

## Model Assignment

### January 2011

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 33: Principles of diversity, equality  
and inclusion in adult social care settings

**Please note:**

**This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment criteria.**

The Ofqual accreditation number associated with this unit is:

Unit accreditation number M/602/3044

Qualification accreditation number (QAN) 501/1674/5

This model assignment remains live for the life of this qualification

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## Model Assignment: Candidate Information

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 33: Principles of diversity, equality  
and inclusion in adult social care settings

CANDIDATE NAME: \_\_\_\_\_

# General Information for Candidates

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the full qualification.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q *What if I don't understand something?*

A It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *Can I copy other people's work?*

A No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q *How should I present my work?*

A You can present your work in a variety of ways, eg hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

Q *When I have finished, what do I need to hand in?*

A You need to hand in the work that you have completed for each task. Do not include any draft work or hand outs unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment criteria in the qualification specification.

## Principles of diversity, equality and inclusion in adult social care settings

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There are a wide range of different social care settings for adults. Residential and nursing care settings are available for those no longer able to live in their own homes independently. There are also rehabilitation services, home care, independent living and community support settings available for those who require practical support to live in their own homes such as older people, people with physical disabilities, learning disabilities or mental health needs. Day care settings provide opportunities for individuals to participate in activities, socialise with others, learn and develop new or existing skills.

This unit is about the concepts of diversity, equality and inclusion which are fundamental to adult social care roles.

For this assignment you will show that you:

- understand the importance of diversity, equality and inclusion
- understand how to work in an inclusive way
- understand how to raise awareness of diversity, equality and inclusion

**Remember:**

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria.

# Tasks

## Task 1: Understand the importance of diversity, equality and inclusion in adult social care settings

### Assessment Criteria 1.1, 1.2 and 1.3

#### What is this task about?

The UK has a diverse population. As individuals we are all different with varying characteristics, likes, dislikes, preferences, cultures, beliefs, needs and expectations. It is important that we recognise and celebrate individuals' similarities and differences. You will need to understand the meaning of the terms diversity, equality and inclusion. You will also need to understand the potential effects of discrimination and the importance of inclusive practice.

#### Case Study

Joanne is employed as an advocacy mental health worker. Her job involves providing advocacy such as support, information and representation to women experiencing mental distress or using mental health services. Joanne has a very good knowledge of issues faced by women in relation to their mental health and access to services. Tonight Joanne will be attending a house meeting for three women with complex mental health issues who share a house together and receive support from a team of housing support workers employed by a large housing association.

Joanne has been invited to attend the meeting by the housing support worker, Lisa, who facilitates the monthly house meetings as there are tensions between the women. Joanne has spoken with Lisa over the telephone to explain the situation. Lisa begins by explaining how she only works Mondays, Tuesdays and Wednesdays but how her manager insists that due to her current workload she must facilitate these meetings outside of her regular working days.

Lisa then goes on to explain the situation that has arisen at the house. Currently three women live at the house; Wendy, Margaret and Monica. Wendy, 45 has lived at the house for two years; Wendy works during the day and spends most of her time in the evenings downstairs in the lounge watching television and listening to music, Wendy has been diagnosed with bipolar disorder. Margaret, 35, has an eating disorder. Margaret is outgoing and is a practicing Christadelphian; as part of her religious beliefs she does not watch television and likes to have quiet time to complete her bible readings every evening. Monica, 22, is a practicing Hindu, she prays every day at home and has a small shrine downstairs of pictures and statues. Monica has been diagnosed with depression and at times has panic attacks which can be brought on by emotional stress.

Wendy has been asked by Lisa, the housing support worker, not to watch television and play her music downstairs in the evenings as Margaret and Monica use the lounge to pray during the evenings.

Wendy feels excluded by the other two women and not supported by the housing support worker, Lisa, as she feels that her rights are being ignored and the rights of the other two women prioritised. Wendy feels this is unfair.

