

UAN:	L/507/3181
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand and recognise the importance of equality, diversity and inclusion when working in health and care settings.

Equality, diversity and inclusion are key components of professional standards within health and care. Learners will explore these terms to include forms of discrimination and discriminatory practice. They will also understand the negative impact discrimination has on individuals in receipt of health and care services.

This unit examines the legislation which supports the promotion of equality, inclusion and the concepts of citizenship and 'Britishness'.

Learners should consider the following questions as a starting point to this unit

- What different types of discrimination are there?
- How can legislation support equality and diversity in society?
- What are the potential consequences of inequality and discrimination?
- How can inequality in health and care be highlighted and challenged?

Learning outcomes

In this unit, learners will:

1. understand how legislation and standards support the promotion of equality, citizenship and inclusivity
2. understand discrimination and anti-discriminatory practice
3. know the effects of discrimination on individuals in receipt of health and care services
4. understand how to challenge discriminatory practice
5. understand strategies to promote equality in a health and/or care setting.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome 1: Understand how legislation and standards support the promotion of equality, citizenship and inclusivity

- **Topic 1.1:** Legislation which supports the promotion of equality, citizenship and inclusion
- **Topic 1.2:** Categories of discrimination
- **Topic 1.3:** Care worker's responsibilities in relation to promotion of equality, citizenship and inclusion

Topic 1.1:

Learners will identify and describe examples of current relevant legislation impacting on equality citizenship and inclusion and have an overall understanding as to how these apply to care practice. For purposes of assessment there is no requirement for detail but learners must appreciate that there is legislation and how it applies:

- The Equality Act (2010) – Equality and Human Rights Commission (EHRC) established by the Equality Act (2006)
- The Data Protection Act (2004)
- The Human Rights Act (1998)
- The Care Act (2014) – Wellbeing principle
- The Children and Families Act (2014)
- Mental Capacity Act (2005)
- The Health and Social Care Act (2012)
- Safeguarding Vulnerable Adults Group (2006).

Topic 1.2:

Learners should explain the protected characteristics as set out in the current Equality Act:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation.

Topic 1.3:

Learners will explain how current standards and codes of practice embeds equality and inclusion in care practice, these will include:

- Care Quality Commission (CQC) requirements
- Nursing and Midwifery Council (NMC) registration requirements
- The Care Certificate (England) 2015
- Early Years Foundation Stage 2014
- Special Educational Needs (SEN) Code of practice
- OFSTED and related standards in children and young people's services

Learning outcome 2: Understand discrimination and anti-discriminatory practice

- **Topic 2.1:** Prejudice, discrimination and stereotyping
- **Topic 2.2:** Key terms related to anti-discriminatory practice

Topic 2.1:

Learners will explain the concept of prejudice including consideration of:

- what prejudice is
- how prejudice is learned
- examination and identification of own prejudices
- the difference between prejudice and discrimination
- what oppression is.

Learners will explain the relationship between prejudice, discrimination and stereotyping and how it applies to different cultures/background and examine cultural differences linked to discrimination.

Learners will explain discrimination and mechanisms of oppression including:

- direct
- positive / tokenism
- institutional / structural
- discrimination by association
- perception based discrimination
- harassment / harassment by a third party
- labelling
- stereotyping
- media representation – historical and contemporary
- double discrimination i.e. oppression based on two characteristics
- triple jeopardy i.e. oppression based on three characteristics
- language
- individual discrimination
- covert and overt discrimination
- victimisation.

Topic 2.2:

Learners will define the term 'anti-discriminatory practice' and its application in health and care.

Learners will define the meaning and importance of key terms related to anti-discriminatory practice. Key terms including:

- equality
- inequality
- equity
- social Justice
- citizenship / britishness
- diversity
- culture and cultural competence
- inclusion.

Learning outcome 3: Know the effects of discrimination on individuals in receipt of health and care services

- **Topic 3.1:** Effects and impact of discrimination on individuals and groups

Topic 3.1:

Learners will describe the potential consequences and effects of discrimination for individuals and groups, to include:

- groups – eg. groups defined by religion, race, ethnicity, gender, travelling communities, young people:
 - disempowerment
 - disenfranchisement
 - lack of access to services
 - limited life chances
 - marginalisation.
- individuals e.g those with mental health issues, disabilities, frail and elderly, long term health conditions:
 - lack of self worth
 - stress
 - depression
 - lack of development of a positive identity
 - loss of rights
 - isolation
 - fear.

