

Unit Title:	Principles of diversity, equality and inclusion in adult social care settings
Unit sector reference:	PWCS 23
Level:	2
Credit value:	2
Guided learning hours:	18
Unit expiry date:	31/07/2015
Unit accreditation number:	H/602/3039

Unit purpose and aim

This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the importance of diversity, equality and inclusion	1.1 Define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination 1.2 Describe how direct or indirect discrimination may occur in the work setting 1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination	<p>Meaning of diversity may include:</p> <ul style="list-style-type: none"> • different • varied • respecting individuals' differences • celebrating individuals' differences • recognising uniqueness of individuals • treating people as individuals <p>Meaning of equality may include:</p> <ul style="list-style-type: none"> • equal rights • ensuring access to opportunities for all • preventing discrimination <p>Meaning of inclusion may include:</p> <ul style="list-style-type: none"> • full and active participation • feeling respected • feeling a sense of belonging

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<ul style="list-style-type: none"> • being valued for who you are <p>Meaning of discrimination may include:</p> <ul style="list-style-type: none"> • unfair or unequal treatment of an individual or group on the grounds of age, disability, gender, race, religion, beliefs or sexual orientation • being treated less favourably than someone else in the same situation • being unfairly disadvantaged or excluded <p>Direct discrimination may include when:</p> <ul style="list-style-type: none"> • an employee is not considered for promotion because of their age • a job is refused to a person because of their disability • a female employee is paid less than a male employee for doing the same job • part-time employees are refused the training offered to full-time employees <p>Indirect discrimination may include:</p> <ul style="list-style-type: none"> • insisting all employees must do night shifts as this could exclude those who have children to care for • advertising a job to a certain age group as this could exclude those below and above the age group • not making reasonable adjustments at work could exclude those employees with a disability <p>Practices may include:</p> <ul style="list-style-type: none"> • valuing people's individuality • encouraging people to express their views and

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		have them listened to <ul style="list-style-type: none"> • respecting, increasing and celebrating people's differences • promoting good practice
2 Know how to work in an inclusive way	2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Describe how to interact with individuals in an inclusive way 2.3 Describe ways in which discrimination may be challenged in adult social care settings	An individual is someone requiring care or support Current legislation and Codes of Practice may include: <ul style="list-style-type: none"> • Equality Act • Human Rights Act • Essential Standards • GSCC Code of Practice Interacting in an inclusive way may include: <ul style="list-style-type: none"> • enabling the individual to be fully involved in their daily life • being respectful • being open to an individual's needs, views, beliefs, wishes and culture • taking a genuine interest in the individual Ways may include: <ul style="list-style-type: none"> • not tolerating any form of discrimination • taking immediate action when discrimination occurs • empowering individuals to challenge discrimination themselves when it occurs • recording and reporting fully all incidents of discrimination that occur • providing information, a code of practice or policy that explains the discriminatory practices that must not occur • providing training to make everyone aware of how to prevent and challenge discrimination

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination 3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination	<p>Sources may include:</p> <ul style="list-style-type: none"> • workplace codes of practice, policies and procedures • line manager or supervisor • individual themselves • specialist advice, organisations e.g. Equality and Human Rights Commission • charities e.g. Age UK <p>Accessing information, advice and support by e.g:</p> <ul style="list-style-type: none"> • contacting the individual or organisation directly • asking line manager or supervisor • referencing up to date workplace policies and procedures • referencing up to date information handouts <p>Accessing information, advice and support when e.g:</p> <ul style="list-style-type: none"> • starting work in an adult social setting • you are having difficulty promoting diversity, equality, inclusion and discrimination • clarification is needed • an individual or colleague requests or requires more information

Assessment

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

This unit is knowledge based. OCR will provide a set assignment which candidates must complete. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

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

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 health and social care developed by Skills for Care and Development:

HSC 24

HSC 234

Content recurs throughout HSC NOS knowledge requirements.

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.

Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>

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	✓

Resources

Books:

A Practical Guide to Equal Opportunities, Malik H, Nelson Thornes, 3rd Edition, 2009

Promoting Equality and Diversity: A Practitioner's Guide, Hill H, Kenyon R, Oxford University Press, 2008

Promoting Equality: Challenging Discrimination and Oppression, Thompson N, Palgrave Macmillan, 2nd Edition, 2003

The Equal Opportunities Handbook: How to Recognize Diversity, Encourage Fairness and Promote Anti-discriminatory Practice, Clements P, Soinks T, 4th Edition, 2009.

Websites:

www.ageuk.org.uk

(Age UK – an independent charity providing information, advice and services for those in later life)

www.carersuk.org.uk

(Carers UK – a voluntary organisation providing practical, financial and emotional support to carers)

www.cqc.org.uk

(Care Quality Commission - independent regulator of health and social care in England)

www.equalityhumanrights.com

(Equality & Human Rights Commission – provides information and guidance on discrimination and human rights issues)

www.equalities.gov.uk

(Government Equalities Office – government department responsible for equalities legislation and policy in the UK)

Additional information

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

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.