

Unit 303: Equality and diversity in health and care

Sample scheme of learning

This sample scheme of learning covers both classroom and workshop- based learning for Unit 303. It is based on three hours per session for 11 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** –tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues.
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

Unit 303: Equality and diversity in health and care

Sample scheme of learning

Course/qualification: _____

Tutor's name: _____

Number of sessions: 11 Delivery hours: 33

Venue: _____ Group: _____

By the end of this unit, learners will need to:

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

To enable learners to:

- 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
- explain the protected characteristics as set out in the current Equality Act
- explain how current standards and codes of practice embed equality and inclusion in care practice
- explain the concept of prejudice
- explain the relationship between prejudice, discrimination and stereotyping
- explain discrimination and mechanisms of oppression
- define the term 'anti-discriminatory practice' and its application in health and care
- describe the potential consequences and effects of discrimination for individuals and groups
- explain ways in which they can challenge discrimination in the care setting
- explain the importance of challenging discrimination
- explore types of equality
- describe potential barriers to equal opportunities
- explain strategies to promote equality.

Session 1: Equality Act 2010 and codes of practice

Suggested Teaching Time: 3 hours

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 workers' responsibilities in relation to promotion of equality, citizenship and inclusion

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research answers to the question 'What is citizenship and why is it important?' Learners should be prepared to discuss findings at the start of the lesson.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Tutor to make a presentation outlining current relevant legislation. 2. Learners to create a timeline wall display to visually show the progress of legislation, indicating key elements of each piece of legislation. 3. Learners to work in pairs to discuss case studies (tutor to source) and share information with others. 4. Learners to work in groups to research and present information to peers on a current standard/code of practice which embeds equality and inclusion in care practice. 5. Learners to use their written account of standards/codes of practice to discuss implications for health, care and early years workers. <p>Challenge focus: Choose one of the above which is the most relevant to placement and write a report how it is used in practice. Give examples from practice to illustrate the point. The link in the Resources column may be useful.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Presentation (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • Challenge focus resource: https://www.equalityhumanrights.com/en/human-rights-health-and-social-care/practical-guidance-health-and-social-care-staff • Independent learning resources: http://www.skillsforcare.org.uk/Learning-development/Care-Certificate/Care-Certificate.aspx https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf https://www.gov.uk/early-years-foundation-stage https://www.gov.uk/children-with-special-educational-needs/overview • https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf • Interactive WB • Computers • Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> • Tutor to give an overview of relevant legislation impacting on equality, citizenship and inclusion. • Facilitate discussion on protected characteristics. • Assess research and presentation activity on standards and codes of practice.

Key learning activity/approach	Suggested materials and resources	Skills check
Independent learning: Investigate the standards most widely used and create a resource which indicates how they embed equality and inclusion.		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will bring together different types of information to inform how the standards and codes of practice embed equality.</p> <p>Maths: Learners will collect and record data information accurately in timeline.</p> <p>ICT: Learners will combine information fit for audience and purpose (including copyright) when creating the presentation.</p>	<p>British values: By considering the standards and codes of conduct, learners will be able to appreciate how they protect individual citizens and that they are essential for their well-being and safety.</p> <p>Employability: By knowing about legislation, learners will be able to carry out their roles and responsibilities more effectively and with confidence.</p>
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Session 2: Concept of prejudice**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Understand discrimination and anti-discriminatory practice**Topic 2.1** Prejudice, discrimination and stereotyping

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to match definitions and key terms provided by tutor and share answers with peer group, giving examples.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to describe how they identify themselves and how this might lead to assumptions, prejudice and discrimination from others. Learners to examine in groups (using the internet) how prejudice is learned. Tutor to present the cycle of oppression. Learner to discuss aspects of oppression, considering which groups/individuals have power and dominance over other groups. They could also discuss what it may be like to be oppressed. Record ideas and examples. <p>Challenge focus: Learners to write a critical analysis of their own assumptions towards others in their community and how they would avoid discrimination in work practice, eg individuals with mental health problems, travellers, people who have conditions or injuries which affect their appearance.</p> <p>Independent learning: Learners could investigate the suggested websites (see Resources column) or similar to research the concept of prejudice and discrimination.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Changing Faces: https://www.changingfaces.org.uk/Home Prejudice and mental health: http://www.mentalhealthcare.org.uk/discrimination_and_stigma Prejudice and the travelling community: http://www.gypsy-traveller.org/your-rights-2/hate-crime/ Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Learners to identify some key terms and meanings to establish knowledge and understanding. Tutor to establish understanding of prejudice, discrimination and stereotyping and encourage learners to offer examples. Learners to complete a self-assessment of own beliefs, attitudes and prejudices and to consider effects of these. Tutor to facilitate discussion on oppression and its effects.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will understand the main points and ideas and how they are presented in a variety of texts.

