

## Unit 2 - Equality and Diversity within the Care Sector

### Learning Outcomes for this Unit:

The overall focus for this unit is to make sure that learners understand and can successfully apply equality and diversity. They need to be vigilant and show a working understanding of ways to reduce discrimination. They should be able to reflect on the laws and guidelines that inform their responses to these issues. They should demonstrate an awareness and use of sources of information to inform their practice in this area.

### Evidence for learning in this unit:

Most evidence here will be demonstrated on the job and witnessed and recorded by assessors and mentors. Learners may also record reflections in a learning journal.

### Detailed Guidance for the Delivery of this Unit:

## 1. Understand the importance of inclusion

### 1.1 I can describe diversity, equality and inclusion

Learners will be able to describe and explain these key concepts.

#### Additional information and guidance

These concepts are key to most employment situations and should be incorporated into working practice by all learners. The following links would be a good starting point for an understanding of the terms, but learners at this level should be able to describe them in their own words.

<https://dictionary.cambridge.org/dictionary/english> [1]

<https://www.gov.uk/government/organisations/home-office/about/equality-a...> [2]

The actual examples given by learners may vary depending on what area of the care sector they are working in, but should be clear and understandable and demonstrate understanding of the terms.

It would be useful if learners keep a journal of reflections and learning so that they can organise these terms and use it for their CPD.

### 1.2 I can describe how discrimination may occur in a work setting

Learners will be able to describe how this may present in their own setting.

#### Additional information and guidance

Discrimination can at times be a very subtle thing and may not always be obvious, so learners need to be very clear in what they are looking at. It is also a very sensitive area and can be difficult to address for many people. The most obvious case of discrimination in a work place will be the way in which people treat each other. If someone is treated poorly because of their race, religion, sex, or sexual orientation, this is discrimination. However, some people might be treated badly because they have a particular accent or dialect. A clear description of the discrimination they believe might occur will show a clear understanding and help them deal with it.

Learners need to be able to give some simple examples of discrimination in their own setting, for

example, my colleague is spoken to more aggressively than me because English is not their main language.

### 1.3 I can describe methods and practices to best reduce discrimination

Learners will be able to describe some suggestions to reduce what they identify as discrimination.

#### Additional information and guidance

For most learners, this material may well come from work based policies and procedures relating to discrimination. In this case, they just need to put this material into their own words. If the organisation does not have such documentation, they need to make a list of ways they might try to reduce the discrimination they are aware of and describe how this might be effective. For example, they might have a list such as:

- treat people all the same, regardless
- be polite and attentive to all people's needs
- don't pre-judge people based on what I see, but hear them out carefully

Describing why these actions help against discrimination would be helpful.

## 2. Understand inclusive work practices

### 2.1 I can explain legislation and codes of practise relating to equality, diversity and discrimination

Learners will be able to explain the main sources of laws and local codes of practise that guide the response to these issues.

#### Additional information and guidance

At this level, it is not necessary for learners to have a deep understanding of the laws that determine how these issues are understood and dealt with. They need to be able to describe the main laws that are responsible for dealing with these issues and how they are designed to help.

<https://www.parliament.uk/documents/education/online-resources/Diversity...> [3]

The Equal Pay Act 1970  
Sex Discrimination Act 1975  
Race Relations Act 1976  
Disability Discrimination Act 1995  
The Equality Act 2010

Codes of Practice might be something like:

<https://www.scie.org.uk/workforce/files/CodesofPracticeforSocialCareWork...> [4]

### 2.2 I can demonstrate working with individuals in a non discriminatory way

Learners will be able to demonstrate their understanding through practice.

#### Additional information and guidance

Learners should be able to demonstrate their appreciation of these laws and codes of practise and be able to demonstrate their adherence to them as appropriate. It might be useful here is an organisation carries out training on these issues during an induction process to use this evidence for learners. If this is not possible, a witness statement from an assessor or mentor will be useful as evidence.

### 2.3 I can identify how to challenge discrimination in the work place

Learners will be able to identify possible discrimination in their own setting and what they will do to address it.

#### Additional information and guidance

This might be a difficult issue since any evidence of discrimination in their work setting would be a legal problem for the company, but learners could point out how a possible incidence of discrimination would be addressed in order to show their understanding of this. Some issues are related to history. For example, some buildings were made in a time before some of the laws identified in 2.1 came into force so may not always be easy to follow, but are still understood. For example, their work place may not have a ramp leading up to the front of the building or lifts in order to assist people with a physical disability. The organisation may be trying to redress this, but the nature of the building might make it difficult, so it is an on-going issue. If this is the case, what would they do to rectify it?

## 3. Understand the access of advice and support information

### 3.1 I can identify how to access sources relating to equality, diversity and discrimination

Learners will be able to demonstrate how they can get useful information about these issues.

#### Additional information and guidance

The information could be training and induction materials from the organisation they currently work on or other materials they have been given as part of other courses. In addition, they need to demonstrate that they can search for and find information on these three issues and be able to understand it.

### 3.2 I can demonstrate how to access information relating to equality, diversity and discrimination

Learners will be able to show how they access information.

#### Additional information and guidance

Learners just need to demonstrate to their assessors or mentors how they can find the information they require. For example they might be able to find long articles in magazines that are specialised for the care industry, or posters from organisations that work with the sector, such as charities that deal with discrimination. They should also be relatively comfortable using internet searches to find what is required. It may be useful to compile a log of information they have found which will help with their ongoing COD.

### 3.3 I can describe who to ask for support relating to equality, diversity and discrimination

Learners will be able to show they are aware of where to get support internally and describe the process.

#### Additional information and guidance

Larger organisations might well have a person dedicated to supporting colleagues with concerns over these issues and learners should know who these people are and be able to use them as required. If the organisation is smaller and the role does not exist, then they may be able to turn to support from their union who will undoubtedly have someone in this position to assist. They can describe the process in relation to each of the identified discriminations and offer some possible

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solutions to deal with them.

**Source URL:** <https://theingots.org/community/emcarel2u2x>

### Links

[1] <https://dictionary.cambridge.org/dictionary/english>

[2] <https://www.gov.uk/government/organisations/home-office/about/equality-and-diversity>

[3] <https://www.parliament.uk/documents/education/online-resources/Diversity%20Resource/Topic3.pdf>

[4] <https://www.scie.org.uk/workforce/files/CodesofPracticeforSocialCareWorkers.pdf>