

Model Assignment

January 2011

OCR Level 2 Certificate in Preparing to Work in Adult Social Care
Unit PWCS 23: 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 H/602/3039

Qualification accreditation number (QAN) 501/1673/3

This model assignment remains live for the life of this qualification

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Model Assignment: Candidate Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 23: 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 handouts 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

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
- know how to work in an inclusive way
- know how to access information, advice and support about diversity, equality, inclusion and discrimination

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

Assessment Criteria 1.1, 1.2 and 1.3

What is this task about?

Individuals have different characteristics, likes, dislikes, preferences, cultures, beliefs, needs and expectations. It is important that individuals' similarities and differences are recognised. For this task you will need to understand the meaning of the terms diversity, equality and inclusion and how direct or indirect discrimination may occur in adult social care settings. It is also important to know about practices that support diversity, equality and inclusion and reduce the likelihood of discrimination from occurring.

Case Study

Joan, 75, lives independently in her own flat. Joan has many interests including reading, listening to music, socialising and meeting her friends, going shopping and enjoying long walks in the nearby park. Due to a recent fall, Joan's mobility has reduced and she now finds getting out and meeting with others increasingly difficult. After sharing the way she feels with her son, he suggested to her that she may benefit from having a short break in a residential care home where she will be surrounded by other people, have access to any practical support she may need and not be so isolated. Joan liked this idea and with her son visited a local residential home, recommended to her by her next door neighbour, Ivy, who works there as a care assistant.

After being shown round the home, the manager explains to Joan and her son that due to the number of residents living in the home it may not always be possible to meet her needs and preferences. The manager then also explains that Ivy will not be able to provide support to Joan as Joan's room is upstairs. Ivy finds stairs difficult and the lift is currently out of order and unlikely to be repaired for some time.

What do you have to do to?

You have been asked to produce **a poster** for staff and visitors at the home. Your poster must include:

- **a definition** of what is meant by diversity, equality, inclusion and discrimination
- **a description** of how direct or indirect discrimination may occur in the work setting
- **an explanation** of how practices that support diversity, equality and inclusion reduce the likelihood of discrimination

Your evidence for this task will be your poster.

Task 2: Know how to work in an inclusive way

Assessment Criteria 2.1, 2.2 and 2.3

What is this task about?

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. You will need to know about the key pieces of legislation and codes of practice relating to diversity, equality and inclusion. To be able to work in an inclusive way you will also need to have a good understanding of how to interact with individuals positively and how to challenge discrimination when it occurs.

Case Study

After Joan's visit to the care home she meets with her son to express her concerns to him. Joan explains that she is worried that she will not be able to have her meals when she wants to and may also not be able to have her lie-ins at the weekend. Going out may not be possible if there are not sufficient staff on duty and she will not be able to be supported by her chosen care assistant, Ivy.

Ivy is upset that the lift in the home is unlikely to be repaired for some time and has already expressed her unhappiness on several occasions to the supervisor as this is preventing her from providing care and support to the residents on the first floor.

What do you have to do?

You have been asked to produce **an information brief** for staff and visitors at the home. Your **information brief** must include:

- **a list** of the key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
- **a description** of how to interact with individuals in an inclusive way
- **a description** of ways in which discrimination may be challenged in adult social care settings

Your evidence for this task will be your information brief.

Task 3: Know how to access information, advice and support about diversity, equality, inclusion and discrimination

Assessment criteria 3.1 and 3.2

What is this task about?

For this task you need to be able to identify relevant sources of information, advice and support to enable you to meet individuals' needs, respect their differences and reduce the likelihood of discrimination.

Case Study

Joan and her son have not been able to meet with the manager of the care home to discuss their concerns. The manager has apologised, explaining that this is due to her being extremely busy.

Ivy has written to the owner of the home to express her concerns at not being able to carry out her job duties and responsibilities fully, because the lift is not working. Ivy has received a letter from the owner apologising for the inconvenience. He explains that this is because the engineer has not been able to get hold of the expensive parts needed to repair the lift. The owner has sent her a bunch of flowers. Ivy's husband is not happy with the owner's response and thinks she should seek further advice.

What do you have to do?

You have been asked to produce a reference leaflet. Your reference leaflet must include:

- **an identification** of sources of information, advice and support about diversity, equality, inclusion and discrimination
- **a description** of how and when to access information, advice and support about diversity, equality, inclusion and discrimination

Your evidence for this task will be your reference leaflet.

Candidate Evidence Checklist

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 23: Principles of diversity, equality and inclusion
in adult social care settings

CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1, 1.2, 1.3) have you:	Completed (✓)
Defined what is meant by diversity, equality, inclusion and discrimination	
Described how direct or indirect discrimination may occur in the work setting	
Explained how practices that support diversity, equality and inclusion reduce the likelihood of discrimination	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Poster	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1, 2.2 and 2.3) have you:	Completed (✓)
Listed the key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings	
Described how to interact with individuals in an inclusive way	
Described ways in which discrimination may be challenged in adult social care settings	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

For Task 3 (AC 3.1, 3.2) have you:	Completed (✓)
Identified sources of information, advice and support about diversity, equality, inclusion and discrimination	
Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Reference leaflet	
<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:** _____

Model Assignment: Tutor Information

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Guidance For Centres

1 General

- 1.1 OCR model assignments are available to download from our website: 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 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

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.