ICT: Learners will use ICT-based sources of information.

British values: Learners will develop an understanding of the importance of identifying and combatting discrimination through discussion and research of topics.

Employability: Learners will develop an understanding of the terms to enable learners to practice in a non-discriminatory way.

Session 3: Mechanisms of discrimination

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Understand discrimination and anti-discriminatory practice

Topic 2.1 Prejudice, discrimination and stereotyping

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read ‘The art of respectful language’ (see Resources column) and make notes on the suggested use of language to avoid prejudice and discrimination of disabled people.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to identify examples of direct and indirect discrimination in class discussion, or from scenarios provided by the tutor. Learners to consider labelling, stereotyping and cultural identity and links to discrimination in group discussion – feeding back to the class. Learners to use the information on the suggested website (see link in Resources column) to identify and discuss how members of minority groups experience discriminatory attitudes towards mental health problems. Learners to work in pairs to research how the media has portrayed individual and groups of people in a stereotypical or prejudicial way. Learners to create a display to illustrate historical and contemporary media stereotyping. <p>Challenge focus: Learners to research and select three examples of institutional/structural discrimination on individuals or groups; see for example the links in the Resources column.</p> <p>Independent learning: Watch the video showing Jane Elliott teaching children about the damaging effects of stereotypes in her blue eyes/brown eyes experiment. What are the key messages about stereotyping and prejudice that may be learned from this?</p>	<p>Resources:</p> <ul style="list-style-type: none"> ‘The art of respectful language’: http://www.equalitytraining.co.uk/images/news/language_of_respect.pdf Ethnic minority carers’ experiences: http://www.healthtalk.org/peoples-experiences/mental-health/mental-health-ethnic-minority-carers-experiences/negative-attitudes-mental-health-problems Challenge focus – suggested links: http://www.learningdisabilities.org.uk/our-news/blog/12-01-06/ http://www.gmc-uk.org/learningdisabilities/200.aspx Blue eyes/brown eyes experiment: https://www.youtube.com/watch?v=G8c6lWIAFU Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Tutor to facilitate discussion about direct and indirect discrimination.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will communicate information so that the meaning is clear when working with a partner.

ICT: Learners will use ICT-based sources of information.

British values: Learners will accept that people may have different faiths or beliefs, and that these should not be met with prejudicial or discriminatory behaviour.

Employability: Learners will understand that mutual respect and tolerance is essential to meet workplace standards.

Session 4: Mechanisms of discrimination

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Understand discrimination and anti-discriminatory practice

Topic 2.1 Prejudice, discrimination and stereotyping

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to identify examples of media stereotyping of individuals with protected characteristics and bring ideas to the start of the session for discussion.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to make note of the mechanisms of oppression (from tutor presentation or internet research). Learners to explore the concept of triple jeopardy by considering a case study and then exploring other individuals or groups where this might occur. Learners to explore and discuss aspects of discrimination by association and consider other examples. Learners to offer examples of discrimination by perception (tutor could create a worksheet around this). Individually, learners to answer a multiple-choice quiz on equality legislation (tutor to devise). <p>Challenge focus: Learners could write a letter to an organisation making a complaint about an incident of discrimination they have experienced or witnessed, outlining the incident and why it was unlawful. Learners could exchange letters and respond to another letter from a member of their group.</p> <p>Independent learning: Learners to research how carers are supported and protected by equality legislation, using information on the suggested website (see Resources column) or similar.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Presentation on mechanisms of oppression (tutor to devise) Case study (tutor to source) Quiz on legislation (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Equality and diversity of carers: http://www.skillsforcare.org.uk/Document-library/Skills/Carers/CMEB-files/The_equality_and_diversity_of_carers_(1)_v2.pdf Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Tutor facilitates discussion of media stereotyping examples. Use presentation to introduce some further mechanisms of oppression. Use discussion to assess factors of discrimination by association and perception. Use the multiple-choice quiz for learners to test their own knowledge of equality legislation.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will understand and follow the main points of explanations, instructions and discussions.

