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**EXEMPLAR**

**CANDIDATE WORK**

UNIT SHC 023

INTRODUCTION TO EQUALITY AND  
INCLUSION IN HEALTH, SOCIAL CARE  
OR CHILDREN'S AND YOUNG PEOPLE'S  
SETTINGS



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## INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit SHC 023, Introduction to equality and inclusion in health, social care or children's and young people's settings.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

# EXEMPLAR UNIT: SHC 023 – INTRODUCTION TO EQUALITY AND INCLUSION IN HEALTH, SOCIAL CARE OR CHILDREN’S AND YOUNG PEOPLE’S SETTINGS

## UNIT PURPOSE

- Introduces the importance of equality and inclusion
- Raises awareness of the required skills to be able to work in an inclusive way
- Introduces how to access information, advice and support about diversity, equality and inclusion

# EVIDENCE FOR LEARNING OUTCOME 1

## UNDERSTAND THE IMPORTANCE OF EQUALITY AND INCLUSION

### Assessment Criteria:

AC1.1 – **Explain** what is meant by diversity, equality, inclusion and discrimination

Extract from <b>Written Questioning:</b>
Written Question: 'Explain what is meant by diversity':
Response:
<i>Diversity is in the care home I work – there are men and women and a range in ages too. Each will have their own personal experiences and preferences, for example for food and activities, different attitudes, for example to staff and residents, beliefs, health status and intellectual ability. These differences make up diversity.'</i>

Extract from <b>Written Questioning:</b>
Written Question: 'Explain what is meant by equality':
Response:
<i>'Equality means treating everyone fairly and making equal opportunities available – this also involves respecting individuals' differences'</i>

Extract from <b>Written Questioning:</b>
Written Question: 'Explain what is meant by inclusion':
Response:
<i>'Inclusion involves making the individual the centre of their life, involving them in everything that is about them so that they are actively involved in all aspects of their life, care and support'</i>

Extract from <b>Written Questioning:</b>
Written Question: 'Explain what is meant by discrimination':
Response:
<i>'Negative prejudices develop against people who are different in some way. Discriminatory behaviour results in unfair, unjust treatment. It could be done against those who are different with respect to their age, sex, nationality, ethnic background, religion, ability, financial status and size.'</i>

## COMMENTARY FOR EVIDENCE FOR AC 1.1

- **Assessment Method:** The assessor has used a series of open **written questions** with this learner 'Explain what...'; this encourages the learner to think about the meaning of each of these terms and reflect their understanding of each so as to fully evidence AC1.1. The assessment method is **valid** as it measures the learner's understanding and knowledge of the terms diversity, equality, inclusion and discrimination.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects and details well own understanding of the meaning of diversity, equality, inclusion and discrimination. The learner responds to these questions in a way that clearly reflects own meaning of each of these terms. In addition, whilst explaining the meaning of the term diversity the learner relates the response to own health and social care work setting: '*Diversity is in the care home I work – there are men and women and a range in ages too...*'
- **Breadth of Evidence:** The learner has stated clearly the meaning of the terms diversity, equality, inclusion and discrimination. The learner's evidence **meets AC1.1 fully** in terms of providing an **explanation** of the meanings of diversity, equality, inclusion and discrimination.

**Assessment Criteria:**

AC1.2 - **Describe** ways in which discrimination may deliberately or inadvertently occur in the work setting

Extract from **Personal Statement:**

Personal Statement: 'Describe ways in which discrimination may deliberately or inadvertently occur in the work setting:

*'Ways that discrimination can occur could be based on an individual's ability or on their financial status. Direct discrimination would occur if the care worker shows an objection, that is displays a dislike of the individual and refuses to support them because of the level of their ability or decides that they will withdraw their service because of the individual's financial status which they believe does not entitle them to the support.*

*Inadvertently discrimination would occur if the care worker worked in a way that insisted on only working with individuals or staff that met certain requirements or insisted in working in one set way without asking them or finding out from them as this would inadvertently exclude individuals from being supported.'*

## COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express own understanding of how discrimination may occur both deliberately and inadvertently in the work setting. The assessment method is **valid** as it measures the learner's understanding and knowledge of how discrimination may deliberately or inadvertently occur.
- **Quality of Evidence:** The learner's response is of a good quality because the learner details own understanding of the different ways in which discrimination may deliberately and inadvertently occur: *'Direct discrimination would occur if the care worker shows an objection, that is displays a dislike of the individual and refuses to support them... Inadvertently discrimination would occur if the care worker worked in a way that insisted on only working with individuals or staff that met certain requirements or insisted in working in one set way without asking them or finding out from them...'*

The information that the question extracts from the learner is more than is required to meet this AC; as the learner provides a description of how discrimination may deliberately and inadvertently occur, where a description of the ways in which one of these may occur would have been sufficient.

- **Breadth of Evidence:** The learner has given a detailed account of the different ways in which discrimination may occur. The learner's evidence **meets AC1.2 fully** in terms of providing a **description** of the ways in which discrimination may occur both deliberately and inadvertently in the work setting.

**Assessment Criteria:**

AC1.3 – **Explain** how practices that support equality and inclusion reduce the likelihood of discrimination

Extract from **Personal Statement:**

Personal Statement: 'Explain how promoting equality and inclusion reduces the likelihood of discrimination':

*'Treating the individual fairly, on the same level and providing them with equal opportunities to housing, education, employment, transport, health and social care can help as the individual will feel valued and treated fairly and not made vulnerable or set apart that will reduce, if not eliminate any discrimination against that individual or by that individual against others. Inclusion also is important as the individual will be aware of their rights, will feel in control and will feel supported to be able to make their own choices and have their needs met and so reduce the risk of the individual being discriminated against or discriminating against others.'*

### COMMENTARY FOR EVIDENCE FOR AC 1.3

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express own understanding of how discrimination may be reduced by practices that support equality and inclusion. The assessment method is **valid** as it measures the learner's understanding and knowledge of how the likelihood of discrimination may be reduced.
- **Quality of Evidence:** The learner's response is of a good quality because the learner details own understanding of different practices relating to both equality and inclusion and then explains how these can reduce the potential for discrimination to occur: *'Treating the individual fairly, on the same level and providing them with equal opportunities ... can help as the individual will feel valued and treated fairly and not made vulnerable or set apart... Inclusion also is important as the individual will be aware of their rights, will feel in control and will feel supported to be able to make their own choices and have their needs met...'*
- **Breadth of Evidence:** The learner has given a detailed account of how the likelihood of discrimination may occur. The learner's evidence **meets AC1.3 fully** in terms of providing an **explanation** of how practices that support equality and inclusion may reduce the likelihood of discrimination.

## EVIDENCE FOR LEARNING OUTCOME 2

### UNDERSTAND THE IMPORTANCE OF EQUALITY AND INCLUSION

#### Assessment Criteria:

AC 2.1 - **Identify** which legislation and codes of practice relating to equality, diversity and discrimination apply to own role

#### Extract from **Oral Questioning:**

Oral Question: 'Tell me about which codes of practice and legislation relate to equality, diversity and discrimination':

Response:

*'In my workplace we have policies and procedures on equality, diversity, inclusion and discrimination. There are also the GSCC codes of practice for social care workers. The Equality Act and the Human Rights Act are relevant legislations.'*

### COMMENTARY FOR EVIDENCE FOR AC 2.1

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me about...'; this encourages the learner to think about both codes of practice and legislation that are relevant to AC2.1. The assessment method is **valid** as it measures the learner's understanding and knowledge of relevant legislation and codes of practice.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of relevant working codes of practice: *'In my workplace we have policies and procedures... the GSCC codes of practice...'* as well as relevant pieces of legislation that apply to own work role: *'The Equality Act and the Human Rights Act...'*
- **Breadth of Evidence:** The learner has stated clearly relevant pieces of legislation and codes of practice. The learner's evidence **meets AC2.1 fully** in terms of **identifying** the legislation and codes of practice relating to equality, diversity and discrimination that apply to own work role.