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

The Tasks

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

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

What will learners need to do to achieve this task?

For this task learners need to demonstrate their understanding of the importance of diversity, equality and inclusion. Learners will need to be aware of the meanings of diversity, equality, inclusion and, discrimination. Learners will also need to understand what is meant by direct and indirect discrimination and how this may occur in the work setting. Being aware of practices that may reduce or prevent discrimination from occurring is fundamental to learners upholding the principles of diversity, equality and inclusion.

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

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 definition of each of these terms.

Learners could be divided up into small groups and asked to word storm what diversity, equality, inclusion and discrimination mean to them. Each group could then feed back to the whole group; the different responses could then be recorded on a flip chart or smart board. Each learner could then be asked to produce an information handout or leaflet defining each of the terms.

Assessment Criterion 1.2 requires learners to **describe** how direct or indirect discrimination may occur in the work setting.

Tutors could use the case study in the task to generate a group discussion around the ways direct and indirect discrimination may occur in the work setting for both workers and individuals using services. Learners could begin by individually writing down their responses on four separate cards titled, 'Has direct discrimination occurred?' 'If so, how?' 'Has indirect discrimination occurred?' 'If so, how?' Learners' cards could then be shared with the group and a whole group discussion could follow. Learners could then describe, either verbally or in writing, how direct or indirect discrimination may occur in work settings.

Assessment Criterion 1.3 requires learners to **explain** how practices that support diversity, equality and inclusion reduce the likelihood of discrimination.

Tutors could arrange for learners to interview two different practitioners or through the use of role play interview the two individuals described in the case study to generate information about how direct or indirect discrimination may occur in the work setting.

Learners could prepare questionnaires to use in the interview and afterwards share or present their findings to the group or give a written or verbal description of how direct or indirect discrimination may occur in work settings.

Learners could also be asked to act out, through the use of role plays, what happened after part 3 of the case study to generate information about different practices that support diversity, equality and inclusion and reduce the likelihood of discrimination.

Task 2: Know how to work in an inclusive way

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

What will learners need to do to achieve this task?

For this task learners will need to demonstrate their knowledge of how to work in an inclusive way. Learners will need to be aware of the key pieces of legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings.

Learners will also need to have a good understanding of how to interact with individuals in an inclusive way and the different ways discrimination may be challenged in adult social care settings.

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

Tutors could begin by guiding learners to understand the meaning of the term legislation and then 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 to the group.

Assessment Criterion 2.2 requires learners to **describe** how to interact with individuals in an inclusive way.

Learners could be asked to interview two different practitioners or through the use of role play interview the two individuals described in the case study to generate information about how to interact with individuals in an inclusive way.

Learners could prepare questionnaires to use in the interview and afterwards share or present their findings to the group or give a written or verbal description of how to interact with individuals in an inclusive way.

Assessment Criterion 2.3 requires learners to **describe** ways in which discrimination may be challenged in adult social care settings.

Learners could also be asked to divide up in groups and each group could be given a different ending to the case study to illustrate the different ways discrimination could be challenged in adult social care settings.

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 discrimination may be challenged in adult social care settings.

Task 3: Know how to access information, advice and support about diversity, equality, inclusion and discrimination

Assessment criteria 3.1 and 3.2 are assessed in this task.

What will learners need to do to achieve this task?

For this task learners will need to demonstrate their knowledge of how to access information, advice and support about diversity, equality, inclusion and discrimination. Learners will need to be aware of and identify different sources of information, advice and support available both within adult social care work settings and from external organisations. It will also be important for learners to understand and be aware of how and when to access information, advice and support about diversity, equality, inclusion and discrimination.

Assessment Criterion 3.1 requires learners to **identify** sources of information, advice and support about diversity, equality, inclusion and discrimination.

Tutors could arrange for learners to interview two different practitioners to generate information about the sources of information, advice and support they use about diversity, equality, inclusion and discrimination.

Learners could prepare questionnaires to use in the interview and afterwards share or present their findings to the group.

Learners could be asked to divide up into two groups; one could represent the individual using the service described in the case study and the other the care assistant described in the case study and then each group could be asked to conduct some research of their local area to find out what sources of information, advice and support are available. Learners could then be asked to present their findings to the group. A whole group discussion could then follow before learners are asked to identify either verbally or in writing sources of information, advice and support about diversity, equality, inclusion and discrimination.

Learners could be asked to conduct some independent research and then produce a leaflet or information handout of the sources of information, advice and support about diversity, equality, inclusion and discrimination. Each learner could then be asked to present their information hand out or leaflet to the other groups and discuss their findings.

Assessment Criterion 3.2 requires learners to **describe** how and when to access information, advice and support about diversity, equality, inclusion and discrimination.

Tutors can use the case study included to generate a group discussion around how and when to access information, advice and support about diversity, equality, inclusion and discrimination.