



Group Award Specification for:

**Professional Development Award (PDA) Advancing
Equality and Diversity through Inclusiveness at
SCQF level 9**

Group Award Code: GM11 49

Validation date: October 2016

Date of original publication: February 2017

Version: 01

Contents

1	Introduction	1
2	Qualification structure	22
2.1	Structure	22
3	Aims of the qualification	23
3.1	General aims of the qualification.....	24
3.2	Specific aims of the qualification.....	24
4	Recommended entry to the qualification.....	24
4.1	Core Skills entry profile	25
5	Mapping of PDA Aims to units and outcomes.....	27
5.1	Mapping of units to Education Scotland Post-16 Framework Competences	33
5.2	Mapping of units to QAA Enhancement-Led Institutional Review (ELIR) Areas of Enquiry.....	36
5.3	Signposting Core Skills development opportunities across the qualification	39
5.4	Assessment Strategy for the qualification.....	40
6	Guidance on approaches to delivery and assessment	41
6.1	Delivery	41
6.2	Assessment	42
6.3	Recognition of prior learning	42
6.4	Articulation and/or progression	42
6.5	Professional recognition.....	42
6.6	Transitional Arrangements.....	43
6.7	Credit transfer	43
6.8	Opportunities for e-assessment	43
6.9	Support materials.....	43
6.10	Resource requirements	43
7	General information for centres	44
8	Glossary of terms.....	45
Appendix 1:	Legacy PDAs: background to their context and rationales	50
Appendix 2:	Equality Legislation: Public sector equality duty (PSED).....	51
Appendix 3:	Academic research on inclusiveness and diversity competence.....	53
Appendix 4:	Current Professional Standards.....	54

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ inform education and training providers and candidates, including strategic and operational managers, course managers, teaching staff, assessors, learners, employers, colleges and universities of the aims and purpose of the qualification
- ◆ provide details of the range of candidates the qualification is suitable for and progression opportunities
- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for staff involved in delivering the qualification

This is the group award specification document for the revised **PDA Advancing Equality and Diversity through Inclusiveness at SCQF level 9**. This award and its individual units have been designed to meet the Continuing Professional Development (CPD) requirements of a broad range of existing and new staff in the education and training sectors in relation to the requirements arising from current equality legislation, in particular the Equality Act 2010 and the Public Sector Equality Duty (PSED) and the recommendations from the published recommendations on widening access to education from the Commission for Widening Access (COWA).

The PSED applies to organisations carrying out public functions, such as provision of education and training. This includes, among others, colleges, universities and schools managed by an education authority.

Relevant organisations are asked to report on progress in embedding consideration of equality within all their functions, ie mainstreaming equality, providing evidence that the Equality and Human Rights Commission (EHRC) and key stakeholders in the education sectors can easily identify and understand. The PDA is therefore designed to help organisations listed within the PSED provisions within the legislation to better equip their staff to:

- ◆ eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- ◆ advance equality of opportunity between people from different groups, considering the need to:
 - remove or minimise disadvantages experienced by people due to their protected characteristics
 - meet the needs of people with protected characteristics
 - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
- ◆ foster good relations between people from different groups:
 - tackling prejudice
 - promoting understanding between people from different groups

In the context of education and training provision and services, the expectation from the PSED applies equally to both staff- and student-facing provision and all functions of those organisations.

At the heart of equality legislation is a call for organisations to develop and maintain an inclusive culture, services and practices; this is an ambition which requires effective organisational development and CPD if it is to be realised. For organisations who are not formally listed as accountable for PSED, but for whom this ambition resonates, the arrangements for quality enhancement and improvement can be harnessed as a driver, building staff capacity in inclusiveness through this PDA.

Background to the Review

SQA validated two PDAs in Inclusiveness in May 2007. Both were based at that time on the Scottish Executive's three CPD standards for lecturers in the area of diversity which were published in June 2006: Learning and Equality for People with Disabilities; Managing an Inclusive Learning Environment and Promoting Good Relations between People of Different Racial and Ethnic Groups.

The PDAs are:

- G8GC 49 **PDA Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs at SCQF level 9.** Undertaking this award was mandatory for staff responsible for carrying out assessments for students with additional support needs who were seeking Disabled Students' Allowance (DSA) in colleges or its equivalent required by, for example, the Students' Award Agency Scotland (SAAS) for higher education awards.
- G8JN 49 **PDA Inclusiveness: Promoting Equality and Diversity within the Learning Environment at SCQF level 9.** This award was designed to meet the CPD needs of lecturers and managers, who already held a teaching qualification, in the area of equality and diversity. It was designed to ensure they could confidently assume their responsibility to promote inclusion and diversity and take action to challenge prejudice and discrimination.

The need to update SQA's **PDA Inclusiveness: Promoting Equality and Diversity within the Learning Environment** in line with equality legislation introduced in 2010 was highlighted to SQA in 2013 by the college sector. Accordingly, SQA began the revision work of the award in the autumn of 2014 by convening a group of subject specialists from a variety of key stakeholder organisations to create the Qualification Design Team (QDT)

The QDT had the remit to collectively review and update the PDA. In line with SQA's validation procedure, the proposals would be consulted upon with the wider market and revised as necessary before going through an independent peer review process known as validation. The QDT recognised during the later stages of their review that there was a clear need to take into account the needs for staff CPD emerging from the findings and recommendations in The Commission for Widening Access Report published in March 2016 in order to offer a suitably comprehensive PDA.

The QDT agreed that the following aspects should be considered within the review:

- ◆ Changes in equality legislation
- ◆ Review of existing PDAs regarding future usefulness and relevance
- ◆ Scottish Government post-16 education reform and policy, including widening access to education and training
<http://www.gov.scot/Topics/Education/post16reform>

A Blueprint for Fairness, final report from the Commission on Widening Access:
<http://www.gov.scot/Publications/2016/03/1439>

- ◆ Existing good practice in collaborative and partnership working
- ◆ Remit, approaches and requirements of Education Scotland and the Quality Assurance Agency for Higher Education (QAA) in relation to equality
- ◆ The refreshed Professional Standards for Lecturers in the college sector (last published in March 2012) and Professional Standards for Lecturers in universities
- ◆ Current research on staff competences for equality, diversity and inclusiveness

Changes in Equality Legislation

A new Equality Act was brought into force in 2010. The Act brought together and streamlined the previous legislation for disability, gender and race and extended protection to a wider range of individual attributes. The legal term protected characteristics now comprises:

- ◆ Age
- ◆ Disability
- ◆ Gender reassignment
- ◆ Marriage and civil partnership (relates to employees)
- ◆ Pregnancy and maternity
- ◆ Race
- ◆ Religion and belief, including lack of belief
- ◆ Sex
- ◆ Sexual orientation

The significant changes in equality legislation in recent years provide a compelling rationale for an updated PDA. The new Equality Act 2010 goes much further than earlier legislation: it importantly requires staff working in organisations that are listed as having to comply with the PSED to demonstrate they have and are using relevant skills and competences to do so. This legislation now means not only eliminating discrimination and advancing equality of opportunity and access to education, services and training across the range of protected characteristics, but also requires the fostering of good relations between these groups, in both staff and student settings. With resulting staff accountability for these aspects, there is now a much wider range of staff that needs to be equipped to support the delivery of this legislation.

With regard to advancing equality of opportunity, it is clear from guidance provided by the **Equality and Human Rights Commission** that this means that organisations should be demonstrating substantive changes in equality outcomes, reducing disadvantage, meeting unmet needs and encouraging participation, where this is low.

The Scottish specific duties commenced in 2012 and are set by Scottish Government to help public authorities perform the PSED. These specific duties require colleges, universities and other listed organisations to perform a range of activities (see Appendix 2) which are designed to deliver better outcomes for everyone in Scotland and to report on the outcomes and impact from their endeavours. Listed authorities, such as Skills Development Scotland (SDS), also require organisations they contract with to meet the PSED when carrying out functions on their behalf. This may include specific requirements to broaden participation and ensure equality of opportunity for access to, recruitment processes for and also the provision of services themselves.

In addition, the Equality Act 2010 prohibits discrimination by all education and training providers against those who apply to use the services **and** those they employ. This includes, for example, a need to make reasonable adjustments for disabled people so they are not placed at a substantial disadvantage compared to non-disabled people. Effective CPD can support staff in colleges, universities and education and training providers to meet these responsibilities.

Review of the legacy PDAs in Inclusiveness

The QDT undertook a review of the existing PDAs and present here the key findings which were identified as significant. These have been taken into account in designing the new PDA in this group award specification.

The aims of the legacy PDAs were based on relevant evidence at the time of their development, but it was agreed that the aims of the new award should take into account relevant changes in the listed areas agreed for the review.

The target audience for the original PDAs is described in the PDA summaries on page 1. The original PDAs were designed to meet the CPD needs of those in student-facing roles: support staff, learning and teaching staff or managers with a teaching qualification. This meant that staff employed within other functions or services, (for example Human Resources, IT, Learning Resources; Student Support Services, Facilities) who may not have had a teaching qualification, were not eligible to gain the award. Given that under current legislation, organisations require to mainstream equality within *all* functions, the review team has established that any future PDA must take a wider range of roles into account in the design of such a qualification.