**Assessment Criteria:**AC 2.2 - **Show** interaction with individuals that respects their beliefs, culture, values and preferencesExtract from **Observation 1:**

Observation: (The learner is referred to as M)

*'...M went into the office to read the care plan, risk assessment and the communication preferences for the service user. She explained to her colleague that he could not verbally communicate but it was important that his permission was given, before they started to hoist him. She said everyone has different ways of communicating, so it is important she is watching and understands the signals her service user gives...*

*M spoke to her client the whole time, reassuring and confirming he was comfortable and that he understood what was happening. She used a mix of verbal and signing which the client was comfortable with.*

*... The service user was assisted to carry out his personal care. He was sensitively spoken to about the need to keep clean for his own health and for the comfort of others within the home. He signed that he preferred not to shower but would have a bath in the morning.'*

Extract from **Observation 2:**

Observation:

*'The learner was supporting A to get ready to go to Church as part of his wishes to go to Church once a week...The learner spoke with A about the time he needed to be there and agreed with him how he would like to travel.*

*The learner spoke through C's advocate at C's request about his ideas for where he would like to go bowling and with whom...*

*When supporting D this morning the learner respected D's preference to wash with running water after using the toilet...'*

**COMMENTARY FOR EVIDENCE FOR AC 2.2**

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice to meet this criterion. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to being able to show inclusive interactions with individuals.

This assessment method is **valid** as it measures the learner's skills in being able to interact with individuals that respects their beliefs, culture, values and preferences.

- **Quality of Evidence:** The documented observations are of a good quality because the learner's practices demonstrate clearly own competence against this assessment criterion. The observations reflect specifically how the learner's different interactions respect individuals' beliefs, culture, values and preferences.
- **Breadth of Evidence:** The learner's evidence **meets AC2.2 fully** in terms of **demonstrating** that the learner is able to interact with individuals in an inclusive way that respects their beliefs, culture, values and preferences.

**Assessment Criteria:**

AC 2.3 - **Describe** how to challenge discrimination in a way that encourages change

Extract from <b>Personal Statement:</b>
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Personal Statement: 'Describe how to challenge discrimination in a way that encourages change:
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<i>'The best way to challenge the discriminatory attitudes of a social care worker or an individual is to talk through their behaviour with them and explain that discrimination will not be tolerated. This is not done in an aggressive manner, but instead in a way to try to get that person to recognise that they are adopting a negative attitude – this has to be explained clearly but also in a gentle and open-minded way. It could be done if it's a social care worker during an appraisal as this allows people to question their behaviour and make appropriate changes or in a private meeting with a service user that again allows them time to think – it may be that people are reminded of the impact discrimination can have and what the workplace policy and procedure says about these. All discrimination must not be tolerated and must be reported immediately to a senior member of staff.'</i>
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### COMMENTARY FOR EVIDENCE FOR AC 2.3

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express own understanding of how to positively challenge discrimination when it occurs. The assessment method is **valid** as it measures the learner's understanding and knowledge of how to challenge discrimination in a way that encourages change.
- **Quality of Evidence:** The learner's response is of a good quality because the learner details own understanding of the different ways in which discrimination may be challenged positively: *'...The best way to challenge the discriminatory attitudes of a social care worker or an individual is to talk through their behaviour with them and explain that discrimination will not be tolerated ... during an appraisal as this allows people to question their behaviour and make appropriate changes... in a private meeting with a service user that again allows them time to think... all discrimination must not be tolerated and must be reported immediately to a senior member of staff.'* In addition, the learner's response addresses how to challenge discrimination that may occur from both social care workers and individuals.
- **Breadth of Evidence:** The learner has given a detailed account of how to effectively challenge discrimination. The learner's evidence **meets AC2.3 fully** in terms of providing a **description** of how to challenge discrimination in a way that encourages change.

