

Qualification Unit

This unit forms part of a regulated qualification.

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

Unit Reference Number: Y/652/0850

Level: Five (5)

Credit Value: Two (2)

Minimum Guided Learning Hours: 14

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand equality, diversity, inclusion, and human rights	1.1 Evaluate the legislation underpinning equality, diversity, inclusion and human rights
	1.2 Analyse the societal, and historical influences underpinning equality, diversity, inclusion and human rights
	1.3 Assess the impact of legal, societal and historical influencers on own role in promoting a culture that values equality, diversity, inclusion and human rights
	1.4 Assess the impact of discriminatory or closed cultures on individuals and others
	1.5 Analyse how own and others' values, beliefs and experience can impact practices and behaviours relating to equality, diversity, inclusion and human rights
2. Be able to demonstrate inclusive leadership and lead a culture that promotes, values and celebrates equality, diversity, inclusion, and human rights	2.1 Evaluate own and others' ability to positively respond to peoples' differences to meet a wide range of individual needs to achieve better outcomes
	2.2 Evaluate how the service supports equity and promotes , values and celebrates equality, diversity, inclusion and human rights

- 2.3 Implement changes to practices, policy or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion and human rights
- 2.4 Monitor and review changes and improvements being made to lead to better outcomes for **individuals** and **others**
- 2.5 Challenge, and support **others** to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes

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 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with Open Awards prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Indicative Content

LO1	<p>AC1.4</p> <p>Closed cultures: a closed culture is a poor culture in a health or care service that increases the risk of harm. This includes abuse and human rights breaches. The development of closed cultures can be deliberate or unintentional – either way it can cause unacceptable harm to a person and their loved ones. Learners should consider how such cultures may overlook the full range of communication, cognitive, or sensory needs associated with neurodiversity and how such cultures may not always reflect the full diversity of communication, cognitive, or sensory profiles.</p> <p>Individuals: People 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>Others: in this context, others may include:</p> <ul style="list-style-type: none"> • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support
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	<p>services</p> <ul style="list-style-type: none"> • team members • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers.
LO2	<p>Culture: when considering the culture, learners should consider how they lead this for individuals accessing services and for the workforce.</p> <p>AC2.1 Individual needs: in this context, individual needs may include, but not inclusive of:</p> <ul style="list-style-type: none"> • physical • emotional • cognitive • cultural. <p>AC2.2 Promotes: can include but is not limited to: how the workforce facilitates, advocates and challenges.</p>