Though equality legislation and the PSED applies to consideration of equality for employees as well as for those accessing educational provision and training, this aspect was not incorporated within the remit of the legacy PDAs. In designing a PDA to meet current equality legislation, this gap in CPD for those employees in staff-facing roles needed to be addressed.

It became clear in review that the content of both legacy PDAs was not fully aligned to current equality legislation established via the Equality Act in 2010.

As the PDA Inclusiveness: Promoting Equality and Diversity was no longer fit for purpose from a content perspective, as the legislation which informed its development was now out of date, it was agreed that this aspect needed a complete review. Also the PDA focused on promoting equality within provision of services for students, and again was not inclusive of services for staff. It was noted by the QDT that the CPD needs of staff who are in a staff-facing role must be taken into account in developing any future PDA to comply with the PSED and Equality Act 2010.

However, it was clear from qualitative feedback from stakeholders, including previous and existing candidates that the PDA Inclusiveness: Facilitating Strategies had been recognised as meeting a continuing CPD need, since it equipped support staff to assess the needs of disabled students. This was defined as a specific requirement of disability legislation before the equality legislation changed in 2010, and continues to be a requirement of current legislation in relation to disability.

It was confirmed by the Student Awards Agency that numbers of staff gaining the PDA Inclusiveness: Facilitating strategies contributed to audit evidence of an organisation's capacity to carry out the work involved in assessing the support needs of students applying for Disabled Student Allowance (DSA). Additionally, the skills of needs-led assessment apply more broadly in contexts other than specifically in relation to the DSA. SFC have confirmed that from 2017, institutions will be accountable for administering and evidencing their Access and Inclusion funding, confirming a strong rationale for retaining this aspect within this CPD award.

Since the PDAs were validated in 2007 the concept and term *inclusiveness* has expanded beyond association only with disability and social exclusion to apply additionally to the wider range of protected characteristics now covered by equality legislation and also care leavers. Updating understanding of this concept and the implications of how this relates to equality and diversity and widening access policies and individual practice is a key priority for all staff in the public sector. They need to be able to understand and apply the significant changes in the range of protected characteristics in both equality legislation and inclusiveness so that this is demonstrated into their day to day practice, whether this relates to staff or students.

As well as the required changes to aims and content that became clear above, it was agreed that the assessment approaches and evidence requirements for a new PDA in inclusiveness would also require review to align with these updates. .

Changes in Scottish Government post-16 education reform and policy, including widening access to education

During the period of the review of the PDAs, the QDT noted that alongside the significant changes in equality legislation, that there were key drivers in the education and training sectors which should also be taken into account in designing a new PDA in Inclusiveness.

The Scottish Government laid out its ambitions for developing the economy via effective, equitable and accessible education and training in the White Paper '*Putting learners at the Centre*', and followed this up with a commission led by Sir Ian Wood who produced a report called '*Education Working for All!*'

<http://www.gov.scot/Publications/2014/06/4089/downloads>

The Scottish government then responded to the 39 equality related recommendations in the report with '*Developing the Young Workforce — Scotland's Youth Employment Strategy*'

<http://www.gov.scot/Topics/Education/edandtrainingforyoungple/ScottishGovernmentResponse>

The recommendations focused on vocational training in Scotland. The stated aim in this strategy and the aim of the recommendations in the Wood report is to:

- ◆ Ensure 16+ Learning Choices is fully and consistently implemented for all young people in Scotland, irrespective of where they learn (sic).

As part of the review by Sir Ian Wood, challenges in advancing equalities within Scottish education and youth employment were highlighted, and issues regarding access, participation, retention and outcomes based on gender, ethnicity, and disability and for care leavers were identified. On page 9 of the Report, the need to make a step change to achieve the ambitions in these areas is expressed clearly, signaling a requirement for CPD across key sectors:

Advancing Equalities

There are clearly no quick fixes in these areas, but we have made some recommendations focused on practical steps which we believe will make a difference in the medium to long term. This requires action and clear targets to address existing under representation and segregation within vocational education and looking at this in the development of senior phase vocational pathways could help improve equality outcomes in the workplace in the medium term.

The implementation of this policy and recommendations has required greater collaboration and alignment at regional and local levels in concepts such as inclusiveness and equality policy and practices. Education-related sectors and agencies including schools, colleges, universities, Education Scotland, Skills Development Scotland (SDS), training providers and the Scottish Funding Council (SFC) have been directed by the Scottish Government to work collaboratively to ‘...develop a more robust and coherent approach to the performance management of our institutions and training providers’ and achieve the Scottish Government’s ambitions through improved governance and accountability. To support these directives within the education and training sectors, key agencies (including Scottish Funding Council, Scottish Skills Development and others) have responded by establishing a number of strategies and actions. Together with the overarching legislative requirements, these policy drivers and responses create a strong framework for equality and place staff in the senior phase of secondary schools, colleges, universities and training providers in a critical position in its achievement.

The PDA has therefore been developed to support the Scottish Government’s response to the commissioned Report ‘Developing Scotland’s Young Workforce Strategy’ and offers an opportunity to build capacity and increase and deepen collaboration between Local Authorities (LAs), education divisions, schools, training providers, universities and colleges. This cross-sectoral context led the QDT team to develop an award that could support the required changes and coordinate collaboration across key sectors and agencies.

Widening Access

During the review for the development of the new PDA: Advancing Equality and Diversity through Inclusiveness, the Commission for Widening Access (COWA) undertook research to identify key barriers and issues, and inform how best the Scottish Government's and First Minister's ambition of equality of access to Higher Education is to be realised.

In the final COWA report *A Blueprint for Fairness* published in March 2016 <http://www.gov.scot/Publications/2016/03/1439> a measure for equality of access in both colleges and universities, with initial targets for both colleges and universities to achieve no fewer than 10% of their entrants from the 20% most deprived backgrounds has been recommended. This is followed by other targets:

- ◆ By 2030, students from the 20% most deprived backgrounds should represent 20% of the entrants to higher education.
- ◆ Equality of access should be seen in both the college and the university sector.

Later in the report there is reference to areas for development in the *Agenda for the future* section, where the Commission express their regret that there a number of areas which they have not had the time to examine in detail at this juncture. Their examples align with the equality drivers already highlighted in this document:

- ◆ Outcomes for disadvantaged learners following graduation, including access to postgraduate study
- ◆ Additional barriers faced by people with protected characteristics
- ◆ Additional barriers for carers, former offenders and young people leaving the armed forces
- ◆ Access to the high demand degree subjects (eg medicine).
- ◆ Access to HE for those from rural areas
- ◆ Access to part-time HE study

The Commission states that these groups of learners and areas of study are important and that the recommendations the report makes are intended to ensure they are not lost sight of as Scotland enters the next phase of work to widen access. This PDA award presents a timely opportunity to support staff through targeted CPD in access and inclusive practice to ensure the successful implementation of the recommendations.

Scottish Funding Council

In tandem with the research and subsequent publication of the COWA report, as part of fulfilling their increasing ambitions for access and inclusion, SFC took the opportunity in colleges during the academic year 2015–2016, to review the implementation, outcomes, and future prospects of their extended learner support (ELS) funds. Their aim was to ensure that future funding models would support the achievement of their and Scottish Government's increased ambitions for widening access and inclusion.

Based on the information SFC analysed and disseminated, it became clear that the existing ELS system does not fully reflect the needs of students or the level of support provided by colleges. SFC has come to the conclusion that a new strategy is needed for the ELS funds in the future, and confirmed that they will rename this as the *Access and Inclusion Fund*. In recent dissemination events in June 2016, SFC has identified the following requirements as key to success, which again reinforces the need for targeted CPD to support staff in colleges who will be responsible for delivering and evidencing the impact from the colleges' *Access*

and *Inclusion Fund* from SFC. SFC has communicated that they will seek assurance that (each institution):

- ◆ Supports an outcome orientated approach and moves away from a deficit model to an inclusive model
- ◆ Puts the learner at the centre and recognises contextual factors
- ◆ Inclusive practices should be embedded and mainstreamed across all colleges
- ◆ All members of college staff should be responsible for supporting students and promoting inclusive practices

As part of initial dissemination of their new model and related requirements, SFC have outlined the purpose of the *Access and Inclusion Fund*: to supplement core funding to support the creation of a more inclusive college environment. In addition, to support the SFC's access ambitions and to capture the impact of this fund at a national and regional level, the outcome Agreement guidance from Academic Year 2017–18 will require colleges to develop access and inclusion strategies, demonstrating their inclusive practices, investment in their staff and college resources, and outcomes for students. SFC will ask colleges and a number of universities to evidence specific outcomes from widening access and inclusion, and have indicated that ideally this should be a whole education system and regional approach that includes schools.

SFC are seeking improved retention, attainment and enhanced access outcomes which will be reviewed via self-evaluation and quality assurance approaches. Their ambition is to make widening access more visible, connected to regional outcomes, culminating in visibility of a national response on good practice and impact through published reports.

This represents a step change in the expectations from SFC to the post-16 education and training sectors, increasing the range of staff capacity to deliver on collaboration and partnership-working that this PDA would help to realise.

Conclusions

In summary, the evidence gathered by the QDT in its review confirmed the following key aspects should be taken account of and reflected in the new PDA Advancing Equality and Diversity through Inclusiveness at SCQF level 9:

1 Equality legislation

It is imperative that the new PDA aligns with and advances current equality legislation.

