

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Equality, Diversity and Inclusion in Advocacy

Unit Reference Number: J/652/3924

Level: Three (3)

Credit Value: Three (3)

Minimum Guided Learning Hours: 15

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of equality, diversity and inclusion	1.1 Define: a) Equality b) Diversity c) Inclusion d) Discrimination e) Unconscious bias
	1.2 Describe systemic barriers to access and inclusion
	1.3 Assess the impact of discrimination on a) Individuals b) Communities
2. Be able to work in an inclusive way	2.1 Explain how inclusive practice can lead to improved outcomes for individuals
	2.2 Demonstrate inclusive practice that promotes equality and diversity
	2.3 Adapt communication style to meet the diverse needs of individuals
	2.4 Demonstrate challenging discriminatory practice

Indicative Content	
LO1	A.C 1.1 - Learners must provide clear, accurate definitions for each of the five core terms demonstrating a distinct understanding of how they differ yet interconnect within the advocacy context.

	A.C 1.2 – Examples could include: • Lack of translation provisions or rigid application processes • Poor sensory environments, lack of step-free access • Financial costs of traveling to services • Lack of digital access/devices • Consideration of religious calendars and dietary requirements A.C 1.3 - Learners must assess the short and long-term effects of discrimination, clearly separating the personal impact on an individual from the wider impact on the community. Including examples of mental health decline, loss of confidence/self-esteem, social isolation, distrust of public services etc.
LO2	A.C 2.1 - Learners must explain the direct connection between inclusive practice and the positive, tangible differences it can make to an individual's life. e.g. personalised care planning and ensuring individuals feel valued and empowered. A.C 2.2 & 2.3 - Learners must actively demonstrate inclusive practice showing how they actively promote equality and diversity whilst demonstrating flexibility in their communication methods to match the unique needs, abilities and preferences of different individuals. A.C 2.4 - Learners must demonstrate how to constructively and assertively challenge discrimination, bias or exclusion when it occurs in a professional setting. Learners should demonstrate how to speak up on behalf of an individual or address microaggression/biased language used by other professionals.

Assessment Requirements	
LO2	AC 2.2, 2.3, 2.4 These criterion must be assessed using simulated observation.