ICT: Learners will use ICT-based sources of information.

British values: Learners will accept that people may have different faiths or beliefs, and that these should not be met with prejudicial or discriminatory behaviour.

Employability: Learners will understand that mutual respect and tolerance is essential to meet workplace standards.

Session 5: Anti-discriminatory practice**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Understand discrimination and anti-discriminatory practice**Topic 2.2** Key terms related to anti-discriminatory practice

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to complete Life in the UK citizenship test prior to the session.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss how tests such as the Life in the UK test contribute to anti-discriminatory practice in health and care. In small groups, learners to focus on one term per group and conduct research to define its meaning and importance related to anti-discriminatory practice. Each group to present a poster. In groups, learners to pose questions to others in an intra-class quiz. Learners to discuss how lack of knowledge about anti-discriminatory practice impacts on everyone who uses and is involved in the health and care practice. They could identify ways in which this problem might be addressed. One-minute paper – learners to be given one minute to individually summarise main points gained from the session. <p>Challenge focus: Learners could assess how the terms and ideas are interlinked, giving examples to illustrate what these links might be.</p> <p>Independent learning: Learners to explore the Community Tool Box website (see link in Resources column) to learn more about culture and diversity.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Life in the UK test: http://www.theuktest.com/life-in-the-uk-test/6 Community Tool Box: http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culture-and-diversity/main Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Tutor to facilitate and assess research task

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have the opportunity to express feelings and give own points of view as well as responding appropriately to others' point of view. Learners will allow for and respond to others' input when participating in the jigsaw learning activity.

ICT: Learners will use ICT-based sources of information.

British values: By understanding the terms, learners will be able to build appropriate relationships with colleagues and those who use services.

Employability: Where learners understand the terms, they will be able to make the links to providing good quality care provision for those who use services.

Session 6: Effects of discrimination on individuals

Suggested Teaching Time: 3 hours

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

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to complete worksheet matching activity for terms and definitions of consequences and effects of discrimination (tutor to devise).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to read the article from AGE UK 'Loneliness – the state we're in' (see Resources column) and identify the impact of loneliness on health and quality of life. They could identify measures which may be used to prevent and alleviate loneliness. Learners to explore the consequences of discrimination on an individual who is in receipt of care. Learners to read and assess information indicating how a man with epilepsy feared discrimination because of his condition (see Resources column). Learners to discuss and identify examples of discrimination on the self-worth of different individuals Learners to work in groups to create a mind map showing how discrimination has multiple effects on an individual, and discuss ideas with whole peer group. <p>Challenge focus: Learners could write a report evaluating how an individual may be affected by discrimination because they are affected by double or triple jeopardy.</p> <p>Independent learning: Learners to read the article 'Alone in the crowd: loneliness and diversity'. What are the main points raised about the links between discrimination and loneliness?</p>	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Loneliness article: http://www.campaigntoendloneliness.org/wp-content/uploads/Loneliness-The-State-Were-In.pdf Epilepsy and discrimination: https://www.epilepsy.org.uk/news/new-s/people-epilepsy-fear-discrimination-according-national-charity-poll-66199 'Alone in the crowd': http://www.campaigntoendloneliness.org/wp-content/uploads/CEL-Alone-in-the-crowd.pdf Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Use worksheet to establish what the general consequences for individuals might be. Tutor to generate a discussion on discrimination and its effect and assess learner contributions.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will consider complex information and use of specific terminology in the group work task. Learners will give a relevant, cogent response using appropriate language when giving information to others.

ICT: Learners will use search techniques to locate and select relevant information.

British values: When learners understand the effects of discrimination, it supports and understanding of the importance of combatting it.

Employability: Understanding the effects of discrimination enables learners to develop good working relationships and encourages respect for others.