## EVIDENCE FOR LEARNING OUTCOME 3

### KNOW HOW TO ACCESS INFORMATION, ADVICE AND SUPPORT ABOUT DIVERSITY, EQUALITY AND INCLUSION

#### Assessment Criteria:

AC 3.1 **Identify** a range of sources of information, advice and support about diversity, equality and inclusion

Extract from <b>Written Questioning:</b>
Written Question: 'List a range of different sources of information, advice and support about diversity, equality and inclusion':
Response:
<i>Information – from individual, advocate, care plans, policies, procedures, guidelines, legislation and codes of practice</i>
<i>Advice – from manager, key worker, advocate</i>
<i>Support – from manager, colleagues</i>

#### COMMENTARY FOR EVIDENCE FOR AC 3.1

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'List a range of different sources...'; this encourages the learner to think about different sources of information, advice and support and to fully meet AC1.2. The assessment method is **valid** as it measures the learner's understanding and knowledge of sources of information, advice and support.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of numerous different sources of information, advice and support about diversity, equality and inclusion ranging from working documents to legislation and different professionals. In addition the learner has evidenced own knowledge of all three strands of this AC: information, advice and support.
- **Breadth of Evidence:** The learner has clearly identified the different sources of information, advice and support. The learner's evidence **meets AC3.1 fully** in terms of **identifying** a range of sources of information, advice and support about diversity, equality and inclusion.

**Assessment Criteria:**AC 3.2 - **Describe** how and when to access information, advice and support about diversity, equality and inclusion

Extract from <b>Written Questioning:</b>
Written Question: 'Describe when to access information, advice and support about diversity, equality and inclusion':
Response:
<i>'Working with a diverse range of people could cause different situations that require further information, advice and support about diversity, equality and inclusion. For example some people have specific dietary needs and are vegetarians and some religions have specific requirements with respect of diet and so I would need to access more information about these. Some individuals may not be comfortable being touched or undressed by someone of the opposite sex and so information about this is needed. Guidance may be sought when for example individuals may show their fear and pain openly whilst others may be more reserved.'</i>

Extract from <b>Written Questioning:</b>
Written Question: 'Describe how to access information, advice and support about diversity, equality and inclusion':
Response:
<i>'Information, advice and support about diversity, equality and inclusion can be sought from the manager and looked up in the home's policies and procedures. It should be sought immediately from the manager if someone is being treated unfairly, if preferences and beliefs aren't being taken into account and if equal opportunities are not being made available.</i>
<i>For specific situations for example for those in relation to specific requirements with respect of diet so I would need to access information and guidance about these from the dietician and from the individual themselves. For individuals who may not be comfortable being touched or undressed by someone of the opposite sex guidance is needed from the manager and in some cases the social care worker. Information and guidance may also be sought from other health professionals for example for when individuals may show their fear and pain openly whilst others may be more reserved.'</i>

**COMMENTARY FOR EVIDENCE FOR AC 3.2**

- **Assessment Method:** The assessor has used two clear **written questions** with this learner 'Describe when.....Describe how...'; this encourages the learner to fully address both parts of the AC – the how and the when and thus provides the learner with an opportunity to provide a more detailed response and to also fully evidence AC3.2. The assessment method is **valid** as it measures the learner's understanding and knowledge of how and when to access information, advice and support.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of both how and when to access information, advice and support. The learner begins by addressing the 'when' part of this AC by providing examples of different situations that may arise: *'...For example some people have specific dietary needs and are vegetarians and some religions have specific requirements with respect of diet... For individuals who may not be comfortable being touched or undressed by someone of the opposite sex... for example for when individuals may show their fear and pain openly whilst others may be more reserved...'*

The learner then details own understanding of the 'how' part of this AC both in general terms and in the examples of the situations described first: *'from the manager and looked up in the home's policies and procedures... from the dietician and from the individual themselves... from the manager and in some cases the social care worker... other health professionals.'*

- **Breadth of Evidence:** The learner has detailed how and when to access information, advice and support. The learner's evidence **meets AC3.2 fully** in terms of providing a **description** of how and when to access information, advice and support about diversity, equality and inclusion.

## SUMMARY OF HOW EXEMPLAR EVIDENCE FOR SHC 023 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

<b>Variety of assessment methods</b> used	Yes	Observation Oral and Written questioning Personal Statement
<b>Valid assessment methods</b> used	Yes	All assessment methods used were appropriate for validating the learner's knowledge of all the assessment criteria in this unit.
<b>Quality and Breadth</b> of evidence <b>sufficient</b>	Yes	Evidence provided meets all the assessment criteria fully.

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