

Unit Title:	Principles of diversity, equality and inclusion in adult social care settings
Unit sector reference:	PWCS 33
Level:	3
Credit value:	2
Guided learning hours:	19
Unit expiry date:	31/07/2015
Unit accreditation number:	M/602/3044

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 Explain what is meant by: <ul style="list-style-type: none"> • Diversity • Equality • Inclusion • Discrimination 1.2 Describe the potential effects of discrimination 1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity	<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>Effects may include effects on:</p> <ul style="list-style-type: none"> • the individual • families or friends of the individual • those who discriminate • wider society <p>Potential effects may include:</p> <ul style="list-style-type: none"> • causing upset • affecting an individual's self-esteem • causing stress • individuals feeling isolated • affecting individuals' hopes and expectations • creating tensions • leading to stereotyping • leading to labelling • producing prejudices <p>Reasons may include:</p> <ul style="list-style-type: none"> • to reduce likelihood of discrimination • to treat people as individuals • to respect individuals' differences • for mutual respect • to ensure individual is an active participant

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand how to work in an inclusive way	2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Explain 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 2.3 Describe how own beliefs, culture, values and preferences may affect working practice 2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences 2.5 Compare inclusive practice with practice which excludes an individual	<p>Current legislation and Codes of Practice may include:</p> <ul style="list-style-type: none"> • Equality Act • Human Rights Act • Essential Standards • GSCC Code of Practice <p>Possible Consequences may include:</p> <ul style="list-style-type: none"> • Prosecution • Being fined • Bringing the organisation you work for into disrepute • Being held accountable for your actions • Losing your job <p>Effects may include:</p> <ul style="list-style-type: none"> • helping to empathise with others • raising awareness of individuals' differences • helping to understand and being open to others • influencing practices • influencing interactions with others <p>Ensuring interactions respect individuals by e.g:</p> <ul style="list-style-type: none"> • finding out about their beliefs, culture, values and preferences • not making assumptions about the individual • being open to beliefs, culture, values and preferences that are different to your own • interacting with individuals in ways they choose and prefer <p>An individual is someone requiring care or support</p> <p>Inclusive practice may include:</p> <ul style="list-style-type: none"> • actively and fully involving

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		<p>the individual</p> <ul style="list-style-type: none"> • respecting the individual • valuing the individual • recognising the uniqueness of the individual <p>Practice that excludes may include:</p> <ul style="list-style-type: none"> • not involving the individual • disrespectful interactions • de-valuing the individual • making assumptions about the individual • placing own beliefs, culture, values and preferences before those of the individual
3 Understand how to raise awareness of diversity, equality and inclusion	3.1 Describe how to challenge discrimination in a way that promotes change 3.2 Explain how to raise awareness of diversity, equality and inclusion 3.3 Explain how to support others to promote diversity, equality and inclusion	<p>Challenging discrimination by e.g:</p> <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 ways to prevent and challenge discrimination <p>Raising awareness may include:</p> <ul style="list-style-type: none"> • training • providing information • making employees and individuals aware of discriminatory practices <p>Supporting others may include:</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<ul style="list-style-type: none"> • making others aware of workplace policies, procedures and codes of practice • making others aware of the law • supporting others to attend training • providing information and advice • supporting others in situations where discrimination may occur • evaluating situations with others where discrimination has occurred

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 34

HSC 35

HSC 3116

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.

Wesites

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.