## What do you have to do?

You have been asked to provide a **verbal briefing** at the House Meeting. Your **verbal briefing** must include:

- **an explanation** of what is meant by diversity, equality, inclusion and discrimination
- **a description** of the potential effects of discrimination
- **an explanation** of the importance of inclusive practice in promoting equality and supporting diversity

**Your evidence for this task will be your verbal briefing and witness statement.**

## Task 2: Understand how to work in an inclusive way

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### Assessment Criteria 2.1, 2.2, 2.3 and 2.4

#### What is this task about?

It is important that you are aware of the key pieces of legislation and codes of practice relating to diversity, equality, inclusion and discrimination, and of the possible consequences of not complying with these. Being aware of your own beliefs, culture, values and preferences and how these may affect your working practice is important in terms of ensuring that you respect individuals' differences and are open to the beliefs, culture, values and preferences of others that may be different to yours.

Inclusive practice in adult social care settings involves ensuring individuals are able to fully and actively participate in day to day living. This involves individuals being valued for who they are and having their needs, views, beliefs and preferences understood, listened to and respected. To be able to work in an inclusive way you will need to have a good understanding of what this means.

#### Case Study

Joanne has arranged to meet with Lisa, the housing support worker, before the house meeting this evening. Joanne plans to discuss with Lisa how she will be supporting her to facilitate the House Meeting.

#### What do you have to do?

You have been asked to prepare a **Guide** for Joanne's meeting with Lisa. Your **Guide** must include:

- **a description** of the key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
- **an explanation** of the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
- **a description** of how own beliefs, culture, values and preferences may affect working practice
- **a description** of the ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
- **a comparison** of inclusive practice with practice which excludes an individual

**Your evidence for this task will be your Guide.**

## Task 3: Understand how to raise awareness of diversity, equality and inclusion

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### Assessment criteria 3.1, 3.2 and 3.3

#### What is this task about?

You will need to understand how to challenge discrimination in a way that promotes change. You will also need to understand how to raise awareness of diversity, equality and inclusion as well as how best to support others.

#### Case Study

Joanne supports Lisa to use the information from the Guide at the House Meeting which the three women attend. Lisa suggests they try to work together to ensure they all feel listened to, included and valued. The three women agree with Lisa and think this is a good idea.

#### What do you have to do?

You have been asked to produce **an information brief** summarising the key points from the House Meeting. Your **information brief** must include:

- **a description** of how to challenge discrimination in a way that promotes change
- **an explanation** of how to raise awareness of diversity, equality and inclusion
- **an explanation** of how to support others to promote diversity, equality and inclusion

**Your evidence for this task will be your Information Brief.**

## Candidate Evidence Checklist

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 33: Principles of diversity, equality  
and inclusion in adult social care settings

CANDIDATE NAME: \_\_\_\_\_

CENTRE NUMBER: \_\_\_\_\_

For Task 1 (AC 1.1, 1.2 and 1.3) have you:	Completed (✓)
Explained what is meant by diversity, equality, inclusion, discrimination	
Described the potential effects of discrimination	
Explained the importance of inclusive practice in promoting equality and supporting diversity	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Witness statement	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1, 2.2, 2.3 and 2.4) have you:	Completed (✓)
Described key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings	
Explained the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings	
Described how own beliefs, culture, values and preferences may affect working practice	
Described ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences	
Compared inclusive practice with practice which excludes an individual	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 3 (AC 3.1, 3.2 and 3.3) have you:	Completed (✓)
Described how to challenge discrimination in a way that promotes change	
Explained how to raise awareness of diversity, equality and inclusion	
Explained how to support others to promote diversity, equality and inclusion	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

**I confirm that the items indicated above are attached. These have been assessed and provide sufficient evidence to demonstrate that the learner has achieved all of the assessment criteria for this unit.**

**Assessor name:** \_\_\_\_\_

**Assessor signature:** \_\_\_\_\_

**Internal quality assurer name:** \_\_\_\_\_

**Internal quality assurer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I confirm that the evidence provided is a result of my own work.**

**Candidate signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Observation/Witness Statement – Unit PWCS 33 – Task 1

This form is to be used to testify or corroborate what has actually been observed.