This award proposal effectively encompasses the changes in equalities legislation outlined above, enabling staff to develop a deeper understanding of the links between inclusiveness and the full range of protected characteristics now within legislation and also reflected in Government and organisational strategy and policy.

In delivering on the *mainstreaming* of equality, it is incumbent on individual staff to demonstrate within their role how they are developing and promoting the ethos and concept of inclusiveness within the full range of protected characteristics, and delivering, in relation to their role, improved outcomes for staff or students.

2 Student-and staff-facing roles

Our review establishes that regardless of whether staff are new to their job role or not, public sector employees have an individual responsibility to comply with current equality legislation. Though many education and training organisations have provided staff development to raise staff awareness of the PSED, a theoretical awareness of the legislation, including the changed protected characteristics is not enough. All employees and public sector organisations must actively comply with the specific duties laid out by Scottish Government to support the implementation of the PSED, and as a result listed organisations must report on how they are progressing in mainstreaming equality in all of their functions. This PDA provides opportunities for a wider range of staff to update and upskill in this aspect, and could generate evidence that they are applying this knowledge within their role and function, actively developing inclusive practice in a context relevant to them.

3 Assessment of needs

As outlined above, it was recognised as paramount that a replacement PDA should be designed to meet the CPD needs of those with a staff-facing role in assessing staff support needs as well as those whose role is assessing student needs.

Finally, it was agreed that CPD in needs-led assessment should support individuals in such roles to take into consideration the wider range of protected characteristics and individual context as well as disability.

4 Scottish Government post-16 education reform and policy, including widening access to education and training

From reviewing the expectations, evidence and equality drivers at government level the QDT recognised clearly the need to develop a PDA which offers an opportunity to support and develop staff CPD in equality, diversity and inclusiveness in a partnership-based approach. This CPD must aim to link knowledge, understanding and practice change and sharing across the continuum of education where possible.

It has also become clear that developing staff's knowledge about the impact on their role and their understanding of how to implement changes in policy in a given context should be factored into this CPD. With the publication of the COWA report (March 2016), and current SFC directives, the development and focus of this PDA is timely.

5 Existing good practice in collaboration and partnership working

The revised award is designed against this complex backdrop and with the needs of a wider range of educational and training contexts in mind than catered for previously. It has been designed to allow those undertaking this professional development to tailor how they undertake the award to meet their needs, taking into account the context of their job, the remit and setting.

The evidence required can relate to an individual, team, departmental, and strategic context and can be undertaken at a relevant local, regional or national context level. If undertaken in a cross-sectoral context, the PDA can facilitate the development of greater understanding and partnership-working on equality between agencies working together in post-16 education or training in a community setting.

Pending the completion of an overarching Government policy on community empowerment, there are examples that effective partnership work in a community setting has supported disabled people in transitioning successfully through education and training, as directed by Partnership Matters. If undertaken using a community partnership approach, the PDA will facilitate the planning and implementation of educational reform, organisational development and change that will progress equality outcomes and widening access, and achieve impact in that setting.

6 Education Scotland and the Quality Assurance Agency for Higher Education (QAA)

As referenced in the national standards competence mapping (see Section 5 in this document) and reflected in evidence gathered (see Appendix 4) during our review, Education Scotland has identified a need for staff CPD in equality, diversity and inclusiveness, especially as it relates to student outcomes and impact, service delivery, strategic leadership and an organisation's capacity to improve. Education Scotland continues to undertake school and college sector reviews of the student experience with equality and widening access as all-pervading, priority themes. Similarly, in their review model, the Quality Assurance Agency for Higher Education (QAA) seeks to establish how universities are enhancing the student experience through inclusive practices and taking equality and individual needs into account, and confirm that there is an ongoing need for provision of relevant, fit for purpose CPD to equip staff to put this into practice.

As noted earlier, background evidence on the latest research on staff competences for equality, diversity and inclusiveness, existing Professional Standards for CPD in the sectors, and for lecturers (college and university sectors) have been considered where available and are reflected in the approach taken by the QDT; references to this are in Appendices 3 and 4.

Target Audience

SCQF level

The QDT team considered whether developing an updated CPD award at SCQF level 9 remained appropriate for the wider audience this new PDA is aiming to reach. Whilst recognising that not all staff will be eligible to undertake an award at SCQF level 9, the review team concluded that being able to apply the knowledge gained to a particular context using a high level of critical analysis skills is important and relevant for a large number of specific staff. The PDA Advancing Equality and Diversity through Inclusiveness requires candidates to provide evidence at SCQF level 9 to gain the qualification, to be achieved in the context of their own workplace.

Accordingly, this PDA has been developed to meet the needs of candidates whose prior experience or qualifications indicate they are ready to undertake a qualification at SCQF level 9. An example of a qualification at this level could be, eg a Bachelors Degree, or a prior qualification at SVQ level 4. There are also a number of Higher National units, covering Personal Development, for example, **DE3R 34** Personal Development Planning

For more detail on the characteristics of SCQF level 9 of qualifications, please look at SCQF's descriptions of levels:

<http://scqf.org.uk/the-framework/scqf-levels/>

As general guidance, candidates should be experienced or sufficiently qualified to a level where they will be able to:

- ◆ undertake critical analysis, evaluation and/or synthesis of ideas, concepts.
- ◆ explore and interpret information (including data) and issues.
- ◆ identify and analyse professional problems and issues.
- ◆ draw on a range of sources in making judgements.

It is acknowledged that some employees may not be eligible to undertake SCQF level 9 to achieve either of the unit(s) or the full PDA, and SQA will consider what provision can be made available for them in the near future. This is likely to become embedded within existing SQA customer service provision at SCQF levels 4–7.

Overarching benefits of the qualification in meeting employer needs

The research gathered in developing this PDA has identified a number of additional benefits for employers whose staff undertake it:

- ◆ Delivery of equality ambitions: significant culture change with identifiable mainstreaming of equality, to support achievement of equality outcomes and reporting requirements of the Scottish specific duties where they apply
- ◆ Measureable impact and positive outcomes for staff and students regardless of background
- ◆ Risk mitigation, equality impact assessment knowledge and practices
- ◆ An organisational learning and working culture where equality, diversity and inclusiveness is understood, practised and valued
- ◆ Gaining or providing evidence for, eg *Employer of Choice* status, Stonewall's *Diversity Index* or similar external endorsement and kitemarks

Identifying potential candidates

Candidates who would benefit from taking this award or one of the units on a stand-alone basis are individuals whose role brings them into direct provision of learning or services, including staff working in learning support or guidance, those in a leadership role, or those managing others and/or services:

- ◆ strategic and operational managers within an education and training context and the wider public sector services managed by local authorities and those organisations listed in the PSED.
- ◆ staff who manage services (eg such as HR, Admissions, Recruitment, Organisational Development, Marketing, Finance, Facilities, Admissions, Student Support, Library/Learning Resources, IT services, etc.)
- ◆ staff who support learning and coordinate/manage the provision of learning services and resources, including local authority/School staff such as Depute Head Teachers (DHT), Principal Teacher Support (PT), Support for Learning Teachers, Quality Improvement staff, Education Officers with Inclusion remits, etc.
- ◆ lecturers in colleges and universities, trainers and teachers in training organisations or schools who are involved in learning, support for learning, guidance, teaching and/or assessment.
- ◆ staff who are involved in recruiting, supporting, developing and retaining staff.

In order to help explain in more detail how this new award might meet the CPD needs of a range of staff, the QDT has developed the following matrix (please note this is illustrative only, and not exhaustive). The matrix illustrates how a number of job roles might engage in and benefit from undertaking the PDA Advancing Equality and Diversity through Inclusiveness at SCQF level 9.

Please note, this is *illustrative* only and does not cover all potential candidates:

- ◆ How is this PDA relevant to your role?
- ◆ What skills do you need to already have to get the most out of the award?
- ◆ What skills will you gain and how will they be useful in your role?
- ◆ What might you focus on within the course content and assessment for your role?
- ◆ What activities might you undertake as part of the PDA within your role?
- ◆ What do the outcomes mean in particular for you in your role?

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
Learning Resources Manager	Prior learning or experience at SCQF level 8	National and regional policy perspective in local context. Organisational equality priorities, gaps. What mainstreaming looks/could look like. Identify effectiveness of actions, measures. Analyse and use equality data effectively.	How to change and evaluate the impact from college/ departmental practices which impact on equality, diversity and inclusiveness.	Under-representation in use of facilities, VLE. Design changes in environment, services. Establish meaningful evidence, progress measures, indicators of success.	Confidence in using data; equality impact assessment in context. Evidence of mainstreaming equality within service and function. Evidence for self-evaluation: quality enhancement and	Learners have an equal opportunity to achieve positive outcomes.

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
					improvement. Better representation in use of services. Wider range of user input to design of service; user satisfaction.	
Curriculum Manager	Prior learning or experience at SCQF level 8	National and regional policy perspective in local context. Organisational equality priorities, gaps. What mainstreaming looks/could look like. Identify effectiveness of actions, measures. Analyse and use equality data effectively.	How to change and evaluate curriculum review/provision development through regional /college/department al initiatives and practices to impact on equality, diversity and inclusiveness.	Rebalance diversity in, eg gender segregated areas of provision. Greater knowledge and understanding of barriers to attract under represented applicants, widen access. Innovative partnership working.	Confidence in using data; equality impact assessment in context. Evidence of mainstreaming equality within curriculum function. Evidence for self-evaluation: quality enhancement	Gender imbalance is addressed in our courses.

