

Unit 12: Principles of diversity, equality and inclusion in adult social care settings

Unit code: M/602/3044
QCF Level 3: BTEC Specialist
Credit value: 2
Guided learning hours: 19

Unit aim

This unit develops concepts of inclusion which are 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 the importance of diversity, equality and inclusion. The unit defines the terms and supports the learner in investigating the importance of inclusive practice in social care. Key legislation is examined and the consequences of non-compliance in the work place. Learners will consider their own values and beliefs and potential effects on care delivery and professional practice. Learners will compare the differences between inclusive and discriminatory practice and investigate ways in which to challenge discrimination. Learners will also investigate how to raise awareness of issues of inclusion.

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 Explain what is meant by</p> <ul style="list-style-type: none"> • Diversity • Equality • Inclusion • Discrimination <p>1.2 Describe the potential effects of discrimination</p> <p>1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity</p>
<p>2 Understand how to work in an inclusive way</p>	<p>2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings</p> <p>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</p> <p>2.3 Describe how own beliefs, culture, values and preferences may affect working practice</p> <p>2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences</p> <p>2.5 Compare inclusive practice with practice which excludes an individual</p>
<p>3 Understand how to raise awareness of diversity, equality and inclusion</p>	<p>3.1 Describe how to challenge discrimination in a way that promotes change</p> <p>3.2 Explain how to raise awareness of diversity, equality and inclusion</p> <p>3.3 Explain how to support others to promote diversity, equality and inclusion</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: promotion of individual rights; giving choice and opportunity; respect; services in response to individual need

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

Effects of discrimination: direct discrimination; indirect discrimination; institutional discrimination; individuals being treated less favourably than others; lack of opportunity; prejudice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

Promoting equality: policies and procedures in work place setting; inclusive practices and procedures; challenging discrimination; promoting rights; empowering; removing barriers eg to physical access, to effective communication; improving participation; promoting dignity; individuals at the centre of planning and delivery of services

Supporting diversity: valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

2 Understand 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; using preferred method of communication

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

Inclusive practice: observe the social model of disability; reflective practice; encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; use appropriate language

Support others to promote equality and rights: understand and share information about the needs of individuals; demonstrate ways to value differences and recognise similarities between individuals; highlight the benefits of diversity eg cultural enrichment, the arts, food, social cohesion; model the use of appropriate language; take part in staff training activities; follow procedures of the setting; demonstrate fair practice in interactions; acknowledge rights of others; provide information on disciplinary and complaints procedures

Challenging discrimination: identify and challenging discriminatory behaviour; recognise stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures

Essential guidance for tutors

Delivery

This unit should be delivered by a well-qualified and experienced tutor with a full understanding of the issues involved in inclusive practice. Taught input will be required, but learners will benefit from opportunities for discussion where they can express their views in a safe environment. Personal challenge should be encouraged with regard to personal values and beliefs, but a sensitive approach will be required in order to enable progress rather than damage learner self-esteem. Learners will benefit from guest speakers from both statutory and voluntary sectors who have the experience of promoting inclusive practice in social care. The use of training DVDS will also benefit learners.

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 of 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 of applications to social care; use of training DVD.
Guest speaker; the effects of discrimination in a care setting. Question-and-answer session.
Taught session; promoting equality policies and procedures in work settings. Groups to work on case studies to apply learning and feed back to the class.
Taught session; supporting diversity, valuing diversity and celebrating differences. Class discussion on practical applications in social care.
Assignment 1: Benefits of inclusion
Produce an information pack on the benefits of inclusion and the effects of discrimination in a care setting. You should also include an explanation of key terms.
Learning outcome 2: Understand how to work in an inclusive way
Taught session; key legislation. Learners to take notes.
Taught session; key policies and codes of practice. Learners to take notes.
Guest speaker; the potential consequences of not actively complying with legislation in the workplace.
Taught session; inclusive interactions with users of services, colleagues and others. Class discussion.

Topic and suggested assignments/activities and/assessment
<p>Assignment 2: Working inclusively</p> <p>Write an essay which includes all of the following:</p> <ol style="list-style-type: none"> Description of key legislation and codes of practice Explanation of the possible consequences of non-compliance How your own beliefs, culture, values and preferences may affect working practice (description) Ensuring that you respect the beliefs, culture, values and preferences of others when interacting (description) Comparison of inclusive practice with practice that excludes an individual.
<p>Learning outcome 3: Understand how to raise awareness of equality, diversity and inclusion</p>
<p>Taught session; use of inclusive practice in adult social care. Learners to take notes.</p>
<p>Taught session; supporting others to promote equality and rights. Learners to buzz ideas and present to class in groups. Class discussion.</p>
<p>Taught session; challenging discrimination in adult social care. Learners to work in groups to buzz ideas of application of learning to the adult social care workplace and feed back.</p>
<p>Assignment 3: Raising awareness</p> <p>Write an essay that describes how to challenge discrimination in a way which promotes change, explains how to raise awareness of equality, diversity and inclusion, and also explains how to support others to promote equality, diversity and inclusion.</p>
<p>Review of unit and programme of assignments.</p>

Assessment

The assignments for this unit may be presented in a variety of formats. The suggested programme may be adapted to meet local needs or the needs of particular learners. Assignments which are attached to a realistic scenario will allow learners to apply the principles of equality, diversity and inclusion to adult social care and will be of benefit in supporting good practice in the work place. Tutors should discuss the format of assignments and emphasis the need for objectivity and justification of expressed opinions at level 3. Tutors should ensure that the correct operative verbs are included, for example, "identify", "describe" and "explain".

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	Benefits of inclusion	Your manager at the training centre for young adults with complex needs has asked you to produce an information pack for new staff on the benefits of inclusion and the negative effects of discrimination.	Information pack
2.1, 2.2, 2.3, 2.4, 2.5	Working inclusively	You are applying for promotion and as part of the application process you are required to write an essay on key legislation and inclusive practice.	Essay
3.1, 3.2, 3.3	Raising awareness	You have received your promotion and are now the learning mentor for new staff. You have been asked to produce a model essay as an example for staff who will be going through the promotion process. You have chosen to write about challenging discrimination and raising awareness of equality, diversity and inclusion.	Essay

Essential resources

Learners will require access to full library resources including relevant text, professional magazines and journals, ICT and CDROM. Relevant training DVDS from Mulberry House are recommended.

Indicative resource materials

Textbooks

Conway N and Donahue S — *Core Themes for Care Assistants* (Radcliffe Publishing, 2003) ISBN 9781857758016

Journals

Community Care magazine

The Nursing Times magazine

Websites

www.dementiarights.org

The rights of individuals with dementia

www.gsccl.org.uk

The General Social Care Council

www.skillsforcareanddevelopment.org.uk

Sector Skills Council for Care and Development