

## Unit 204

# Equality, diversity and inclusion in work with children and young people

**Level:** 2  
**Credit value:** 2  
**UAN:** D/601/3321

### Unit 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

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of promoting equality and diversity in work with children and young people
2. Understand the impact of prejudice and discrimination on children and young people
3. Understand inclusion and inclusive practices in work with children and young people

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

# Unit 204      Equality, diversity and inclusion in work with children and young people

## Assessment Criteria

### **Outcome 1      Understand the importance of promoting equality and diversity in work with children and young people**

The learner can:

- 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

### **Outcome 2      Understand the impact of prejudice and discrimination on children and young people**

The learner can:

- 2.1 Describe ways in which children and young people can experience prejudice and discrimination
- 2.2 Describe the impact of prejudice and discrimination on children and young people
- 2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people
- 2.4 Describe the importance of promoting **anti-discriminatory practice** in work with children and young people
- 2.5 Describe how to challenge discrimination

### **Outcome 3      Understand inclusion and inclusive practices in work with children and young people**

The learner can:

- 3.1 Describe what is meant by **inclusion** and inclusive practices
- 3.2 Describe features of an inclusive setting for children and young people
- 3.3 Describe how inclusion works in own sector of the children's workforce

## Unit 204      Equality, diversity and inclusion in work with children and young people

### Notes for guidance

**Participation** 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.

**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

**Inclusion:** a process of identifying, understanding and breaking down barriers to participation and belonging.

#### **Suggested unit assignment**

Find out about the laws and codes of practice that relate to equality, diversity and inclusion in schools and list these. Describe why these principles are important when supporting all children and young people. You may wish to present your information as notes, bullet points or Powerpoint slides.

Write notes about three imaginary children to outline how prejudice and discrimination might affect them and how you might deal with this.

Find out what inclusion means and write notes about approaches to inclusion in supporting learning.