

Title:	Equality, Diversity and Inclusion in Health, Care and Education Settings
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	T/652/0237
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to develop learners' understanding of equality, diversity, and inclusion in health, care, and education settings, and to apply simple strategies to promote inclusive practice.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand equality and diversity.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise differences and understand key principles in sector settings.

The learner must:

- 1.1 Define **equality, diversity and inclusion** in health, care and education contexts.
- 1.2 Identify the **protected characteristics** under UK law.
- 1.3 Outline why understanding **equality and diversity** is important.

2. Be able to promote inclusion in the workplace or learning environment.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to apply inclusive practices to daily work or learning activities.

The learner must:

- 2.1 Identify ways to treat people **inclusively** in health, care or education settings.
- 2.2 Identify behaviours that could **discriminate or exclude**.
- 2.3 Describe why **promoting inclusion** is important in health, care and education.

3. Be able to respond appropriately to discrimination or exclusion.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand simple steps to challenge or report discriminatory behaviours while promoting inclusion.

The learner must:

- 3.1 Identify what to do if **witnessing discrimination or exclusion**.
- 3.2 Describe ways to **support individuals** experiencing discrimination.
- 3.3 Explain why it is important to **act** when discrimination occurs.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Equality, Diversity and Inclusion

Definition:

- Equality means treating everyone fairly and giving them the same opportunities, regardless of their differences.
- Diversity means recognising and respecting that everyone is different, including differences in age, gender, culture, beliefs, disability, or background.
- Inclusion means making sure everyone feels valued, respected, and able to participate fully.

	<p>In health, care, and education settings, these principles help create a safe and supportive environment for all.</p> <p>Teaching must include:</p> <p>Equality</p> <ul style="list-style-type: none"> • Everyone has the right to fair treatment • Discrimination is not allowed <p>Diversity</p> <ul style="list-style-type: none"> • People have different abilities, cultures, and needs • Differences should be recognised and respected <p>Inclusion</p> <ul style="list-style-type: none"> • Everyone should be able to take part in activities • Adjustments may be needed to support people fairly <p>Simple examples in settings:</p> <ul style="list-style-type: none"> • Health: Providing information in different languages for patients • Care: Ensuring people with disabilities can access all areas • Education: Supporting learners with different needs in the classroom <p>Learners must be able to give a simple definition for each term.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Introduction to what makes people different in the local area and nationally. • Introduction to different faiths and cultures • Case studies and scenarios in health, care and education • The Equality Act 2010
<p>Protected Characteristics</p>	<p>Definition:</p> <p>Protected characteristics are specific personal attributes that are legally protected from discrimination under the Equality Act 2010. These characteristics help ensure everyone is treated fairly and equally in health, care, and education settings.</p> <p>Teaching must include:</p> <p>Learners should be able to identify the nine protected characteristics:</p> <ul style="list-style-type: none"> • Age – being treated fairly regardless of age

	<ul style="list-style-type: none"> • Disability – physical or mental conditions • Gender reassignment – trans or transitioning individuals • Marriage and civil partnership – relationship status • Pregnancy and maternity – pregnancy or caring for a baby • Race – ethnicity, colour, nationality • Religion or belief – faith or non-belief • Sex – being male or female • Sexual orientation – attraction to same, opposite, or both sexes <p>Emphasise that these characteristics are protected by law and discrimination on these grounds is illegal.</p> <p>Learners must be able to name at least all nine protected characteristics.</p>
<p>Equality and Diversity</p>	<p>Definition:</p> <p>Equality and diversity are about treating people fairly, respecting differences, and making sure everyone has the same opportunities.</p> <p>Understanding equality and diversity helps staff work respectfully and fairly with people from different backgrounds in health, care, and education settings.</p> <p>Teaching must include:</p> <p>Learners should understand that understanding equality and diversity is important because it:</p> <ul style="list-style-type: none"> • Promotes fair treatment • Everyone is treated with respect and dignity • Prevents discrimination • People are not treated unfairly because of their differences • Supports individual needs • People may have different cultural, religious, or personal needs • Creates positive environments • Helps people feel safe, included, and valued • Improves care and learning <p>Staff can provide better support when they understand people’s backgrounds and needs</p>

	<p>Learners must be able to outline at least two reasons why understanding equality and diversity is important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions showing fair vs unfair treatment • Group activity identifying examples of equality and diversity in everyday life • Case studies from health, care, or education settings • Reflection activity: learners consider how people might feel if they are excluded or treated unfairly • Discussion linking equality and diversity to workplace behaviour and respect
<p>Inclusively</p>	<p>Definition:</p> <p>Inclusion means making sure everyone feels welcome, valued, and able to take part, regardless of their background, abilities, or personal circumstances. In health, care, and education settings, treating people inclusively means recognising people’s differences and supporting them so they can participate fully.</p> <p>Teaching must include:</p> <p>Learners should be able to identify practical ways to treat people inclusively, such as:</p> <ul style="list-style-type: none"> • Showing respect to everyone • Using polite language and respectful behaviour • Listening to people’s needs and views • Allowing individuals to express their preferences or concerns • Making reasonable adjustments where needed • Providing extra support for people with disabilities or additional needs • Using clear and appropriate communication • Speaking clearly, using simple language, or using visual aids where helpful • Respecting cultural and religious differences • Being aware of dietary needs, beliefs, or customs • Encouraging participation • Supporting everyone to take part in activities or learning

