

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Equality, Diversity, Inclusion, and Human Rights in Adult Care

Unit Reference Number: K/652/0800

Level: Three (3)

Credit Value: Two (2)

Minimum Guided Learning Hours: 8

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand influencers on working practices to promote equality, diversity, inclusion, and human rights	1.1 Describe how legislation , policies and codes of practice apply to and influence own work role. <hr/> 1.2 Explain how external factors influence own work role.
2. Understand the importance of equality, diversity, inclusion, and human rights within your work setting	2.1 Describe the definition and relevance to own practice of: a) Diversity b) equality c) inclusion d) discrimination e) unconscious bias f) protected characteristics g) neurodiversity h) human rights <hr/> 2.2 Explain how equity and inclusive practice and cultures can support and promote equality, diversity, inclusion and human rights <hr/> 2.3 Explain how the promotion of equality, diversity, inclusion, and human rights can lead to improved outcomes for individuals <hr/> 2.4 Describe how your organisation promotes equality, diversity, inclusion, and human rights

	2.5 Explain own role in promoting equality, diversity, inclusion and human rights
3. Know how to promote equality, diversity, inclusion, and human rights	3.1 Describe the potential effects of discrimination
	3.2 Explain how unconscious biases may affect own and others' behaviours
	3.3 Explain how to respond to and challenge discrimination in a way that promotes positive change
	3.4 Explain how to report any discriminatory or exclusive behaviours, and to whom
4. Be able to work in an inclusive way	4.1 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, preferences, and communication, processing or sensory needs (including those associated with neurodiversity)
	4.2 Promote a culture that supports inclusive practices
	4.3 Reflect on and make improvements to own practice in promoting equality, diversity, inclusion and human rights

Assessment Requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 4 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

Indicative Content

LO1	<p>AC1.1 Legislation: these must relate to equality, diversity, inclusion, discrimination and human rights and might include Equality Act 2010, Human Rights Act 1998, Health and Social Care Act 2012.</p> <p>AC1.2 External factors: these may include, but are not limited to, societal movements</p>
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	and campaigns or periods in modern history.
LO2	<p>AC2.2 Equity: is recognising that individuals have different needs by providing the right support to achieve fair outcomes for the individuals. Learners must show how to recognise when an individual may be treated unfairly due to factors such as disability, culture, language or socio-economic background and show how to value each individual to ensure equal access to care or opportunities. This may include:</p> <ul style="list-style-type: none"> • reasonable adjustments to care and support • communication methods that meet language or sensory needs • celebrating diverse cultures or religions • challenging discrimination or unfair treatment in the workplace. <p>AC2.3 Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.</p> <p>AC2.5 Own role in promoting: this may include the learner's role:</p> <ul style="list-style-type: none"> • within their team, workplace or organisation • within networks of practice • within the community • supporting or advising other professionals with regards to reasonable adjustments for individuals.
LO3	<p>AC3.1 Effects: these may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society.</p> <p>AC3.2 Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:</p> <ul style="list-style-type: none"> • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers.