) a focus on group discussion of the candidates' own experience;
- (d) use of video and other stimulus material available from local organisations and professional bodies such as C.C E.T.S.W.;
- (e) use of visiting speakers;
- (f) role plays.

A commitment to promoting equal opportunities and anti-discriminatory practice is unlikely to develop unless learning takes place in a climate where prejudiced assumptions and discriminatory behaviour are consistently identified as illegitimate and challenged. The effects which the candidates' or tutors'/trainers' own assumptions and attitudes may have on their behaviour should be identified and explored sensitively but openly by the group so that sharing and support is provided in coming to terms with their own feelings.

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