

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Equality, Diversity, Inclusion, and Human Rights

**Unit Reference Number:** L/651/0280

**Level:** Two (2)

**Credit Value:** Two (2)

**Minimum Guided Learning Hours:** 16

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of equality, diversity, inclusion, and human rights	1.1 Explain what is meant by: a) human rights <b>b) protected characteristics</b>
	1.2 Explain what is meant by discrimination and the potential <b>effects</b> on <b>individuals</b> and <b>others</b>
	1.3 Give examples of how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination
	1.4 Explain what is meant by disability hate crime, <b>mate crime</b> and bullying
	1.5 Outline how to recognise, challenge and report discrimination in line with your employers' policies and procedures, in a way that encourages positive change
2. Be able to work in an inclusive way	2.1 Outline the key concepts of the <b>legislation</b> and <b>codes of practice</b> relating to equality, diversity, inclusion, and human rights and how these apply to own role and practice
	2.2 Outline approaches and practices which support <b>culturally appropriate care</b>
	2.3 Demonstrate interacting with <b>individuals</b> and <b>others</b> in a way that respects their lifestyle, beliefs, culture, values, and preferences

3. Know how to access information, advice and support about equality, diversity, inclusion, and human rights	3.1 Identify a range of <b>sources</b> , including those made available by your employer, with information, advice and support about equality, diversity, inclusion, and human rights
	3.2 Explain how and when to access information, advice and support about equality, diversity, inclusion, and human rights

Indicative Content	
LO1	<p><b>Protected characteristics:</b> As defined by the Equality Act 2010</p> <p><b>Effects:</b> Could also include assumptions and may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society</p> <p><b>Individuals:</b> A person accessing care and support. The individuals, or individual will normally refer to the person or people that the learner is providing care and support for.</p> <p><b>Others:</b> In this context, can refer to everyone a learner is likely to come in to contact with, including:</p> <ul style="list-style-type: none"> <li>• carers, loved ones, family, friends of those accessing care and support services</li> <li>• colleagues and peers, managers, and supervisors</li> <li>• professionals from other services volunteers, visitors to the work setting and members of the community</li> </ul> <p><b>Mate crime:</b> Mate crime is someone says they are your friend, but they do things that take advantage of you, such as asking for money a lot. Please see a definition provided by Mencap here: <a href="https://www.mencap.org.uk/advice-and-support/bullyingand-discrimination/mate-and-hate-crime">https://www.mencap.org.uk/advice-and-support/bullyingand-discrimination/mate-and-hate-crime</a>.</p>
LO2	<p><b>Legislation:</b> These must relate to equality, diversity, inclusion, discrimination, and human rights and will include Equality Act 2010, Human Rights Act 1998, Health, and Social Care Act 2012</p> <p><b>Culturally appropriate care:</b> The Care Quality Commission describes this as being sensitive to people’s cultural identity or heritage. It means being alert and responsive to beliefs or conventions that might be determined by cultural heritage. It can cover a range of things e.g., ethnicity, nationality, religion or it might be to do with the individual's sexuality or gender identity.</p> <p><b>Individuals:</b> A person accessing care and support. The individuals, or individual will normally refer to the person or people that the learner is providing care and support for.</p> <p><b>Others:</b> In this context, can refer to everyone a learner is likely to come in to contact with, including:</p> <ul style="list-style-type: none"> <li>• carers, loved ones, family, friends of those accessing care and support services</li> <li>• colleagues and peers, managers, and supervisors</li> <li>• professionals from other services volunteers, visitors to the work setting and members of the community</li> </ul>
LO3	<p><b>Sources:</b> Should include those available within the work setting and external. External sources could include: <a href="https://www.equalityhumanrights.com/en/equality-and-diversity">https://www.equalityhumanrights.com/en/equality-and-diversity</a> <a href="https://www.equalityhumanrights.com/en/human-rights/human-rights-act">https://www.equalityhumanrights.com/en/human-rights/human-rights-act</a> <a href="https://www.equalityhumanrights.com/en/equality-act/equality-act-2010">https://www.equalityhumanrights.com/en/equality-act/equality-act-2010</a></p>

## Assessment Guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.