Witnesses are people who can comment on work/performance/activities and can be:

- A qualified tutor/assessor
- Someone who is occupationally knowledgeable and who has a knowledge of the evidence requirements of the unit.

<b>CANDIDATE NAME</b>	
<b>CENTRE NUMBER</b>	
<b>Date/s of activity</b>	
<b>Type of activity</b>	

<b>Did the candidate:</b>	<b>Explain how the assessment criteria were met</b>
<b>Explain what is meant by diversity, equality, inclusion, discrimination</b>	
<b>Describe the potential effects of discrimination</b>	
<b>Explain the importance of inclusive practice in promoting equality and supporting diversity</b>	

## Supplementary Questions

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Assessor Question 1
Candidate Answer
Assessor Question 2
Candidate Answer
Assessor Question 3
Candidate Answer

**I confirm that the candidate above has achieved each of the Assessment Criteria listed above.**

**Signed (Witness):** \_\_\_\_\_

**Name and position** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signed (Candidate):** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Model Assignment: Tutor Information

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 33: Principles of diversity, equality  
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# Guidance For Centres

## 1 General

- 1.1 OCR model assignments are issued free to centres on approval and are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).
- 1.2 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.
- 1.3 No changes can be made to the assessment criteria, but the model assignment can be changed in terms of:
  - the scenario, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a society, health and development context.
  - the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format). If candidates choose to present a verbal account as evidence, a recording of the evidence will have to be made available for moderation.
- 1.4 If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria are adequately covered.

## 2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

## 3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.

#### **4 After completing the assignment**

- 4.1 Candidates' evidence is assessed by the centre's assessor against the unit specification. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.
- 4.2 Assessors' decisions should be quality assured across the centre through internal standardisation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **5 Presentation of work**

- 5.1 Candidates may use the *Candidate Evidence Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Evidence Checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

#### **6 Acceptable evidence**

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **7 Reworking the assignment**

- 7.1 If candidates do not meet the requirements for the assessment criteria, further work will be required.
- 7.2 Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

#### **8 Submission of work**

- 8.1 Work must only be submitted for moderation when the centre assessor is satisfied that the evidence meets the assessment criteria in full.

# Notes For Tutors

## Introduction to the Tasks

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This unit is aimed at those who are interested in, or new to, working in adult social care settings. By completing this unit learners will develop their knowledge around the concepts of diversity, equality and inclusion which are fundamental to working adult social care settings.

**These guidance notes should be used in conjunction with the unit specification and Centre Handbook.**

## The Tasks

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### Task 1: Understand the importance of diversity, equality and inclusion

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**Assessment Criteria 1.1, 1.2 and 1.3 are assessed in this task.**

#### **What will learners need to do to achieve this task?**

Learners will need to explain what is meant by diversity, equality, inclusion and discrimination to achieve this task. Learners will also need to be aware of the potential effects of discrimination and the importance of inclusive practice in promoting equality and supporting diversity.

**Assessment Criterion 1.1** requires learners to **explain** what is meant by diversity, equality, inclusion and discrimination.

In exploring what is meant by diversity, equality and inclusion, tutors could begin by exploring with the group the meanings of these terms and then ask learners to divide up into pairs to conduct some independent research. The government Equalities Office is a useful source of information for researching the meanings of these terms. Learners could then be asked to present their findings with the group and then discuss the similarities and differences between the different definitions before providing a written or verbal explanation of each.

Tutors could use the case study included to generate a whole group discussion around what is meant by the terms diversity, equality, inclusion and discrimination. Learners could begin by thinking about each of these terms in relation to each of the individuals described in the case study. Learners could then be asked to explain either verbally or in writing what is meant by these terms.

**Assessment Criterion 1.2** requires learners to **describe** the potential effects of discrimination.

**Assessment Criterion 1.3** requires learners to **explain** the importance of inclusive practice in promoting equality and supporting diversity.

Tutors could arrange for learners to act out through the use of role plays the potential effects of discrimination on each of the individuals described in the case study. The role plays could then generate a whole group discussion around what happened next to generate information and ideas about why inclusive practice is important in promoting equality and supporting diversity.