Session 7: Effects of discrimination on groups

Suggested Teaching Time: 3 hours

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

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research the services available in their local area and identify how available they are to all groups.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to consider disempowerment and its effects, and discuss ideas generated from answering the questions. Learners to answer questions and participate in a discussion about how life chances may be improved for the individuals or groups who are disadvantaged. Tutor to present an introduction to a debate on disenfranchisement (both forced and chosen) and its implications for the groups and individuals who are affected. Learners to consider the effects of marginalisation on individuals and groups using a case study (tutor to source). <p>Challenge focus: Learners could explore the idea of disenfranchisement further by considering which other groups or individuals might be disenfranchised and how this is overcome.</p> <p>Independent learning: Learners to read the NICE report on 'Improving Access to health and social care services for people who do not routinely use them' and identify the recommendations made for local authorities and partner organisations.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Case study NICE report: https://www.nice.org.uk/advice/lgb14/chapter/introduction Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Assess debate on the experience of disenfranchisement.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will consider complex information and use of specific terminology in the group work task. Learners will give a relevant, cogent response using appropriate language when giving information to others.

ICT: Learners will use search techniques to locate and select relevant information.

British values: When learners understand the effects of discrimination, it supports and understanding of the importance of combatting it.

Employability: Understanding the effects of discrimination enables learners to develop good working relationships and encourages respect for others.

Session 8: Challenging discrimination**Suggested Teaching Time:** 3 hours**Learning Outcome:** 4 – Understand how to challenge discriminatory practice**Topic 4.1** Challenging discrimination within the care setting to encourage positive change

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to write an account of one incident that they have been involved in or witnessed where discrimination was challenged.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in groups of 2/3 to prepare and present a role-play showing how they might challenge discrimination in a care setting. Learners to prepare a one-minute paper. At the end of all the presentations, each learner to summarise key points they have learned about challenging discrimination. Learners to use the internet to explore discrimination by an organisation towards employees. Learners to use an article from <i>Nursing in Practice</i> (see link in Resources column) about racism from a patient towards staff to begin a discussion on how staff can deal with discrimination from patients. Learners to answer questions and discuss answers about challenging discrimination by colleagues (tutor to devise worksheet). <p>Challenge focus: Learners could discuss the potential circumstances where colleagues may challenge work practice as a group.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet <p>Resources:</p> <ul style="list-style-type: none"> <i>Nursing in Practice</i> article: http://www.nursinginpractice.com/article/how-do-you-confront-racism-confused-elderly-patient Raising and escalating concerns in the workplace: http://www.hpc-uk.org/registrants/raisingconcerns/ Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Organise role-play and facilitate discussion about challenging discrimination. Assess worksheet answers to challenging discrimination.

Unit 303 Sample scheme of learning

Key learning activity/approach	Suggested materials and resources	Skills check
Independent learning: Learners to research further information of the Health and Care Professions Council website about raising and escalating concerns in the workplace (see link in Resources column).		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will adapt their contributions during presentations to suit the audience, purpose and situation.</p> <p>ICT: Learners will use ICT-based communication and communications software. Learners will bring together different types of information.</p>	<p>British values: In challenging discrimination, learners will encourage respect for other people.</p> <p>Employability: Understanding the importance of challenging discrimination encourages learners to accept responsibility for their behaviour and to understand how they can contribute positively to the lives of others.</p>
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Session 9: The importance of challenging discrimination

Suggested Teaching Time: 3 hours

Learning Outcome: 4 – Understand how to challenge discriminatory practice

Topic 4.2 The importance of challenging discrimination

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to write a short account in which they acknowledge their own personal feelings in relation to challenging discriminatory practice. Discuss.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to make notes of importance of effective recording of evidence of discrimination, following tutor presentation. Learners to work in pairs to identify reasons why discrimination may not be reported by colleagues, by people in receipt of services and their families. Learners to discuss these ideas in the wider group. Learners to explore their own experiences of professional accountability and discuss answers with others Learners to participate in a role-play on professionalism and making an apology when a negative incident has occurred. Learners to participate in a think/pair/share activity to identify sources of support, information and advice about diversity, equality and inclusion available to the individual. Each learner to make notes. <p>Challenge focus: Learners could research an incident of professional negligence by a health/care setting or an individual. Summarise the reasons for the lack of 'duty of care' and the consequences. Share findings with peers.</p> <p>Independent learning: Learners to read more information on professional accountability on the websites suggested in the Resources column, and make notes of the key points which workers should be aware of.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Presentation (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Accountability links: http://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/accountability http://www.scie.org.uk/publications/nqswtoo/professionaldevelopment/ Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Use presentation to introduce the importance of recording evidence of discrimination.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will understand the main points and ideas and how they are presented in a variety of texts when researching specific information.

