

Unit 3: Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Unit code:	SHC 33
Unit reference number:	Y/601/1437
QCF level:	3
Credit value:	2
Guided learning hours:	8

Unit summary

This unit is aimed at those who work in health or social-care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

This is a mandatory unit in the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) and in the Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).

Assessment requirements

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

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 and fairness; 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 and injustice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

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

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

2 Be able 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 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010; European Convention on Human Rights

Interactions: eg colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality as appropriate; using preferred method of communication

3 Be able to promote diversity, equality and inclusion

Inclusive practice: observing the social model of disability; engaging in reflective practice; encouraging choice; empowering individuals; encouraging independence; removing barriers to access; promoting equality and rights; providing opportunity and access to services according to needs; using appropriate language

Support others to promote equality and rights: understanding and sharing information about the needs of individuals; demonstrating ways to value differences and recognising similarities between individuals; highlighting the benefits of diversity eg cultural enrichment, the arts, food, social cohesion; modelling the use of appropriate language; taking

part in staff-training activities; following procedures of the setting; demonstrating fair practice in interactions; acknowledging rights of others; providing information on disciplinary and complaints procedures

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of diversity, equality and inclusion	<p>1.1 Explain what is meant by</p> <ul style="list-style-type: none"> - diversity - equality - inclusion <p>1.2 Describe the potential effects of discrimination</p> <p>1.3 Explain how inclusive practice promotes equality and supports diversity</p>			
2 Be able to work in an inclusive way	<p>2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role</p> <p>2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences</p>			
3 Be able to promote diversity, equality and inclusion	<p>3.1 Demonstrate actions that model inclusive practice</p> <p>3.2 Demonstrate how to support others to promote equality and rights</p> <p>3.3 Describe how to challenge discrimination in a way that promotes change</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)