Learning outcome 4: Understand how to challenge discriminatory practice

- **Topic 4.1:** Challenging discrimination within the care setting to encourage positive change
- **Topic 4.2:** The importance of challenging discrimination

Topic 4.1:

Learners will explain ways in which they can challenge discrimination in the care setting. These can include these contexts:

- colleagues – eg. challenging colleagues, colleagues challenging as a group
- care receiver to care receiver
- care receiver to care worker
- care worker to care receiver
- discrimination by the organisation directed towards those in receipt of care
- discrimination by the organisation directed towards employees.

Topic 4.2

Learners will explain the importance of challenging discrimination, considering the following:

- the importance of:
 - reporting incidences of discrimination
 - effective recording of evidence of discrimination
 - immediate action.
- the significance of:
 - professional accountability
 - acknowledging own personal feelings in relation to challenging discriminatory practice
 - sources of support, information and advice about diversity, equality and inclusion available to the individual
 - whistleblowing policies within the work place.

Learning outcome 5: Understand strategies to promote equality in a health and/or care setting

- **Topic 5.1:** Exploration of equality
- **Topic 5.2:** Barriers to equal opportunities
- **Topic 5.3:** Strategies to promote equality in care.

Topic 5.1:

Learners will explore types of equality including:

- political – eg. the right to have your political views heard and respected
- equality of outcome
- equality of opportunity
- equality of treatment
- equality of membership in society
- equality in employment.

Topic 5.2:

Learners will describe potential barriers to equal opportunities including consideration of:

- barriers:
 - legal eg. the impact of current legislation
 - organisational eg. employment organisations
 - physical environments eg. access to buildings, services and reasonable adjustments
 - financial eg. inequalities in employment and remuneration
 - geographical location eg. transportation and rurality.
- the concept of institutionalisation – the features and the impact on the individual.

Topic 5.3:

Learners will explain strategies to promote equality in care including:

- personal strategies
- professional strategies
- group – teams/staff
- policies and procedures
- workplace strategies – to include involvement of individuals in receipt of education/learning and care.

Guidance for delivery

Elements of this unit may have been touched upon in unit 301 'Introduction to health and care'. When delivering this unit it is important that the classroom environment supports the learner to reflect and examine their own attitudes and behaviour and also allows views to be challenged in a supportive but constructive way. Learners should be encouraged to use their own experience should they wish to do so. It is also important that learners who might fall into the category of a marginalised group eg. disabled, gay, single parent are not ascribed the role of the expert when it comes to discrimination.

Learners should be encouraged to reflect on their work experience within the health and/or care industry to further enhance application of their learning. The values, attitudes and beliefs of some learners may have to be challenged and care should be taken not to alienate these learners within the group. A range of legislation and policy has been suggested, however, over time these will be changed so any legislation or policy must be current.

In support of this unit tutors are encouraged to incorporate the use of employers and/or other health/care professionals as external speakers to build on the students learning and development.

Centres may also want to consider introducing forthcoming changes proposed in the GDPR regulations – see reference below.

Suggested learning resources

Books

Anti-Discriminatory Practice: Equality, Diversity and Social Justice (Practical Social Work Series)
Paperback – 30 Mar 2012. Professor Neil Thompson. ISBN-13: 978-0230250130

Websites

<http://www.hsj.co.uk/topics/nhs-equality-and-diversity/> - Contains information relating to promotion of equality within the NHS

<http://www.hsj.co.uk/topics/nhs-equality-and-diversity/> -Information about the rights individuals have to equality within a care setting

<http://www.hsj.co.uk/topics/nhs-equality-and-diversity/> - how to promote equality in nursing

<http://www.hsj.co.uk/topics/nhs-equality-and-diversity/> - Skills for Care Principles of equality and diversity

<http://www.hsj.co.uk/topics/nhs-equality-and-diversity/> -Information on the Equalities Act 2010

<http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx> The Care Certificate

<https://www.gov.uk/government/consultations/prevent-duty> The Prevent Duty

General Data Protection Regulation (2018)

<https://www.eugdpr.org>