

Unit 3: Principles of diversity, equality and inclusion in adult social care settings

Unit code: H/602/3039
QCF Level 2: BTEC Specialist
Credit value: 2
Guided learning hours: 18

Unit 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.

Unit introduction

This unit will provide learners with an understanding of inclusion within the adult social care sector. Learners will investigate practices which support equality, diversity and rights, and gain an understanding of how discrimination may occur within the work place. Key legislation and codes of practice which relate to equality, diversity and inclusion in adult social care are examined, together with ways of challenging discrimination. Learners are also provided with knowledge regarding sources of support and information on the subjects.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the importance of diversity, equality and inclusion</p>	<p>1.1 Define what is meant by:</p> <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination <p>1.2 Describe how direct or indirect discrimination may occur in the work setting</p> <p>1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination</p>
<p>2 Know how to work in an inclusive way</p>	<p>2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings</p> <p>2.2 Describe how to interact with individuals in an inclusive way</p> <p>2.3 Describe ways in which discrimination may be challenged in adult social care settings</p>
<p>3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination</p>	<p>3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination</p> <p>3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination</p>

Unit content

1 Understand the importance of diversity, equality and inclusion

Diversity: differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation; social class

Equality: individual rights; giving choices; respect; services in response to individual need

Inclusion: individuals at the centre of planning and support; valuing diversity

Discrimination: direct discrimination; indirect discrimination; treating individuals less favourably than others; effects of discrimination

Deliberate and inadvertent discrimination: institutional discrimination; discrimination by individuals; the effects of lack of knowledge and understanding; prejudice; labelling; lack of opportunity; stereotyping; harassment; bullying; use of inappropriate language

Work settings: health settings; care settings; child care setting

Support for equality and inclusion: policies and procedures in workplace setting; challenging discrimination; promoting rights; empowering; removing barriers eg physical access, communication; improving participation; promoting dignity; individuals at the centre of planning and delivery of services

2 Know how to work in an inclusive way

Legislation and codes of practice: codes of practice of sector; policies of workplace setting; Human Rights Act 1998; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010

Interactions: individuals to include colleagues; adults using services; children and young people in child care settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality; appropriate use of language

Challenging discrimination: challenging discriminatory behaviour; challenging own beliefs and attitudes; disciplinary procedures; complaints procedures; staff training; reviewing and developing policy and procedures

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

Sources of information and advice: skills councils eg Skills for Health, Skills for Care, Children's Workforce and Development Council, Professional organisations eg Nursing and Midwifery Council, Training and Development Agency for Schools; third sector organisations; government websites for current legislation and guidelines; books; journals

Accessing information and advice: colleagues; feedback on own practice; inter-agency working; liaison with community leaders or organisations; professional development opportunities

Essential guidance for tutors

Delivery

Learners will require some taught input with regard to key terms, legislation and codes of practice. However, the use of training DVDs, case studies and input from professionals who have experience of working in a multicultural environment will enhance learning. Learners will also benefit from reflecting upon their own views in a safe environment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand the importance of diversity equality, and inclusion
Taught session; definition of terms; class discussion.
Taught session; definition of direct and indirect discrimination; buzz groups to discuss how this could occur in the workplace. Groups feed-back.
Guest speaker; institutional discrimination. Question-and-answer session.
Taught session; reducing discrimination in adult social care/methods and practices.
Use of training DVD. Class plenary.
Assignment 1: Key terms and practices Produce a PowerPoint presentation defining the key terms, describing how discrimination can occur in the workplace, and explaining the practices which may be used to reduce the likelihood of this occurring.
Learning outcome 2: Know how to work in an inclusive way
Taught session; legislation and codes of practice. Buzz groups applying these to case studies; group feedback.
Taught session; inclusive interaction. Class discussion.
Taught session; challenging discrimination. Group work, applying learning to case studies and feed-back to the class.
Assignment 2: Key legislation/inclusive interaction/challenging discrimination a) Produce a list of the key legislation and codes of practice (2.1) b) Produce a leaflet which describes how to interact in an inclusive way with users of the service (2.2)

Topic and suggested assignments/activities and/assessment
c) Produce an information sheet which describes ways in which to challenge discrimination in adult social care (2.3).
Learning outcome 3: Know how to access information, advice and support about diversity, equality, inclusion and discrimination
Internet research session; sources of information and support; learners discuss findings.
Taught session; when to access sources of information and support; group work applying the learning to case studies and feeding back.
Assignment 3: Who will help? Produce a poster identifying sources of information and support regarding diversity, equality, inclusion and discrimination and describing how and when to access them.
Review of unit and programme of assignments.

Assessment

Assessments may be in a variety of formats for this unit and the suggested programme may be adapted to meet local needs or the needs of particular learners. Tutors should ensure that learners demonstrate a clear understanding of how and when to access relevant sources of support and the reasons for doing so. Tutors should ensure that the relevant operative verbs are included in assessments, for example "identify", "describe".

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Key terms and practices	Your manager at the residence for older adults has asked you to produce a PowerPoint presentation for work experience learners, informing them about key terms, how discrimination may occur in the workplace and practices which may reduce the likelihood of this happening.	PowerPoint presentation
2.1	Key legislation	As part of a package, the work experience tutor at the local college has asked your manager if you could produce a list of key legislation and codes of practice that apply to your setting. This will be explained to learners before they begin.	List
2.2	Inclusive interaction	As part of the package for younger learners, you have been asked to produce a leaflet on inclusive interaction with users of the service.	Leaflet
2.3	Challenging discrimination	Included as part of the package is an information sheet that describes ways in which discrimination may be challenged.	Information sheet
3.1 3.2	Who will help?	The final part of the package will be a poster which the college can display in the social care classroom. This poster will contain information about sources and information of support.	Poster

Essential resources

Training DVDs from Mulberry house available at www.mulho.com

Learners will require full access to library facilities including relevant text, professional magazines and journals, ICT and CDROM.

Indicative resource materials

Textbooks

Thompson N — *Promoting Equality, Valuing Diversity: A Learning and Development Manual* (Russell House Publishing, 2009) ISBN 9781905541492

Burgess C, Pritchatt N and Shaw C — *S/NVQ Level 2, Health and Social Care: Easy Steps* (Heinemann, 2007) ISBN 9780435465278

Journals

Community Care magazine

The Nursing Times magazine

Websites

www.equalityhumanrights.com Equality and Human Rights Commission

www.scie-socialcareonline.org.uk Social Care Institute for Excellence Home Page