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
				Evidence based approach to resourcing curriculum change.	and improvement. Better representation in application and recruitment. Wider range of student input to design of service; student satisfaction.	
HR Partner/ Adviser/ Manager	Prior learning or experience at SCQF level 8	Clarity around staff policy perspective in National and regional and local context. Organisational equality priorities, gaps. What mainstreaming looks/could look like. Identify effectiveness of actions, measures. Analyse and use equality data effectively	How to put equality impact assessment into mainstream HR activities. How to develop inclusive policy which considers equality and contributes towards organisational priorities/equality outcomes for staff. How to adapt	How to develop approaches which impact positively on staff views of how they are valued in the organisation. Enhance use of and confidence in the HR service to all protected characteristic groups of staff.	Effective needs-led assessment practices in evidence. Confidence in using data; equality impact assessment in context. Evidence of mainstreaming	An accessible, inclusive working environment is experienced;

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
			organisational practices and encourage disclosure. How to undertake needs-led assessment and provide effective reasonable adjustment for staff.	Improve disclosure rates. Improved equality partnership/ networking.	equality within HR policy and function. Evidence of mainstreaming for self-evaluation: quality enhancement and improvement. Better representation for applications and recruitment, retention. Wider range of staff input to design of staff development; staff satisfaction with career progression	

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
Lecturer	Prior learning or experience at SCQF level 8	Deeper understanding of National and regional policy in local context for 16 Education and expected participation/outcomes. Organisational equality priorities, gaps. What mainstreaming looks/could look like in practice. Identify effectiveness of actions, measures. Analyse and use equality data effectively to impact on subject area, teaching design and delivery.	How to participate in/support a needs-led assessment and put in place effective reasonable adjustment for students. How to develop inclusive practice in teaching and assessment practices Consider how to differentiate learning teaching and assessment approaches to take account of the needs of protected characteristic groups and foster good relations	Develop evidence base for professional reflection, inclusive practices and approaches. Confidently use equality impact assessment to develop curriculum design and delivery. Work with relevant partners to change underrepresentation in programmes and impact on successful outcomes.	Confidence in using equality profile/data; equality impact assessment in context. Evidence of mainstreaming equality within the student experience and learning and assessment strategies. Evidence of mainstreaming used in self-evaluation: quality enhancement and improvement. Better representation	Successful student outcomes are increased irrespective of protected characteristic.

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
					in course applications and recruitment, retention. Wider range of student input to design of learning.	
Student Support Practitioner/ manager	Prior learning or experience at SCQF level 8	National and regional student support policy perspective in local context. Organisational equality priorities, gaps. What mainstreaming looks/could look like. Identify effectiveness of actions, measures. Analyse and use equality data effectively.	How to undertake needs-led assessment and put in place effective reasonable adjustment for students. Consider how to differentiate support approaches to take account of the needs of protected characteristic groups and foster good relations.	Evidence competence in undertaking needs-led assessment across a range of needs. Support specific needs, eg in minority or gender segregated areas of provision. Greater knowledge and understanding of barriers to support under represented	Effective needs-led assessment practices in evidence. Confidence in using equality profile/data with individual students and relevant staff; Implementing equality impact assessment in context. Evidence of mainstreaming	Students and staff benefit from inclusive and accessible spaces, environments and services.

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
				<p>applicants and students, widen access. Effective partnership working Evidence based approach to supporting strategies.</p>	<p>equality within the student support service, including within learning and assessment strategies. Evidence of mainstreaming used in self-evaluation: quality enhancement and improvement. Better representation /influence in service design and delivery by users across the range of PCs</p>	

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
Secondary Schools: Depute Head Teachers; Principal Teachers Support; Pupil Support; Support for Learning staff	Prior learning or experience at SCQF level 8	Deeper understanding of National and regional policy in local authority context for public sector equality duties and inclusiveness. Addressing organisational equality priorities, gaps and attainment outcomes. Greater understanding of what mainstreaming equality looks/could look like in practice. Identify effectiveness of actions, measures. Analyse and use equality data and strategies; effectively to impact on inclusiveness within CfE areas, teaching design & support, assessment and delivery.	How to oversee /undertake individualised needs-led and equality impact assessment and put in place effective reasonable adjustment for pupils. Consider how to differentiate support approaches to take account of the needs of protected characteristic groups and foster good relations.	Direct, manage and support specific individual needs inclusively. Greater knowledge and understanding of barriers regarding impact on under-representation in employment and widening access to tertiary education. Impactful partnership working with post-16 education and training sectors.	Confidence in improving inclusion strategies and outcomes in attainment; mainstreaming equality and inclusiveness within provision and in line with Education Scotland quality framework, confidence measures and related staff CPD: eg outcomes and impact, service delivery, strategic leadership and	Pupils, parents and staff identify benefits and positive outcomes from more inclusive and accessible spaces, environments, practices and services.

Job Role	Prior learning or experience	Relevance; skills you will gain Mandatory unit: Analysing equality diversity and inclusiveness in context	Relevance; skills you will gain in the selected optional unit	Example of possible focus in content, activities and assessment	Impact	Potential contribution to example Equality Outcomes/ Regional Outcome Agreements
					a school's capacity to improve.	

2 Qualification structure

This group award comprises 24 SCQF credit points at SCQF level 9, or 3 SQA credits.

2.1 Structure

The structure of the PDA Advancing Equality and Diversity through Inclusiveness at SCQF level 9 comprises one mandatory unit, and one of two optional units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HH9J	36	Mandatory unit Analysing Equality, Diversity and Inclusiveness in Context	1	8	9
HH9K	36	Option A Practising Inclusiveness to Advance Equality and Diversity OR	2	16	9
HH9L	36	Option B Practising Inclusiveness through Needs-led Assessment	2	16	9

The design of the qualification enables candidates from the widest range of functions and levels within educational and training organisations to develop these skills and knowledge on the job, using evidence obtained from their own practice within the workplace.

Staff who undertake the mandatory unit *Analysing Equality, Diversity and Inclusiveness in Context* will deepen their understanding of the concepts and practice of inclusiveness, widening access, the Equality Act 2010, human rights theory, the PSED and Scottish specific duties, enabling them to examine the wider policy context they are operating in. Undertaking the unit will support them in analysing a range of relevant information and data from an equality perspective and ensure they understand the implications for their job role.

In undertaking either **Option A** *Practising Inclusiveness to Advance Equality and Diversity*, or **Option B** *Practising Inclusiveness through Needs-led Assessment*, candidates will use equality and relevant evidence to reflect on their current practice. Informed by evidence and priorities in their context, candidates will establish an area for which they will design an intervention/change in practice, implement action to achieve this, use appropriate measures to establish and monitor impact from the change(s) they planned and evaluate outcomes to advance equality and promote diversity from actions taken.

Staff in a wide range of roles will be able to contextualise their professional development by undertaking **Option A Practising Inclusiveness to Advance Equality and Diversity**. Lecturing staff with either the TQFE or one or both PDAs in Teaching Practice at SCQF level 9 (or SQA's predecessor qualifications) will be able to use this practical unit to enhance their professional reflection in considering equality, diversity and inclusiveness and how best they can mainstream this in their practices. Staff in management or support roles will have the opportunity to similarly reflect on equality evidence to review approaches in service and provision planning, to mainstream consideration of equality and related outcomes and widen access.

It is important to note that depending on skills needs analysis, teaching staff can opt to undertake *either* of the two optional units, depending on which most meets their CPD needs.

The CPD needs for staff in a specific role of needs-led assessment of staff or students are provided for in **Option B Practising inclusiveness in needs-led assessment**.

In this unit, candidates will develop fully their understanding of barriers to participation in the workplace or learning environment, and how to mitigate them. They will develop knowledge and skills in undertaking needs-led assessment and build greater confidence in their professional judgement when putting reasonable adjustment and outcomes from needs-led assessment into practice.

Flexibility in gathering the evidence required to achieve the PDA, based on the candidate's job role context, is a key feature of the award and one which the QDT hopes will make it attractive to the range of staff that may benefit from it.

For candidates doing the full PDA, it is the QDT's intention to develop guidance for centres on the evidence candidates could produce so that assessment is as streamlined as is practical. The QDT also intends to produce support materials illustrating the context within which different target groups might achieve the evidence requirements for the PDA and the required standard.

3 Aims of the qualification

The PDA Advancing Equality and Diversity through Inclusiveness will address the development needs of staff working in colleges and universities, training providers, related sector agencies and schools to develop equality and diversity competences in themselves and in turn in others, and support their institution to deliver on the PSED, develop inclusive practice and widening access. The overarching aim of the qualification is to build capacity in knowledge, understanding and skills in relation to equality, diversity and inclusiveness and develop competence in delivering the PSED and mainstreaming consideration of equality.

3.1 General aims of the qualification

This PDA has the primary objective to develop staff capacity in organisations that will deliver measurable equality outcomes and inclusiveness across education and training services' provision for students or trainees, and for employees of those organisations.