ICT: Learners will use ICT-based communication to discover further information about topics.

British values: Learners will gain an understanding of behaviour expectations in the workplace.

Employability: Learners' individual roles and responsibilities include being able to understand and report discriminatory practice.

Session 10: Potential barriers to equality of opportunity

Suggested Teaching Time: 3 hours

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

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research and give answer to the question ‘Does equality mean treating everyone the same?’ Be prepared to give reasons at the start of the session.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in small groups to research and explain types of equality. Share ideas in the form of a presentation. Learners to use the report ‘The Equality Act 2010: the impact on disabled people’ to identify how the legislation has affected one particular group (see link in Resources column). Learners to read the report from the <i>British Journal of Psychiatry</i> (see link in Resources column) and select the information which looks at the impact of institutionalisation on one group of individuals in long-stay hospital care. Learners to research other groups of individuals who may become institutionalised in health and care services, eg individuals with mental health problems, ex-offenders, homeless people, children in care. They should identify common problems and the impact of the process in the long and short term for those individuals. <p>Challenge focus: Learners could use the report suggested above, and other information they research on the topic, to write a report indicating how a staff member might act to support an individual to avoid being institutionalised. This may be linked to work placement.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Equality Act 2010: the impact on disabled people: http://www.publications.parliament.uk/pa/ld201516/ldselect/ldeqact/117/117.pdf BJP report: http://viascotland.org.uk/webfm_send/145/men-severe-learning-disabilities-and-challenging-behaviour-long-stay-hospital-care Independent learning suggested links: http://www.centreforwelfarereform.org/uploads/attachment/485/liberating-institutions.pdf http://www.scie.org.uk/publications/guides/guide46/commonissues/institutionalisedcare.asp Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Assess learner presentations on types of equality.

Key learning activity/approach	Suggested materials and resources	Skills check
Independent learning: Read the links suggested in the Resources column. Look at the information from SCIE about institutionalisation. How do they suggest it may be prevented?		

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will make significant contributions to discussion, taking a range of roles and helping to move discussion forward when participating in group work activities. ICT: Learners will use ICT-based sources of information.	British values: By considering the potential barriers to equal opportunities, learners may understand how they can contribute positively to the lives of others. Employability: Learners can be more effective in their individual roles and responsibilities if they are aware of the potential barriers.
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Session 11: Strategies to promote equality in care

Suggested Teaching Time: 3 hours

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

Topic 5.3 Strategies to promote equality in care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to identify and explain one strategy they have used in practice to promote equality in care, and bring this information to the class.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in small groups to research and identify examples of how the following promote equality. Groups to discuss ideas and identify how these are used in work placement: <ul style="list-style-type: none"> professional strategies group – teams/staff policies and procedures. Learners to make notes from a tutor presentation on aspects of involvement Learners to complete ranking activity for involvement or non-involvement (tutor to provide list of scenarios). Learners to pose questions for others to answer about their choices and prepare their own defence for the choices they made. <p>Challenge focus: Learners could read the Guide on ‘How to Involve People who use services and Carers in Staff Recruitment and Development: A Practical guide for Employers’ and summarise the strategies identified.</p> <p>Independent learning: Learners to read <i>Caring for our future: reforming care and support Equality Analysis for further information on improving equality in practice.</i> (See link in Resources column).</p>	<p>Materials:</p> <ul style="list-style-type: none"> Presentation Scenarios for ranking activity <p>Resources:</p> <ul style="list-style-type: none"> Challenge focus link: http://www.skillsforcare.org.uk/Document-library/NMDS-SC,-workforce-intelligence-and-innovation/Research/RKB-archive/967.%20SfC_SE_How%20to%20involve%20PWUSAC%20in%20recruitment%20&%20development.pdf Independent learning link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/136452/2900021_Equalities-Assessment_acc2.pdf Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Assess ranking activity on involvement or non-involvement of service users. Tutor to facilitate discussion.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will make significant contributions to discussion, taking a range of roles and helping to move discussion forward when participating in group discussion.

ICT: Learners will use ICT-based sources of information.

British values: Learners will be able to appreciate how the law protects individuals and is essential for their wellbeing and safety.

Employability: Learners will be aware of expected behaviours in the workplace so that they can make a positive contribution to good practice.