

# Next Generation Higher National Unit Specification

## Equality, Diversity and Inclusion in Childhood Practice (SCQF level 7)

**Unit code:** J7DF 47  
**SCQF level:** 7 (16 SCQF credit points)  
**Valid from:** session 2023–24

### **Prototype unit specification for use in pilot delivery only (version 1.0) June 2023**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

The information in this unit specification may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

This edition: June 2023 (version 1.0)

© Scottish Qualifications Authority 2023

## **Unit purpose**

This unit helps learners to identify, analyse and evaluate the fundamental importance of diversity and inclusion in their practice, and its impact when working with children and young people in Scotland.

The unit is suitable for learners studying for the Higher National Certificate (HNC) in Childhood Practice. It helps them to gain knowledge and skills related to the importance of equality, diversity and inclusion in their practice. This includes knowledge of current frameworks, guidance and legislation.

Entry to the unit is at your centre's discretion; however, we recommend that learners have relevant qualifications at SCQF level 6 or experience of working in the childhood practice sector.

Learners who complete the unit as part of the HNC in Childhood Practice may have the opportunity to progress to further learning, including Higher National Diploma (HND) or degree-level courses.

## Unit outcomes

Learners who complete this unit can:

- 1 investigate the importance of diversity and how it can impact on the wellbeing of children and young people
- 2 explain relevant frameworks, initiatives, guidance and legislation in relation to diversity, and how they can be linked to working with children and young people
- 3 promote equality, diversity and inclusion in their practice setting
- 4 evaluate the role of the practitioner, including resources and strategies that help support equality, diversity and inclusion

## Evidence requirements

Learners must provide both knowledge evidence and product evidence for the unit.

### Knowledge evidence

#### Outcomes 1 and 2

Learners must provide knowledge evidence with reference to practice experiences for outcomes 1 and 2. The evidence can be oral or written, or a combination of both, and captured in a range of media.

Learners' evidence should be produced over a period of time in lightly-controlled conditions and it requires authentication.

Learners must demonstrate that they can:

- ◆ explain the terms diversity, inclusion and discrimination, in relation to working with children and young people
- ◆ identify the differences between the terms equality and equity
- ◆ describe the terms neurotypical and neurodivergent, considering how they can impact on practice
- ◆ consider how diversity could shape a child's behaviour, providing examples from practice
- ◆ identify under-represented groups in their practice setting, including children and young people and the workforce, and discuss initiatives that could help support inclusion
- ◆ identify groups with protected characteristics and consider strategies to support their inclusion
- ◆ describe at least two gender stereotypes that children and young people may face
- ◆ evaluate at least two pieces of current legislation that emphasise a commitment to equality, diversity and inclusion
- ◆ discuss at least two initiatives that promote gender equal play and the impact this has on practice
- ◆ describe at least two current frameworks that support diverse practices
- ◆ analyse links to current curricular frameworks or guidance that underpin diversity

## **Product evidence**

### **Outcomes 3 and 4**

Learners must provide product evidence for these outcomes. Learners' evidence relates to the practical activities they carry out. Learners must plan and carry out at least two activities to promote diversity for a chosen age range in their practice setting.

Learners' evidence should be produced over a period of time in lightly-controlled conditions and it requires authentication.

Learners' product evidence must demonstrate that they can:

- ◆ identify situations of discrimination and stereotyping in their practice setting, and describe how these should be challenged
- ◆ evaluate the impact of effective inclusiveness on the practice of working with children
- ◆ describe how practitioners could develop a welcoming ethos for parents and carers in an early learning and childcare setting
- ◆ evaluate how practitioners can support the diversity and inclusion of children

Learners must reflect on their role and responsibilities in their practice setting, demonstrating that they can:

- ◆ identify organisations that support diversity and inclusion for children
- ◆ describe an enabling environment and how it can help support diversity
- ◆ describe resources and strategies used to support the activities aimed at promoting cultural diversity
- ◆ evaluate the activities carried out to support cultural diversity for a chosen age range
- ◆ reflect on their role as a practitioner and their own development through their practice

## Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ definitions of diversity, inclusion and discrimination</li> <li>◆ equality and equity</li> <li>◆ neurotypical and neurodivergent behaviour, and its impact on practice</li> <li>◆ protected characteristics</li> <li>◆ the importance of diversity and its impact on children and young people</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ consider why equality, diversity and inclusion are important</li> <li>◆ define a range of appropriate terms</li> <li>◆ highlight examples of under-represented groups and stereotypes</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ current frameworks, guidance and legislation in relation to diversity</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ evaluate current legislation</li> <li>◆ discuss appropriate initiatives</li> <li>◆ describe current frameworks</li> <li>◆ analyse links to current frameworks and guidance</li> </ul>
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ discrimination and stereotyping</li> <li>◆ unconscious bias</li> <li>◆ strategies to promote diversity in early years settings</li> <li>◆ ways to build positive relationships with parents and carers</li> <li>◆ the role of the practitioner</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ challenge discrimination and stereotyping</li> <li>◆ apply strategies to promote diversity</li> <li>◆ reflect on their own unconscious bias</li> </ul>

Knowledge	Skills
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"><li>◆ effective environments, resources and strategies to support equality, diversity and inclusion in a practice setting</li></ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"><li>◆ research organisations that support diversity</li><li>◆ explain what an enabling environment looks like</li><li>◆ evaluate appropriate activities or practice experiences</li><li>◆ reflect on and evaluate their practice</li></ul>

## Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the childhood practice sector.