The general aims of the qualification are to:

- 1 evidence understanding of the implications from the Equality Act 2010, its public sector equality duty (PSED) and specific duties (where appropriate) by putting the concepts of inclusivity, equality and diversity into practice.
- 2 put into practice effective interventions which advance equality of experience and outcome for staff or students regardless of background, identity or protected characteristic.
- 3 use reflective practice to understand and address individual, team and institutional performance, and to evaluate its impact on practice, staff or student needs, experience and outcomes.
- 4 undertake CPD to achieve individual, team, organisational goals and professional standards in relation to equality, diversity and inclusiveness.

3.2 Specific aims of the qualification

The specific aims of this award are to:

- 1 demonstrate skills and impact in mainstreaming equality within key function(s) of the organisation.
- 2 implement and embed equality, diversity and inclusiveness within planning processes, change management and quality enhancement.
- 3 use equality-based data and equality impact assessment tools to inform improvement initiatives.
- 4 reflect on and evaluate how professional practice is influenced by legislative and statutory requirements, and human rights principles.
- 5 develop and promote good practice in equality diversity and inclusiveness within own organisation, teams and also externally.
- 6 plan contextualised, inclusive and creative opportunities to increase engagement and participation in education and training/the workplace.
- 7 evaluate, select and use appropriate resources from a range of relevant sources.
- 8 comply with and implement internal and external policies and procedures in relation to equality.
- 9 employ evidence-based strategies to achieve equality outcomes and improvements in inclusion.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Candidates undertaking this PDA or either of the individual units on a stand-alone basis should either be in employment in a suitable role in an organisation subject to the PSED, or should have access to an appropriate organisation in order to generate the necessary evidence from the workplace to meet the requirements of the unit(s).

Centres should also satisfy themselves that candidates have the necessary prior knowledge and/or experience in order to be able to meet the requirements of SCQF level 9. Earlier in the document, reference was made to the use of SQA Personal Development Planning Higher National units at SCQF level 7 or 8 to provide appropriate development for potential candidates to undertake this award.

4.1 Core Skills entry profile

Candidates would normally be expected to demonstrate competence in the following to meet the recommended pre- entry requirements to undertake the PDA:

- ◆ *Communication Skills* at SCQF level 6
- ◆ *Numeracy Skills* at SCQF level 4
- ◆ *Information and Communication Technology (ICT) Skills* at SCQF level 5
- ◆ *Problem Solving* at SCQF level 5
- ◆ *Working with Others* at SCQF level 5
- ◆ Or similar qualifications or experience

The QDT recognise that a number of potential candidates wishing to undertake this PDA may not have formally recognised entry qualifications in respect of Core Skills in particular.

The Core Skill entry profile in the table below provides examples of how centres might establish the entry level for candidates who have no formal certification for Core Skills that exemplify why a particular entry level has been recommended for this qualification.

Core Skill Entry Level required	Suggested assessment activities to establish prior learning and entry level
Communication level 6	<p>Writing skills could be assessed by asking applicants to write a 200 word paragraph saying why they wish to undertake this qualification and how their current skills and qualities show that they would be suitable to undertake the qualification.</p> <p>Speaking and listening skills could be assessed through a structured discussion in a group interview situation.</p>
Numeracy level 4	<p>Applicants' numeracy skills could be assessed using a short test, such as interactive Core Skills CD-Rom, available from SQA, however it could be valuable to ask candidates in a group discussion situation to talk about their current understanding and use of maths in their work and everyday lives.</p>

Core Skill Entry Level required	Suggested assessment activities to establish prior learning and entry level
Information and Communication Technology (ICT) level 5	Applicants' ICT skills could be assessed using a short test, such as interactive Core Skills CD-Rom, available from SQA, however it would be more valuable to ask candidates in a group discussion situation to talk about their current use of ICT at work and everyday life and understanding of the barriers that lots of people have to using ICT in their everyday lives.
Problem Solving level 5	Problem Solving might be assessed by asking applicants to discuss ways of supporting fellow staff or students (depending on their role) to overcome emotional and physical barriers to participating in learning or new activities
Working with Others level 5	Working with Others can be assessed during a discussion, and looking for ways in which applicants build on each others' ideas and suggestions and respond to each other positively to make decisions and plans.

Additional learning support should be put in place for candidates whose Core Skills profile is below the recommended entry level **or** centres should decide whether candidates should be encouraged to undertake an alternative level of learning programme.

5 Mapping of PDA Aims to units and outcomes

Code	Unit title	General Aims			
		1	2	3	4
HH9J 36	<p>Analysing Equality, Diversity and Inclusiveness in Context</p> <p>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.</p> <p>Outcome 2 Use analytical techniques to evaluate the effectiveness of existing strategies and approaches within own context.</p> <p>Outcome 3 Review own practice and identify opportunities for mainstreaming equality as it applies to own role.</p>	X		X	X
		X		X	X
		X	X	X	X

Code	Unit title	General Aims			
		1	2	3	4
HH9K 36	<p>Practising Inclusiveness to Advance Equality and Diversity</p> <p>Outcome 1 Use an evidence-based approach to plan a change(s) in the context of own practice to advance equality and diversity.</p> <p>Outcome 2 Design and implement planned change) s) in order to advance equality and diversity.</p> <p>Outcome 3 Critically evaluate the planned change and present contextualised evidence of progress towards mainstreaming inclusiveness, lessons learned and impact.</p>	X	X		X
			X		X
				X	X

Code	Unit title	General Aims			
		1	2	3	4
HH9L 36	<p>Practising Inclusiveness through Needs-led Assessment</p> <p>Outcome 1 Demonstrate a critical understanding of approaches to, and the conduct of, needs-led assessment.</p> <p>Outcome 2 Undertake effective needs-led assessments within the context of own role.</p> <p>Outcome3 Plan and implement effective strategies to minimise or remove barriers and facilitate inclusion (for staff or students).</p> <p>Outcome 4 Evaluate a range of assistive devices, tools and support strategies in consultation with users.</p>	X			X
			X		X
			X		X
				X	X

Mapping of units to specific aims

Code	Unit title	1	2	3	4	5	6	7	8	9
		HH9J 36	Analysing Equality, Diversity and Inclusiveness in Context							
	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.			x					x	
	Outcome 2 Use analytical techniques to evaluate the effectiveness of existing strategies and approaches within own context.		x		x					
	Outcome 3 Review own practice and identify opportunities for mainstreaming equality as it applies to own role.	x	x	x				x		

Mapping of units to specific aims (cont)

Code	Unit title	1	2	3	4	5	6	7	8	9
		HH9K 36	Practising Inclusiveness to Advance Equality and Diversity							
	Outcome 1 Use an evidence-based approach to plan a change(s) in the context of own practice to advance equality and promote diversity.	x	x	x	x	x	x			x
	Outcome 2 Design and implement planned change(s) in order to advance equality and promote diversity.			x		x	x	x	x	x
	Outcome 3 Critically evaluate the planned change and present contextualised evidence of progress towards mainstreaming inclusiveness, lessons learned and impact.	x	x	x	x		x			x

Code	Unit title	1	2	3	4	5	6	7	8	9
		HH9L 36	Practising Inclusiveness through Needs-led Assessment							
	Outcome 1 Demonstrate a critical understanding of approaches to, and the conduct of, needs-led assessment.	x		x	x				x	
	Outcome 2 Undertake effective needs-led assessments within the context of own role.	x	x	x		x	x		x	x
	Outcome 3 Plan and implement effective strategies to minimise or remove barriers and facilitate inclusion (for staff or students).	x	x	x		x	x			x
	Outcome 4 Evaluate a range of assistive devices, tools and support strategies, in consultation with users.	x			x			x		x

5.1 Mapping of units to Education Scotland Post-16 Framework Competences

Code	Unit title	<p style="text-align: center;">National Occupational Standard</p> <p>Post-16 National Quality Framework (Draft)</p> <p>The Professional Development Award (PDA) <i>Advancing Equality and Diversity through Inclusiveness</i> provides underpinning knowledge and understanding and ensures equality and diversity is embedded into practice at all levels within the post-16 education experience.</p> <p>Education Scotland undertakes quality reviews in a range of organisations offering this provision. Using the framework, review teams consider how effectively equality is mainstreamed in all aspects of the organisation and evidenced in outcomes. The quality indicators within the framework cover outcomes and impact, service (including curriculum) delivery and leadership and quality culture. They also contribute to capacity for improvement.</p> <p>The units in the PDA have been mapped to the post-16 quality framework using the following criteria, which appear in the key below the table:</p> <ul style="list-style-type: none"> ◆ drivers for change and improvement with regards to equalities ◆ delivering services which take due regard to equalities ◆ impact on service users/learners
------	------------	--

	Key elements	Outcomes and Impact						Service Delivery								Leadership and Quality Culture					Capacity for improvement				
		What key outcomes have we achieved?		How well do we meet the needs of our stakeholders?				How good is our delivery of key processes?			How good is our operational management?					How good is our strategic leadership?									
Code	Unit title	1.1	1.2	2.1	3.1	4.1	4.2	5.1	5.2	5.3	6.1	6.2	6.3	7.1	7.2	8.1	8.2	8.3	8.4	9.1	9.2	9.3	9.4	9.5	10
HH9J 36	Analysing Equality, Diversity and Inclusiveness in Context																								
HH9K 36	Practising Inclusiveness to Advance Equality and Diversity																								
HH9L 36	Practising Inclusiveness through Needs-led Assessment																								

