

Unit 303

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

Level: 3

Credit value: 2

NDAQ number: M/602/3044

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.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of diversity, equality and inclusion.
2. Understand how to work in an inclusive way.
3. Understand how to raise awareness of diversity, equality and inclusion.

Guided learning hours

It is recommended that **19** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 34, 35 and 3116

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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Learning outcomes and assessment criteria

Outcome 1 Understand the importance of diversity, equality and inclusion

The learner can:

- 1.1 Explain what is meant by
 - 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.

Outcome 2 Understand how to work in an inclusive way

The learner can:

- 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**.

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

The learner can:

- 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.

Range

Effects

May include effects on:

- The individual
- Families or friends of the individual
- Those who discriminate
- Wider society

Individual

Someone requiring care or support