### Self-management

This meta-skill includes:

- ◆ focusing: sorting and filtering the information required for research purposes
- ◆ integrity: considering ethics when discussing stereotyping and discrimination
- ◆ adapting: effectively describing examples relating to diversity
- ◆ initiative: demonstrating self-motivation in completing research tasks and a portfolio of evidence

### Social intelligence

This meta-skill includes:

- ◆ communicating: listening and receiving information from a variety of sources; giving information to others in an appropriate format
- ◆ feeling: showing empathy and social conscience when discussing diverse practices
- ◆ collaborating: working with children, parents and carers

### Innovation

This meta-skill includes:

- ◆ curiosity: sourcing information; skills in researching
- ◆ creativity: discussing strategies
- ◆ critical thinking: logical thinking and making judgements when highlighting strategies to support individuals

## Literacies

Learners develop core skills in the following literacies:

### Numeracy

Learners develop numeracy skills by collating statistics and figures during research tasks.

## **Communication**

Learners develop communication skills with:

- ◆ peers, children, parents and carers
- ◆ practitioners and staff, while on placement or in employment
- ◆ children and young people in the placement environment or in place of employment
- ◆ lecturers, when producing assessments

## **Digital**

Learners develop digital skills and computer literacy by:

- ◆ independently researching online to gain information from credible sources
- ◆ collating photographic evidence of practice
- ◆ writing and submitting assessments
- ◆ accessing records or reports digitally in the placement environment or in place of employment



## Delivery of unit

Learners must have a placement in an early learning and childcare setting to enable them to have practice experiences.

You can integrate the unit with other units in the award, including Supporting Collaborative Working with Families and Other Professionals at SCQF level 7. To integrate delivery and assessment, you should identify common themes and evidence criteria.

The notional design length for the unit is 80 hours, however the amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

**Outcome 1** — Investigate the importance of diversity and how it can impact on the wellbeing of children and young people  
(20 hours)

**Outcome 2** — Explain relevant frameworks, initiatives, guidance and legislation in relation to diversity, and how they can be linked to working with children and young people  
(20 hours)

**Outcome 3** — Promote equality, diversity and inclusion in their practice setting  
(20 hours)

**Outcome 4** — Evaluate the role of the practitioner, including resources and strategies that help support equality, diversity and inclusion  
(20 hours)

## Professional recognition

This unit forms part of the HNC in Childhood Practice framework. The HNC in Childhood Practice meets registration requirements for the Scottish Social Services Council (SSSC).

## Additional guidance

The guidance in this section is not mandatory.

We recommend that learning is evidenced in the following ways:

- ◆ Outcome 1: academic essay
- ◆ Outcome 2: presentation
- ◆ Outcomes 3 and 4: portfolio of evidence

The unit enables learners to identify, analyse and evaluate the fundamental importance of diversity and inclusion in their practice. This helps them to consider how diversity and inclusion can impact their practice when working with children and young people in Scotland. Learners require workplace practice during delivery of this project-based unit, to enable them to link theory to practice. This can be through a placement or in the learner's place of employment. You should deliver the unit over the academic calendar, giving learners time to develop knowledge and understanding alongside practice.

For outcomes 3 and 4, in addition to the specific knowledge and skills, learners should develop an understanding of:

- ◆ the power of language
- ◆ the impact of stigma
- ◆ what is meant by collusion and collusive behaviour

Current guidance and legislation emphasise the importance of diverse practices and gender equal play. For the purpose of the unit, diversity is highlighted as 'creating a culture that embraces equality, diversity, inclusion and belonging for everyone' (Care Inspectorate, 2015).

Useful sources of information, at the time of writing, include:

- ◆ Care Inspectorate, Gender equal play in early learning and childcare
- ◆ Care Inspectorate (2015), My world outdoors
- ◆ Care Inspectorate, Our creative journey
- ◆ the Health and Social Care Standards
- ◆ Scottish Social Services Council Codes of Practice
- ◆ Education Scotland, Improving Gender Balance and Equalities (IGBE)
- ◆ Zero Tolerance
- ◆ the Gender Friendly Nursery
- ◆ the Gender Equal Play Project

## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### Equality, Diversity and Inclusion in Childhood Practice (SCQF level 7)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

### Unit information

The unit allows you to identify, analyse and evaluate the fundamental importance of diversity and inclusion in your practice. You consider how diversity can impact your practice in relation to working with children and young people in Scotland.

You gain knowledge and skills related to the importance of equality, diversity and inclusion in your practice.

Entry to the unit is at your centre's discretion; however, we recommend that you have relevant qualifications at SCQF level 6 or experience of working in the childhood practice sector.

On completion of the unit, you can:

- 1 investigate the importance of diversity and how it can impact on the wellbeing of children and young people
- 2 explain relevant frameworks, initiatives, guidance and legislation in relation to diversity and how they can be linked to working with children and young people
- 3 promote equality, diversity and inclusion in their practice setting
- 4 evaluate the role of the practitioner, including resources and strategies that help support equality, diversity and inclusion

You develop meta-skills, such as self-management, social intelligence and innovation, during your placement or in your work setting, and you reflect on your role as a practitioner.

You are assessed by your centre, and you may be asked to provide:

- ◆ essays
- ◆ presentations
- ◆ a portfolio of evidence

The unit is an optional unit in the Higher National Certificate (HNC) in Childhood Practice. The HNC in Childhood Practice is a recognised qualification for registration with the Scottish Social Services Council (SSSC) and employment in early years sectors.

NextGen: HN published prototype unit specification for use in pilot delivery only (version 1.0)  
June 2023

On completion of the unit, you may have the opportunity to progress to further learning, including Higher National Diploma (HND) or degree-level courses.

# Administrative information

---

**Published:** June 2023 (version 1.0)

**Superclass:** GA

---

## History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.