Key:		drivers for change and improvement with regards to equalities		delivering services which take due regard to equalities		impact on service users/learners
-------------	--	---	--	---	--	----------------------------------

	What key outcomes have we achieved?
1.1	Improvement in performance
1.2	Adherence to statutory principles and fulfilment of statutory principles
	How well do we meet the needs of our stakeholders?
2.1	Impact on service users
3.1	Impact on staff
4.1	Impact on the local community
4.2	Impact on the wider community
	How good is our delivery of key processes?
5.1	Delivering services
5.2	Developing and improving relationships with service users and other stakeholders
5.3	Inclusion, equality and fairness
	How good is our operational management?
6.1	Policy review and development
6.2	Participation of service users and other stakeholders
6.3	Planning of key processes
7.1	Management and deployment of staff
7.2	Career-long professional learning
8.1	Partnership working
8.2	Financial Management
8.3	Resource management
8.4	Knowledge and information management
	How good is our strategic leadership?
9.1	Vision, values and aims
9.2	Leadership and direction
9.3	Leading people and developing partnerships
9.4	Leadership of innovation, change and improvement
9.5	Securing improvement of quality and impact of services
10	Capacity for improvement

5.2 Mapping of units to QAA Enhancement-Led Institutional Review (ELIR) Areas of Enquiry

National Standards for Higher Education: QAA Scotland

The **PDA Advancing Equality and Diversity through Inclusiveness** provides underpinning knowledge and understanding and ensures equality and diversity is embedded into practice at all levels within the post-16 education experience.

QAA Scotland is part of the UK-wide Quality Assurance Agency for Higher Education (QAA): the independent body entrusted with monitoring, and advising on, standards and quality in a range of organisations offering this provision at higher education level across the UK. QAA Scotland has devolved responsibilities for the work of QAA in Scotland. Much of its work relates to the Quality Enhancement Framework (QEF), an approach to quality assurance and enhancement in higher education introduced in Scotland in 2003.

As part of this approach, QAA Scotland undertakes Enhancement-Led Institutional Reviews (ELIRs). The focus of the ELIR is to consider an institution's strategic approach to enhancement and its ability to secure the academic standards of its awards and to manage the quality of the learning opportunities it provides for its students.

Underpinning the ELIR is the UK Quality Code, which promotes an inclusive approach to higher education by embedding consideration of equality and diversity matters throughout its expectations and indicators. Fundamental to the Quality Code's promotion of inclusivity is that (*UK Quality Code for Higher Education*, General Introduction, p10):

- ◆ higher education providers take steps to remove barriers to student participation in all aspects of the academic and social life of the higher education provider
- ◆ senior managers, including those at the highest levels, lead the promotion of equality, including developing inclusive policy and practice which aims to enhance the experience of every student

Further, as part of the ELIR, the review team considers how effectively an institution manages the equality and diversity of its student population. The overall judgement of an ELIR team is structured around six main areas of enquiry (outlined in the Technical Reports, see Table 2 below).

The units in the PDA have been mapped to these areas of enquiry in Table 1 using the following criteria (please see key below):

- ◆ Drivers for change and improvement with regard to equality and diversity
- ◆ Delivering services which take due regard to equality and diversity
- ◆ Impact on service users/learners

Table 1: Mapping of PDA to QAA ELIR Areas of Enquiry

Code	Unit title	Areas of Enquiry																								
	Key elements	Institutional context and strategic framework			Enhancing the student learning experience					Enhancement in learning and teaching				Academic standards				Self-evaluation and monitoring of information					Collaborative activity			
		1.i	1.ii	1.iii*	2.i	2.ii	2.iii	2.iv	2.v*	3.i	3.ii	3.iii	3.iv*	4.i	4.ii	4.iii	4.iv*	5.i	5.ii	5.iii	5.iv	5.v*	6.i	6.ii	6.iii	6.iv*
HH9J 36	Analysing Equality, Diversity and Inclusiveness in Context																									
HH9K 36	Practising Inclusiveness to Advance Equality and Diversity																									
HH9L 36	Practising Inclusiveness through Needs-led assessment																									

***NB:** It should be remembered that it is in these six categories that actions for change are recommended by the ELIR review team; hence, these are strong drivers for change and improvement.

Key		Drivers for change and improvement with regard to equality and diversity		Delivering services which take due regard to equality and diversity		Impact on service users/learners
-----	--	--	--	---	--	----------------------------------

Table 2: Content of the Technical Report of the ELIR: the main areas of enquiry by which the review is judged.

	Area of Enquiry	Categories
1	Institutional context and strategic framework	i Key features of the institution's context and mission.
		ii Strategic approach to enhancing learning and teaching.
		iii Effectiveness of the approach to implementing strategies.
2	Enhancing the student learning experience	i Composition and key trends in the student population, including typical routes into and through the institution.
		ii Supporting equality and diversity in the student population.
		iii Engaging and supporting students in their learning.
		iv Approaches to promoting the development of graduate attributes including employability.
		v Effectiveness of the approach to enhancing the student learning experience.
3	Enhancement in learning and teaching	i Approaches to identifying and sharing good practice.
		ii Impact of the national Enhancement Themes and related activity.
		iii Engaging and supporting staff.
		iv Effectiveness of the approach to promoting good practice in learning and teaching.
4	Academic standards	i Approach to setting, maintaining and reviewing academic standards.
		ii Management of assessment.
		iii Use of external reference points in managing academic standards.
		iv Effectiveness of the arrangements for securing academic standards.
5	Self-evaluation and management of information	i Key features of the institution's approach.
		ii Commentary on the advance information set.
		iii Use of external reference points in self-evaluation.
		iv Management of public information.
		v Effectiveness of the approach to self-evaluation and management of information.
6	Collaborative activity	i Key features of the institution's strategic approach.
		ii Securing academic standards of collaborative provision.
		iii Enhancing the student learning experience on collaborative programmes.
		iv Effectiveness of the approach to managing collaborative activity.

5.3 Signposting Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HH9J 36	Analysing Equality, Diversity and Inclusiveness in Context	X	X	X	X	X	X	X	X	X		
HH9K 36	Practising Inclusiveness to Advance Equality and Diversity	X	X	X	X	X	X	X	X	X	X	X
HH9L 36	Practising Inclusiveness through Needs-led Assessment	X	X	X	X	X	X	X	X	X	X	X

5.4 Assessment Strategy for the qualification

Evidence required to achieve the units should be gathered from the candidates' workplace, or for those candidates who are not in employment, evidence must be generated from an appropriate workplace to which they have access. A suitable workplace will be an organisation subject to the PSED.

Candidates may opt to take either single unit(s) on a stand-alone basis for CPD purposes or the whole award. All units require the candidate to provide evidence of having applied their knowledge to some aspect of their own workplace and provide a level of critical analysis commensurate with SCQF level 9. In undertaking both units to gain the full award, it would be possible for candidates to concentrate on the same aspect of inclusiveness in providing their required evidence. This will mean they can look at the units in an integrative way and reduce the amount of assessment. SQA will develop guidance to illustrate how this integrative approach could work.

Unit	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Mandatory Core unit Analysing Equality, Diversity and Inclusiveness in Context	A	A	A	N/A
Option A Practising Inclusiveness to Advance Equality and Diversity	B,C	B,C	B,C	N/A
Option B Practising Inclusiveness in Needs-led Assessment	B	B,D	E	B,E

A: Contextual Analysis

B: Evaluative personal development journal (**EPDJ**) or Self-reflective log

C: Project documentation and report

D: Portfolio of assessment/impact evidence

E: Resource evaluation

6 Guidance on approaches to delivery and assessment

6.1 Delivery

In broad terms, it is envisaged that, for candidates undertaking the mandatory core unit *Analysing Equality, Diversity and Inclusiveness in Context* and the *Practising Inclusiveness to Advance Equality and Diversity* option, an anticipated period to achieve the award could be one academic cycle, but it may be shorter or longer depending on the job context and role, project scale and requirements.

For candidates undertaking the mandatory core unit and the *Practising Inclusiveness in Needs-led assessment*, the award would commence at the beginning of one academic cycle and be completed in the middle of the next, or later.

This PDA award has been designed to build staff capacity in considering equality and equality-related outcomes in all aspects of the organisation. This is particularly relevant in how organisations plan and implement change, and use quality enhancement drivers. This knowledge and understanding takes into account the need to develop a current knowledge base and understanding of how to achieve and measure impact in equality, diversity and inclusiveness. If used in a partnership context, cross-sectorally, the PDA will facilitate the development of greater understanding of and how to achieve more impact from partnership working on equality between agencies working together in post-16 education or training.

The PDA can be undertaken at strategic, departmental, team or individual levels in a national, regional or local context.

Whilst it is possible for an individual to undertake this PDA in relation to their work context with staff or students, it has also been developed to be used in a range of settings to plan and implement educational /organisational reform and change that will progress equality outcomes and achieve impact in a wider context, eg regional or national.

In the unit HH9K 36 *Practising Inclusiveness to Advance Equality and Diversity* candidates will have the opportunity to select an appropriate area of activity to meet the requirements of the unit assessments. If appropriate partnership working arrangements are in place, the award could be undertaken by colleagues working together, for example, on a relevant change project or initiative, in the same organisation or in different organisations, in varying roles.

