

UNIT 2: EQUALITY, DIVERSITY & INCLUSION - Assessment Plan

TQUK Level 3 Diploma in Adult Care (RQF)

Qualification Number: 610/0103/6

Centre: T21 Services UK

Centre Number: #36257481088

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UNIT 2: EQUALITY, DIVERSITY AND INCLUSION IN HEALTH, SOCIAL CARE OR CHILDREN'S AND YOUNG PEOPLE'S SETTINGS

Guided Learning Hours (GLH): 20 hours

LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1: Understand the importance of diversity, equality and inclusion

- 1.1 Explain what is meant by diversity, equality and inclusion
- 1.2 Describe the potential effects of discrimination
- 1.3 Explain how inclusive practice promotes equality and supports diversity

Learning Outcome 2: Know how to work in an inclusive way

- 2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
- 2.2 Explain the possible consequences for individuals, carers and service providers of not following codes of practice and legislation relating to equality, diversity and inclusion
- 2.3 Describe how own attitudes, beliefs and values might impact on work

Learning Outcome 3: Know how to access information, advice and support about diversity, equality, inclusion and discrimination

- 3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination
- 3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination

GLH DELIVERY BREAKDOWN (20 HOURS)

ASSESSMENT METHODS & EVIDENCE REQUIREMENTS

Assessment Method 1: Professional Discussion (30-45 minutes)

| Activity | Hours | Delivery Method |
|---|---------------|------------------------------------|
| Self-directed study of learning materials | 10 | Online platform + PDF resources |
| Workplace observation by assessor | 3 | Direct observation in care setting |
| Professional discussion with assessor | 2 | Face-to-face/video call |
| Reflective account writing | 2 | Written assignment |
| Legislation research activity | 2 | Research and presentation |
| Tutorial support & feedback | 1 | One-to-one session |
| **TOTAL ** | **20** | **Blended approach** |

Covers: LO1.1, LO1.2, LO1.3, LO2.3, LO3.1, LO3.2

Questions Asked:

1. What do diversity, equality, and inclusion mean in your care setting?
2. Describe the effects of discrimination on service users
3. How does inclusive practice promote equality in your workplace?
4. How might your own beliefs and values impact your work?
5. Where would you go for advice about equality and diversity issues?
6. When would you need to access support about discrimination?

Evidence Generated:

- Professional discussion record
- Assessor notes
- Audio/video recording (optional)

Assessment Criteria Met:

- ✓ 1.1, 1.2, 1.3, 2.3, 3.1, 3.2

Assessment Method 2: Reflective Account (500-1000 words)

Covers: LO1.3, LO2.3

Task:

Reflect on your own practice and answer:

- How do you promote inclusive practice in your daily work?
- Describe a time when you challenged discrimination
- How do your own attitudes and beliefs influence your care approach?
- What have you learned about your own biases?

Evidence Generated:

- Written reflective account
- Signed and dated

Assessment Criteria Met:

- ✓ 1.3, 2.3

Assessment Method 3: Legislation Research Task

Covers: LO2.1, LO2.2

Task:

Research and present information on:

1. Equality Act 2010 - Key provisions for care settings
2. Human Rights Act 1998 - Rights relevant to care
3. Care Act 2014 - Equality and inclusion requirements
4. CQC Fundamental Standards - Dignity and respect

For each, explain:

- Main points of the legislation
- How it applies to your role
- Consequences of non-compliance

Evidence Generated:

- Written report (800-1200 words) OR
- Presentation slides with speaker notes

Assessment Criteria Met:

- ✓ 2.1, 2.2

Assessment Method 4: Observation

Covers: LO1.3, LO2.3

Observation Focus:

Assessor observes learner:

- Promoting inclusive practice
- Respecting diversity
- Treating service users equally
- Challenging discrimination
- Adapting communication for individual needs

Duration: Minimum 2 hours

Evidence Generated:

- Observation record
- Specific examples documented

Assessment Criteria Met:

- ✓ 1.3, 2.3

Assessment Method 5: Witness Statement

Covers: LO1.3, LO2.3

Witness: Line manager or senior colleague

Statement Confirms:

- Learner promotes inclusive practice
- Learner respects diversity
- Learner challenges discrimination
- Learner reflects on own attitudes

Evidence Generated:

- Witness statement on letterhead
- Signed and dated

Assessment Criteria Met:

- ✓ 1.3, 2.3

Assessment Method 6: Case Study Analysis

Covers: LO1.2, LO3.1, LO3.2

Scenarios:

1. Service user experiencing racial discrimination
2. LGBTQ+ service user feeling excluded
3. Service user with disability facing barriers

Task:

For each scenario:

- Identify the discrimination
- Describe potential effects
- Explain how to support the individual
- Identify sources of advice and support

Evidence Generated:

- Written case study responses

Assessment Criteria Met:

- ✓ 1.2, 3.1, 3.2

ASSESSMENT PLAN SUMMARY

ASSESSMENT TEMPLATES PROVIDED

| Assessment Method | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Professional Discussion | ■ | ■ | ■ | | | ■ | ■ | ■ |
| Reflective Account | | | ■ | | | ■ | | |
| Legislation Research | | | | ■ | ■ | | | |
| Observation | | | ■ | | | ■ | | |
| Witness Statement | | | ■ | | | ■ | | |
| Case Study Analysis | | ■ | | | | | ■ | ■ |

1. ✓ Professional Discussion Record Template
2. ✓ Reflective Account Template
3. ✓ Legislation Research Template
4. ✓ Observation Record Template
5. ✓ Witness Statement Template
6. ✓ Case Study Scenarios & Response Template

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