

<b>Unit Title:</b>	<b>Promote equality, diversity and inclusion in work with children and young people</b>
OCR Unit No:	8
Sector Unit No:	TDA 3.6
Level:	3
Credit value:	2
Guided learning hours:	10
Unit accreditation number:	M/601/4070

## Unit purpose and aim

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This unit provides the knowledge, understanding and skills needed to promote equality, diversity and inclusion in work with children and young people. It requires demonstration of competence in promoting equality and diversity and supporting inclusion.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1. Be able to promote equality and diversity in work with children and young people	1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity  1.2 Explain the importance of promoting the rights of all children and young people to <b>participation</b> and <b>equality of access</b>  1.3 Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people  1.4 Interact with children and young people in a way that values diversity and respects cultural, religious and	Centres must ensure that all assessment criteria are met.  <b>Participation</b> involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.  <b>Equality of access:</b> ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs  <b>Anti-discriminatory practice:</b> taking positive action to counter discrimination. This will involve identifying and challenging discrimination

	<p>ethnic differences</p> <p>1.5 Demonstrate ways of applying the principles of equality, diversity and <b>anti-discriminatory practice</b> in own work with children and young people</p>	<p>and being positive in own practice about differences and similarities between people</p>
<p>2. Understand the impact of prejudice and discrimination on children and young people</p>	<p>2.1 Explain ways in which children and young people can experience prejudice and discrimination</p> <p>2.2 Analyse the impact of prejudice and discrimination on children and young people</p> <p>2.3 Evaluate how own attitudes, values and behaviour could impact on work with children and young people</p> <p>2.4 Explain how to promote anti-discriminatory practice in work with children and young people</p> <p>2.5 Explain how to challenge discrimination</p>	
<p>3. Be able to support inclusion and inclusive practices in work with children and young people</p>	<p>3.1 Explain what is meant by <b>inclusion</b> and inclusive practices</p> <p>3.2 Identify barriers to children and young people's participation</p> <p>3.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people</p>	<p><b>Inclusion:</b> a process of identifying, understanding and breaking down barriers to participation and belonging.</p>

## Assessment

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This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 1.4, 1.5 and 3.3 must be assessed in the workplace.

## National Occupational Standards (NOS) mapping/signposting

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STL18 Support pupils' learning activities

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL38 Support children with disabilities or special educational needs and their families (CCLD 321)

STL35 Support bilingual/multilingual pupils

STL36 Provide bilingual/multilingual support for teaching and learning

Introductory training materials:

- Inclusion modules

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).