

Unit Title:	Equality, diversity and inclusion in work with children and young people
OCR unit number:	4
Sector unit number	TDA 2.4
Level:	2
Credit value:	2
Guided learning hours:	15
Unit accreditation number:	D/601/3321

Unit purpose and aim

This unit provides knowledge and understanding of policies and practices to promote equality, diversity and inclusion in work with children and young people.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Understand the importance of promoting 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 Describe the importance of supporting the rights of all children and young people to participation and equality of access 1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people	Centres must ensure that all assessment criteria are met. Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs Anti-discriminatory practice: taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people
2. Understand the impact of prejudice and discrimination on children and young people	2.1 Describe ways in which children and young people can experience prejudice and	Anti-discriminatory practice: taking positive action to counter discrimination. This

	<p>discrimination</p> <p>2.2 Describe the impact of prejudice and discrimination on children and young people</p> <p>2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people</p> <p>2.4 Describe the importance of promoting anti-discriminatory practice in work with children and young people</p> <p>2.5 Describe how to challenge discrimination</p>	<p>will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people</p>
<p>3. Understand inclusion and inclusive practices in work with children and young people</p>	<p>3.1 Describe what is meant by inclusion and inclusive practices</p> <p>3.2 Describe features of an inclusive setting for children and young people</p> <p>3.3 Describe how inclusion works in own sector of the children's workforce</p>	<p>Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.</p>

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. It is centre-assessed and externally moderated by OCR. Centres will be required to design their own assignments. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment, the centre assessor assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Achievement at unit level is Pass or Fail.

Learners undertaking this unit as part of the competence based qualifications, the Level 2 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Certificate in Supporting the Wider Curriculum in Schools may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

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.

National Occupational Standards (NOS) mapping/signposting

STL1 Provide support for learning activities

STL11 Contribute to supporting bilingual/multilingual pupils

STL12 Support a child with disabilities or special educational needs (CCLD 209)

Introductory training materials:

- Inclusion

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

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

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.