	<p>Learners must be able to identify at least two ways to treat people inclusively.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Identification of non-inclusive behaviour • Role play of what inclusive behaviour looks like • Demonstrating inclusive communication • Reflection on how inclusion helps people to feel valued and respected
<p>Discriminate or Exclude</p>	<p>Definition:</p> <p>Discrimination means treating someone unfairly because of who they are or their personal characteristics.</p> <p>Exclusion means leaving someone out or preventing them from taking part in activities, services, or opportunities.</p> <p>In health, care, and education settings, these behaviours can make people feel unsafe, unwelcome, or unsupported.</p> <p>Teaching must include:</p> <p>Learners should be able to identify behaviours that may discriminate or exclude, for example:</p> <ul style="list-style-type: none"> • Using offensive or inappropriate language • Making jokes or comments about someone’s race, disability, religion, gender, or age • Ignoring someone’s needs • Not making reasonable adjustments for a disability or additional support need • Treating people unfairly • Giving opportunities or support to some people but not others • Excluding people from activities • Not allowing someone to join because they are different • Showing bias or prejudice • Making assumptions about someone based on stereotypes • Not respecting cultural or religious practices <p>Learners must be able to identify at least two behaviours that could lead to discrimination or exclusion.</p>

	<p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions showing discriminatory or exclusionary behaviour • Sorting activity: inclusive behaviour vs discriminatory behaviour • Case studies from health, care, or education environments • Group discussion about how discrimination can affect people's wellbeing • Reflection activity: how inclusive behaviour creates a positive environment
<p>Promoting Inclusion</p>	<p>Definition:</p> <p>Promoting inclusion means actively making sure everyone feels welcome, respected, and able to take part, regardless of their background, needs, or abilities. In health, care, and education settings, promoting inclusion helps create environments where individuals feel valued and supported.</p> <p>Teaching must include:</p> <p>Learners should understand that promoting inclusion is important because it:</p> <ul style="list-style-type: none"> • Helps people feel valued and respected • Individuals feel accepted and supported • Encourages participation • People are more likely to take part in activities, care, or learning • Supports wellbeing and confidence • Inclusive environments help people feel safe and comfortable • Reduces discrimination and exclusion • Promotes fairness and equal opportunities • Improves care and learning outcomes • When people feel included, they are better able to engage and progress <p>Learners must be able to describe at least two reasons why promoting inclusion is important.</p>

	<p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions showing inclusive vs non-inclusive environments • Group activity identifying how inclusion benefits individuals • Case studies from health, care, or education settings • Reflection activity: “How would someone feel if they were excluded?”
<p>Witnessing Discrimination or Exclusion</p>	<p>Definition:</p> <p>Witnessing discrimination or exclusion means seeing or hearing someone being treated unfairly or being left out because of their personal characteristics or differences. In health, care, and education settings, it is important to take appropriate action to ensure people are treated fairly and respectfully.</p> <p>Teaching must include:</p> <p>Learners should be able to identify appropriate actions to take, such as:</p> <ul style="list-style-type: none"> • Do not ignore the situation • Recognise that discrimination or exclusion is not acceptable • Challenge the behaviour if it is safe to do so • Calmly explain that the behaviour is not appropriate • Support the person affected • Show respect and ensure they feel listened to and supported • Report the incident • Tell a supervisor, manager, teacher, or other responsible person • Follow workplace policies and procedures • Record or report the concern according to organisational guidelines <p>Learners must be able to identify at least two appropriate actions.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions showing discriminatory situations

	<ul style="list-style-type: none"> • Role play: practising how to challenge behaviour respectfully • Case studies from health, care, or education settings • Group activity: “What would you do in this situation?” • Discussion about the importance of reporting concerns and supporting others
<p>Support Individuals</p>	<p>Definition:</p> <p>Supporting someone experiencing discrimination means helping them feel safe, valued, and respected, and ensuring they receive fair treatment. In health, care, and education settings, this is essential to maintain wellbeing and inclusion.</p> <p>Teaching must include:</p> <p>Learners should be able to describe practical ways to support someone, such as:</p> <ul style="list-style-type: none"> • Listen and show understanding • Give the person time to speak and acknowledge their feelings • Reassure the individual • Let them know that discrimination is not acceptable • Report the incident • Inform a manager, teacher, safeguarding lead, or designated staff member • Follow organisational policies • Complete incident reports if required • Ensure actions are recorded factually • Encourage inclusion • Help the person participate in activities or access services safely <p>Learners must be able to describe at least two ways to support someone experiencing discrimination.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions: “How could you support this person?” • Role play: practising listening, reassuring, and reporting

	<ul style="list-style-type: none"> • Case studies from health, care, or education settings • Visual flowchart showing support steps • Group activity: identify safe ways to respond in different situations
<p>Act</p>	<p>Definition: Acting when discrimination occurs means taking steps to challenge unfair or exclusionary behaviour and ensuring the person affected is supported. In health, care, and education settings, acting appropriately helps create a safe, fair, and inclusive environment.</p> <p>Teaching must include: Learners should be able to explain why it is important to act, for example:</p> <ul style="list-style-type: none"> • Protects the person experiencing discrimination • Ensures they feel safe, valued, and supported • Prevents further harm or unfair treatment • Stops discrimination from continuing or escalating • Maintains a positive and inclusive environment • Promotes fairness and respect for everyone • Follows organisational and legal requirements • Supports policies such as equality and safeguarding procedures • Demonstrates professionalism • Shows staff act responsibly and uphold workplace standards <p>Learners must be able to explain at least two reasons why acting is important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions: “What might happen if no one acts?” • Case studies showing the consequences of ignoring discrimination • Group activity: brainstorm the benefits of acting to challenge discrimination • Role play: practising safe and effective ways to respond • Visual flowchart linking witnessing discrimination



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