**Level 2 Health and Social Care**

# Sample Assessment task: notes for tutors

## Unit Title: Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

## Unit Code: K/615/9222

This is a scenario-based assignment which gives your learners the opportunity to demonstrate their understanding of equality and inclusion as they apply in health and social care settings.

The assignment is split into two stages: creating an easy-read guide (individual work) and a training video (small group work). The tutor should make sure that learners focus on providing *equality and diversity content* for the guide and not get carried away with its overall design. In the training video, tutors should remind learners that although they are working as a group, they will be *assessed as individuals*. They should therefore make sure that they *each* cover all the necessary content.

If you choose to use this sample assignment, you should feel free to adapt the scenario or forms of evidence to make them more relevant to or appropriate for your learners. For example, you could decide to specify the setting rather than giving the learners complete freedom of choice or instead of a video, you could ask learners to prepare a presentation.

Tutors should check that learners have included all the evidence they need to achieve the unit. If a significant aspect has not been addressed, learners should be given an additional opportunity to cover this aspect, e.g. through a short question and answer.

Additional tasks are provided to enable learners to achieve Merit and Distinction. These are signposted. The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below.

To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

Tutors may remove these additional tasks or make them compulsory depending on the abilities of students..

# Level 2 Health and Social Care Assignment:

## Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings (K/615/9222)

**Developing *user-friendly* material for staff in a Health, Social Care or Children’s and Young People’s Setting**

**Getting started**

For this assessment, you will need to choose a workplace. Think about the settings you have explored already and the type of work you would like to do in the future - and then select a workplace to match. It might be a care home, a nursery or an after school club, for example.

**Background**

Staff have been complaining that the organisation’s policy documents are too complicated and don’t help them do their jobs to the best of their ability. You have joined a working group looking at equality and diversity.

**Task 1: easy-read guide to equality and diversity**

The group has decided to create an easy-read guide to equality and diversity for staff. They have agreed the headings and it is your job to come up with the content to go under the headings. You can use a combination of text and diagrams or pictures; the key thing is to make it all very clear.

*Create your easy-read guide using the headings below:*

|  |
| --- |
| 1. **Why equality and diversity matter in our work** 2. **What we have to do BY LAW** 3. **Recognising discrimination when you see it**   (Insert examples of discrimination that could happen in your chosen workplace)   1. **Ways to promote equality and diversity**   (Include how that helps the organisation *avoid* discrimination)  If you are aiming for a **Merit** you will also need to include additional headings:  **5.** **The effects of discrimination**   * an explanation of what effects discrimination may have on a person   **6. How to complain**   * how a person experiencing discrimination can be helped to make a complaint   If you are aiming for a **Distinction** you will also need to include additional headings:  **7. Consequences of not following the law**   * an explanation of what could happen if your organisation does not follow legislation and codes of practice relating to equality, diversity and inclusion   **8. An example of good practice**   * a specific example of a way to challenge discrimination which is likely to lead to a more inclusive practice |

**Task 2: training video on equality and diversity.**

The working group has also decided to make a short training video – one that is made ‘by staff for staff’. The video will explain how different staff in the organisation can each work in a way that respects their clients, or the children they look after, as individuals. The group has put together a brief for the video.

**ROLE PLAYERS NEEDED for TRAINING VIDEO**

**Small group required for Equality and Diversity video. In the video you will:**

* **State your job role**
* **From your different perspectives, give examples of ways you can work with clients/children that respect their beliefs, culture, values and preferences**
* **Say how you can challenge discrimination in your role**
* **Say how you should report discrimination – who to and why**
* **Share examples of useful sources of information on equality and diversity and say how you’ve used the information**

*You will be working in a group of 3 or 4 with other students interested in the setting you chose for Task 1.*

*Decide what job roles you are going to cover. Include a range of staff (e.g. in a care home: the manager, a carer, an activities leader and a member of the housekeeping staff.)*

*Discuss what you plan to say. Look back over the equality and diversity hand-outs from class and any notes you have made. Do some research if you need to find out more information (check out your ‘further reading’ list for this unit for ideas of where to look).*

*Plan out how you will present the information. Make some notes –* ***you need to hand these in, so be sure they are legible if you hand-write them!***

*Make sure everyone gets to say something about each point. And then get filming!*

*If you are aiming for a* ***Merit*** *you must also include:*

* *What the potential effects of discrimination are*
* *How you can support someone to make a complaint*

*If you are aiming for a* ***Distinction*** *you must also include:*

* *Explain what can happen to an organisation for not following the law*
* *Give an example of how challenging discrimination can lead to more inclusive practice*