In the unit HH9L 36 *Practising Inclusiveness through Needs-led assessment*, candidates will be working with students and/or staff recipients of their assessment activities to generate the evidence requirements for the unit.

6.2 Assessment

Sequencing/integration of units

The recommended sequence for delivery of units in order to gain the full award would be for candidates to undertake the first unit *Analysing Equality, Diversity and Inclusiveness in Context*, enabling this to be used to inform later practice.

If candidates wish to undertake either *Practising Inclusiveness to Advance Equality and Diversity* **OR** *Practising Inclusiveness through Needs-led assessment* as a free-standing unit, they will need to provide evidence to satisfy their assessor that they have already developed the knowledge and generated the activities required prior to undertaking this unit.

In general it is advised that the education/training annual cycle of delivery is taken into account when planning both the timetable of delivery and the timeframe required for assessment.

Since candidates may be in a number of roles, or working collaboratively, the scheduling of the unit *Practising Inclusiveness to Advance Equality and Diversity* could have local implications for planning, implementing and evaluating changes. These will have to be factored in to fit the context.

6.3 Recognition of prior learning

SQA recognises that candidates gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

6.4 Articulation and/or progression

The PDA may be recognised for articulation to a variety of higher level programmes by various HEIs, eg the Open University's Master in Education (Equality and Diversity), and SQA will be negotiating with these institutions individually to explore if credit transfer agreements can be reached, post validation.

6.5 Professional recognition

It is proposed that accreditation would be sought from the General Teaching Council for Scotland for the PDA, post validation. This means that the PDA Advancing equality and diversity through inclusiveness would be recognised as a programme offering CPD for registered GTCS members (teachers and lecturing staff). Similarly, it is intended that Education Scotland recognition of the PDA within their Professional Learning programme of CPD is explored.

Additionally, we aim for the PDA to be recognisable as prior learning for postgraduate certificates in higher education and academic practice. It is proposed that recognition will be sought from relevant institutions post validation.

6.6 Transitional Arrangements

The PDA Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs at SCQF level 9 (G8GC 49) will lapse in January 2017 and existing registered candidates who have not yet completed the PDA will be encouraged to transfer over to the new award with immediate effect.

6.7 Credit transfer

Full credit transfer from the PDA 'Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs' to the new PDA 'Advancing Equality and Diversity through Inclusiveness' is not available. This is mainly due to the differences in skills, currency and range of knowledge and range of evidence required within the new mandatory unit *Analysing Equality, Diversity and Inclusiveness in Context*. All candidates transitioning from the legacy PDA to the new PDA must undertake the new mandatory unit.

The legacy unit FW57 36 '*Promoting Inclusiveness for Learners with additional support needs*' will provide credit transfer towards the new unit '*Practising Inclusiveness through Needs led Assessment*'. Additional evidence may be required by some candidates to meet the evidence requirements of the new unit, which states:

"Candidates should identify and assess needs arising from at least four different protected characteristics **OR** four distinct conditions/circumstances.

In the case of candidates undertaking needs assessments to support applicants for the Disabled Students' Allowance, although all their students will share the protected characteristic of disability, the candidate must provide evidence of expertise and experience across a range of at least four distinct conditions, for example: support needs arising from sensory loss (hearing/vision); physical/motor impairment; specific learning difficulties (eg. dyslexia) and mental ill-health (eg psychosis).

6.8 Opportunities for e-assessment

It is likely that some delivering centres will be in a position to deliver all or parts of this using e-assessment. However, centres would require to demonstrate they have the requisite resources to meet SQA's external verification standards as they apply to this qualification. Further detail can be found here:

www.sqa.org.uk/GuideToAssessment

6.9 Support materials

It is intended that support materials for this PDA will be developed and will be available on SQA's website in due course.

6.10 Resource requirements

Centres should refer to the guidelines provided.

www.sqa.org.uk/GuideToAssessment

A detailed list of approval criteria will be made available for the information and guidance of centres interested in becoming approved to offer this PDA.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates will 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.

Internal and external verification

All instruments of assessment used within this qualification should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* http://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf

8 Glossary of terms

Assessment:

As this PDA award has been developed for use in the education and training sector, it seemed critical to include in this glossary an explanation of the term 'assessment', as it applies in specific contexts that candidates will encounter within this PDA.

The term 'assessment' is used in a wide range of contexts and means different things, depending on the purpose for which it is being carried out. Relevant examples are illustrated below:

Assessment within a learning and teaching, continuing professional development (CPD) or training context:

- ◆ formative assessment is used to enable reflection as part of a process in gaining knowledge, competence(s) and skills
- ◆ summative assessment is used to describe a final process of assessing knowledge, skills and competence(s) which will be used to evidence a standard

Outcome-based assessment is an 'umbrella' term which includes assessments of performance and achievement. When standardised against defined criteria, an outcome-based assessment provides evidence of the individual's level of functioning and capability. Examples of outcome-based assessment include 'the Driving Test', Grade IV Music Theory

Needs-led assessment

Needs assessment: This is the systematic effort to gather information from various sources that will help identify the needs of the individual, the impact these needs are having on their performance and the resources available to meet that person's needs.

A Needs Assessment will **not** result in a diagnosis. What an effective Needs Assessment **will** do is acknowledge the implications of the person's condition, consider the most appropriate way(s) of overcoming barriers to progress and make recommendations accordingly. As a general rule, Needs Assessment should only be undertaken if it is likely to make a positive difference to the experience of the person being assessed.

Assessment of individual needs

Needs Assessors require to understand the purpose of the assessment they would conduct — and clearly distinguish this practice from other types of assessment.

- ◆ **Screening:** to identify individuals at risk
- ◆ **Diagnostic:** to confirm the presence of a 'condition' and start to address implications
- ◆ **Outcome-based:** to provide baseline indicator of level of functioning
- ◆ **Needs-led:** identify appropriate actions

Context: The circumstances, environment and purposes for which an assessment (of need or impact) is undertaken.

Equality impact assessment (EIA) refers to the process of ensuring the planning and decision-making for current and future policies and practices are assessed proactively to prevent negative impact and promote positive impact for protected characteristic groups. EIA is a legal requirement for all decision-making relating to new and revised policies, practices and procedures.

An EIA involves:

- ◆ Considering relevant evidence relating to people who share a protected characteristic
- ◆ Assessing the impact of applying a decision or a new or revised policy or practice against the needs of the public sector equality duty (PSED)
- ◆ Acting on the results of the assessment
- ◆ Publishing the results of the assessment
- ◆ Monitoring and reviewing the decision, impact and application of the policy or procedure

Equality impact: An intentional or unintentional lasting consequence or significant change brought about by an action or series of actions. A positive impact will actively promote equality of opportunity for one or more groups, or improve equal opportunities/relations between groups. An adverse or negative impact causes disadvantage or exclusion.

Need(s): A discrepancy between 'what is' and 'what should be' or a gap(s) between the real (current) and the ideal (desired) situation.

Positive action

This term refers to initiatives to overcome the effects of historic discrimination.

Positive action refers to steps that organisations can take to encourage people from different groups in order to overcome historic disadvantage, or low participation in education, training or welfare.

The Equality Act 2010 harmonised positive action across the different protected characteristics (see list in glossary below).

Voluntary positive action measures must aim to alleviate disadvantage experienced by people who share a protected characteristic, reduce underrepresentation in relation to particular activities, and meet particular needs. Such measures must be proportionate to achieving the aim, and should have a verifiable evidence base.

Protected characteristics: The term 'protected characteristics' is used to identify a wider range of individual attributes now recognised within the law:

- ◆ Age
- ◆ Disability
- ◆ Gender reassignment
- ◆ Marriage and civil partnership (employees)
- ◆ Pregnancy and maternity
- ◆ Race
- ◆ Religion and belief, including lack of belief
- ◆ Sex
- ◆ Sexual orientation

Qualitative data: Collected thoughts, observations, opinions and words. Difficult to measure, count or express in numerical terms.

Quantitative data: Numeric information expressed as a graph, spreadsheet, statistical report or rating scale. Can be counted and measured, but may be more difficult for some people to interpret.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National unit credit is equivalent to 6 SCQF credit points. One National unit credit at Advanced Higher and one Higher National unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National units will normally be at levels 6–9 and Graded units will be at level 7 and 8. National Qualification group awards are available at SCQF levels 2–6 and will normally be made up of National units which are available from SCQF levels 2–7.

Sensitive personal data: Information relating to an identifiable individual that refers to that person's race, ethnicity, beliefs, physical or mental health, political opinion, trade union activity, sexual life and any conviction or alleged offence.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

9 General information for candidates

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

The **PDA Advancing Equality and Diversity through Inclusiveness** will address the continuing professional development needs of a wide range of functions and staff in various different organisations in an education and training context, namely training providers, support agencies, colleges, universities and possibly schools.

With regard to advancing equality of opportunity, it is clear from guidance provided by the **Equality and Human Rights Commission** that EHRC expect organisations to demonstrate substantive changes and impact in equality outcomes, in reducing disadvantage, in meeting previously unmet needs and encouraging participation, where this has been low.

Gaining this PDA will equip you to develop equality-related competences in yourself and in colleagues; to support your institution to evidence how far equality is mainstreamed within its functions; and build capacity and sustainability in providing good practice in widening access, inclusiveness and the achievement of the specific and general duties set out in the public sector equality duty (PSED).

