

Unit Title:	Champion equality, diversity and inclusion
Sector unit number	SHC 53
Level:	5
Credit value:	4
Guided learning hours:	34
Unit Reference Number:	Y/602/3183

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand diversity, equality and inclusion in own area of responsibility</p>	<p>The Learner can:</p> <p>1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility</p> <p>1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility</p> <p>1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility</p>	
<p>2 Be able to champion diversity, equality and inclusion</p>	<p>2.1 Promote equality, diversity and inclusion in policy and practice</p> <p>2.2 Challenge discrimination and exclusion in policy and practice</p> <p>2.3 Provide others with information about: <ul style="list-style-type: none"> the effects of discrimination the impact of inclusion the value of diversity </p> <p>2.4 Support others to challenge discrimination and exclusion</p>	
<p>3 Understand how to</p>	<p>3.1 Analyse how systems and</p>	

Learning Outcomes	Assessment Criteria	Exemplification
develop systems and processes that promote diversity, equality and inclusion	<p>processes can promote equality and inclusion or reinforce discrimination and exclusion</p> <p>3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility</p> <p>3.3 Propose improvements to address gaps or shortfalls in systems and processes</p>	
4 Be able to manage the risks presented when balancing individual rights and professional duty of care	<p>4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care</p> <p>4.2 Explain the principle of informed choice</p> <p>4.3 Explain how issues of individual capacity may affect informed choice</p> <p>4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility</p>	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development 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

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.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.