Alternatively, tutors could arrange for learners to interview each of three individuals described in the case study through role play to generate information about the potential effects of discrimination and the importance of inclusive practice in promoting equality and supporting diversity. Learners could prepare questionnaires, share or present their findings to the group or give a written or verbal description of how own values, belief systems and experiences may affect working practice.

## Task 2: Understand how to work in an inclusive way

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**Assessment Criteria 2.1, 2.2, 2.3, 2.4 and 2.5 are assessed in this task.**

### What will learners need to do to achieve this task?

For this task learners will need to demonstrate their understanding of how to work in an inclusive way. To be able to achieve this task, learners will need to be aware of and understand the key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings and the possible consequences of not actively complying with these. Learners will also need to be aware of how their own beliefs, culture, values and preferences may affect working practice and how they can ensure respectful interactions and inclusive practice.

**Assessment Criterion 2.1** requires learners to **describe** key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.

Tutors could begin by exploring with the group the importance and purpose of legislation and codes of practice. Learners could then be asked to divide up into pairs to conduct some independent research of the key legislation and codes of practice relating to diversity, equality and inclusion and discrimination in adult social care settings. The government Equalities Office is a useful source of information as it is the government department responsible for equalities legislation and policy in the UK. Learners could then be asked to present their findings giving detailed information about these either in writing or verbally.

**Assessment Criterion 2.2** requires learners to **explain** possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.

**Assessment Criterion 2.3** requires learners to **describe** how own beliefs, culture, values and preferences may affect working practice.

Tutors could use the case study included to generate a group discussion around the possible consequences of not actively complying with legislation and codes of practice. Role play interviews of the two practitioners described in the case study could then be used to explore how own beliefs, culture, values and preferences may affect working practice.

Learners could prepare questionnaires, share or present their findings to the group or give a written or verbal explanation of the possible consequences of not actively complying with legislation and codes of practice and a description of how own beliefs, culture, values and preferences may affect working practice.

**Assessment Criterion 2.4** requires learners to **describe** ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences.

**Assessment Criterion 2.5** requires learners to **compare** inclusive practice with practice which excludes an individual.

Learners could be asked to interview three different practitioners to generate information about inclusive practice and ways to ensure that interactions with individuals respect their beliefs, culture, values and preferences. Learners could prepare questionnaires, share or present their findings to the group or give a written or verbal description of ways to ensure respectful interactions.

A tutor-led whole group discussion could take place on the features of inclusive practice and practice which excludes individuals. The group could be given a series of scenarios, some demonstrating inclusive practice, others which excludes individuals and then the whole group could discuss which they think is which and why. Learners could then be asked to present their findings, illustrating the similarities and differences between the scenarios and present their findings either in writing or verbally to the group.

### Task 3: Understand how to raise awareness of diversity, equality and inclusion

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**Assessment criteria 3.1, 3.2 and 3.3 are assessed in this task.**

#### **What will learners need to do to achieve this task?**

For this task learners will need to demonstrate their understanding of how to raise awareness of diversity, equality and inclusion. To be able to achieve this task, learners will need to know how to challenge discrimination in a positive way that promotes change. Learners will also need to understand how to raise awareness of diversity, equality and inclusion and how to support others to promote these principles.

**Assessment Criterion 3.1** requires learners to **describe** how to challenge discrimination in a way that promotes change.

Learners could be asked to look at real examples of workplace procedures, from different work settings, for challenging discrimination and then consider the similarities and differences between these. Learners could then be asked to write their own account of how to challenge discrimination in a way that promotes change.

**Assessment Criterion 3.2** requires learners to **explain** how to raise awareness of diversity, equality and inclusion.

**Assessment Criterion 3.3** requires learners to **explain** how to support others to promote diversity, equality and inclusion.

Learners could be asked to divide up in groups and each group could be given a different ending to the case study to illustrate different ways of raising awareness of diversity, equality and inclusion and how to support others to promote these. Each group could then be asked to act out through the use of role plays their ending to the case study. A whole group discussion could then follow around different ways of raising awareness and supporting others to promote diversity, equality and inclusion.