To achieve the full award requires completion of one mandatory unit, and one of the optional units, comprising 24 SCQF credit points at SCQF level 9, or 3 SQA credits.

Mandatory unit:

HH9J 36 *Analysing Equality, Diversity and Inclusiveness in Context*
(1 SQA credit or 8 SCQF credit points);

Optional units:

Option **A** HH9K 36 *Practising Inclusiveness to Advance Equality and Diversity*
(2 SQA credits or 16 SCQF credit points)

Option **B** HH9L 36 *Practising Inclusiveness through Needs-led Assessment*
(2 SQA credits or 16 SCQF credit points)

However, you may find that your own particular CPD needs would be addressed by completing the unit *Analysing Equality, Diversity and Inclusiveness in Context* or either of the optional units, rather than undertaking the full group award.

Although entry to the PDA is at the discretion of the delivering SQA centre, you should be in employment in an organisation subject to the PSED in order to generate the necessary evidence from the workplace to meet the requirements of the unit(s). Candidates should also have the necessary prior knowledge and/or experience in order to be able to meet the requirements of SCQF level 9 qualifications.

To assist staff seeking guidance on which option is best suited to their individual CPD purposes, we offer the following:

Option A is designed to meet the CPD needs of staff in a number of roles:

- ◆ strategic and operational managers within an education and training context and the wider public sector services managed by local authorities and those organisations listed in the PSED
- ◆ staff who manage services (eg such as HR, Admissions, Recruitment, Organisational Development, Marketing, Finance, Facilities, Admissions, Student Support, Library /Learning Resources, IT services, etc)
- ◆ staff who support learning and coordinate/ manage the provision of learning services and resources
- ◆ lecturers in colleges and universities, trainers and teachers who are involved in learning, teaching and/or assessment
- ◆ staff who are involved in recruiting, supporting, developing and retaining staff

Option B offers appropriate CPD in those staff who are in roles where they will undertake needs assessment for staff and/or students and are seeking to develop specialist needs-led assessment competences.

It is the intention that support materials will be developed to show you how your job role could produce evidence towards the PDA.

Appendix 1: Legacy PDAs: background to their context and rationales

When SQA validated the two legacy PDAs in Inclusiveness in May 2007, colleges and universities had begun to respond to new duties for equality as detailed in the legislation. This included separate duties and responsibilities for disability, race and gender. All listed education and training public authorities had to do this, and many of them worked with or provided services through other education and training providers, who therefore had to meet the duties on behalf of the public authorities. These listed public authorities included Local Authorities for schools, colleges and HEIs and education public authorities like SQA. They were required to publish separate schemes and reports for each 'equality strand' which demonstrated how they had delivered on their equality duties for each one, for both staff and students. This work tended to be led and coordinated by one person in the organisation.

Recommendations from the Beattie Committee Report *Implementing Inclusiveness; Realising Potential* (September 1999) were being further implemented at the same time. This report had indicated an explicit need for staff employed in colleges and universities to develop skills in accessing relevant information and expertise in the use of enabling strategies and assistive technologies to support learners with disabilities and additional support needs in post-16 provision. Additionally, *Evaluating Inclusiveness — A Guide for Further Education Colleges*, published by HMIE (May 2006) stated that:

The concept of inclusiveness in further education is broad and reflects the view that learning should be for all. It draws together a range of themes, which have evolved as a result of policies, legislation and responsive practice.

This range of themes included increasing access, promoting social inclusion, responding to the needs of the 16–24 age group highlighted by the Beattie Report and meeting the requirements of legislation in relation to equality. The Report specifically mentioned

Colleges in which the requirements of current legislation are met in spirit as well as in basic compliance enable learners to have individually relevant and productive experiences regardless of their backgrounds and circumstances, including race, culture, disability, gender, age and other attributes.

The attributes (race, culture, disability, gender, age) listed in the Report reflected the equality legislation of that time. 'Inclusiveness' as a concept emerged from the recommendations from both the Thomlinson and Beattie reports, and subsequently influenced the thinking from that time. 'Inclusiveness' became a term specifically associated with disability and social exclusion, and not necessarily other equality characteristics.

The review of the legacy PDAs offers a timely opportunity to reinforce the true meaning of the term 'inclusiveness' in line with changes in thinking and legislation.

Appendix 2 Equality Legislation: Public sector equality duty (PSED)

The Equality Act 2010 introduced a public sector equality duty in England, Scotland and Wales.

The Public Sector Equality Duty (PSED) places a general duty on HEIs and colleges to:

- ◆ eliminate discrimination, harassment, victimisation
- ◆ advance equality of opportunity
- ◆ foster good relations

In order to meet the PSED, there are different specific duties for each nation. Equality Challenge unit provides guidance for the education and training sectors across the UK on this here:

<http://www.ecu.ac.uk/guidance-resources/equality-legislation/public-sector-equality-duty/>

Further reading is available to clarify the requirements of the duties and frameworks of good practice for organisations to use:

Equality and Human Rights Commission's (EHRC) technical guidance on public sector equality duty (PSED)

<http://www.equalityhumanrights.com/publication/technical-guidance-public-sector-equality-duty-scotland>

EHRC's statutory code of practice for employers

<http://www.equalityhumanrights.com/publication/employment-statutory-code-practice>

EHRC's technical guidance for school-based education

<http://www.equalityhumanrights.com/publication/technical-guidance-schools-scotland>

Scottish specific duties

Within the UK, each member country has set their own specific duties to help public authorities perform the PSED.

In Scotland, the **specific duties** are set by the Scottish parliament; these commenced in 2012 and are designed to help listed organisations develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland. To meet the specific duties, Scottish colleges, HEIs and other listed organisations need to:

- ◆ report on progress on mainstreaming the general duty into all functions
- ◆ develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all of the protected characteristics are covered)
- ◆ assess the impact of policies and practices against the needs of the general duty
- ◆ gather and use information on employees
- ◆ publish gender pay gap information
- ◆ publish statements on equal pay for gender, race and disability
- ◆ have due regard to the general duty in specified procurement practices
- ◆ publish information in a manner that is accessible

The specific duties can be found in full at:
www.legislation.gov.uk/ssi/2012/162/contents/made
<http://www.ecu.ac.uk/guidance-resources/equality-legislation/>

Four priority areas for enhancement of PSED delivery have been identified in the Scottish Government Ministers' directive on the Scottish specific duties:

- ◆ setting and reporting on equality outcomes
- ◆ practice sharing and knowledge transfer
- ◆ reporting on pay gaps and occupational segregation
- ◆ improving national and local data availability

Appendix 3: Academic research on inclusiveness and diversity competence

In 2014, Shirley Hill (University of Dundee) completed a comparative study of the experience of disabled and non-disabled students in the context of practical placements, where professional competencies were being developed and assessed. Thematic analysis of students' qualitative responses revealed that the issues experienced by disabled students were often exacerbated by 'the attitudes of others to their disability'. It was also clear from the research that not all the students identified themselves with the term 'disabled'. The results of the study highlighted the importance of clarity about staff roles and responsibilities and the need for more CPD opportunities for staff to develop awareness and competence in their responses to issues of equality and diversity.

In parallel with legislation evolving, thinking and practices have also evolved in relation to equalities and inclusiveness. Dr Pauline Hanesworth's research (Higher Education Academy) highlights factors which are very pertinent to the development of new continuing professional development awards, and which have informed the HEA's successful programme of work with HEIs. In the seven years between the previous PDAs and this development, there have been changes in *thinking* about equality and diversity: legally, terminologically, holistically, which as developers of a new award we recognised should be taken into consideration. Previously there was a 'deficit model and feel' to the language used, seeing equality, diversity and inclusion as something that needed to be 'fixed'. There is robust evidence in Dr Hanesworth's research (based on Hockings, 2010, Atkinson 2002, Clayton-Pederson et al 2009 and Nelson Laird and Engberg 2011) which reframes and defines more current and helpful definitions of equality, diversity and inclusivity:

HEIs should be embedding equality and diversity in their work. We should be teaching inclusively, incorporating diversity inclusivity. The goal of inclusivity and diversity inclusivity is diversity competence, which refers to the knowledge, skills and attitude about and towards equality and diversity that enable us to work effectively in a global world in a way that values, preserves and responds to diversity. Both staff and students should be diversity competent. It requires self-reflection by both parties with especial consideration given to unconscious bias.

Through HEA workshops, meetings and further engagements, a clear need for relevant CPD for learning and teaching staff at university and college level has been identified as high level priority. Especially requested by institutions on a senior management, academic and student level has been clear guidance and development in how to create, teach and assess curricula that enable institutions to meet public sector equality duties.

Appendix 4: Current Professional Standards

The qualification design team was keen to reference current standards to inform the development of the PDA. They established that CPD standards for the post-16 education and training sectors have not been updated recently, and understand there is no agreed date from Scottish Government for this to be scheduled at this point.

A refreshed **Professional Standards for Lecturers in colleges** was published in March 2012, but is not due for review until later this year. Colleges Scotland have in the meantime confirmed that equality and inclusiveness will remain integral to the current and future professional standards for learning and teaching staff.

The **HE Professional Standards framework for Lecturers** consists of a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE. This framework references equality, diversity and inclusiveness within the core knowledge and values of the framework.

<https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf>