

Care Skillsbase: Skills Check 34

Equality and Inclusion

Interviewer's pack

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Summary	
Suitable for	Care/support worker
Skill checked	Reading
Covers	Language and concepts associated with equality and inclusion
Learning for interviewer	Can the member of staff understand written information on equality and inclusion?
Learning for member of staff	Language and concepts associated with equality, inclusion, diversity and discrimination
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information and reading comprehension exercises about equality, inclusion, diversity and discrimination, as well as a discussion question on using communication skills to promote equality and inclusion. To assess the person's level of understanding, ask them to explain their answers.
Notes	Where possible, relate the discussion to the person's job role.
Before you start	Read the general guidance in the Skills Check area of the Care Skillsbase website.

We welcome suggestions to improve this Skills Check. Please use the contact form on our website at www.scie.org.uk/careskillsbase

Understand the Job: Equality and Inclusion

Effective communication is vital in health and social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

1. Did you know?

We all have the right to be treated with dignity and respect. That's why, as care workers, we seek to promote equality and inclusion, respect diversity and avoid discrimination.

2. Promoting equality and inclusion

Choose the best word from the box on the right to fill each gap.

Write the number of the word in the gap. The first one has been done for you.

Diversity 1 difference. Care work brings us ____ contact with people from diverse (i.e. different) backgrounds. **Equality** means treating people fairly. Everyone has the same right to be treated with dignity and ____.

Discrimination means treating people unfairly. Discrimination happens when we ____ to respect individuals. **Inclusion** means ____ people in a way that makes them feel welcome. Treating individuals fairly and respecting the differences between them makes it ____ to include them.

- | |
|--------------|
| 1. means |
| 2. fail |
| 3. easier |
| 4. into |
| 5. including |
| 6. respect |

3. Equality, diversity, inclusion and discrimination in action

The comments below help to explain what equality, diversity, inclusion and discrimination mean.

For each comment, **tick** (✓) the word it matches.

Comment	Word
<ul style="list-style-type: none"> “The people we look after all come from all different walks of life.” 	<input type="checkbox"/> equality or <input type="checkbox"/> diversity?
<ul style="list-style-type: none"> “When it comes to activities, we try to provide something for everyone.” 	<input type="checkbox"/> diversity or <input type="checkbox"/> inclusion?
<ul style="list-style-type: none"> “The family worry that staff ignore their mum because she’s too much trouble.” 	<input type="checkbox"/> inclusion or <input type="checkbox"/> discrimination?
<ul style="list-style-type: none"> “We try to meet each person’s different needs as fully as possible.” 	<input type="checkbox"/> discrimination or <input type="checkbox"/> equality?

4. What do you think?

How do good communication skills help us to promote equality and inclusion?

Feedback form	Date:		
Staff member's name			
Staff member's job title			
Interviewer's name			
Interviewer's job title			
1. Interviewer's view The member of staff ...	No	Partly	Yes
a. Used reading skills effectively.			
b. Understood what key words and ideas mean for their work.			
2. Interviewer's reasons The member of staff...	No	Partly	Yes
a. Read the activity sheet unaided, with understanding.			
b. Completed the activity accurately (showing good reading comprehension).			
c. Completed the activity within the allocated time (showing ability to use written information quickly).			
d. Demonstrated understanding of all key words and concepts.			
3. Next steps to help develop skills and knowledge for the job	Yes	No	
a. Interviewer will arrange monitoring, feedback and support from a supervisor.			
b. Interviewer and member of staff will plan personal development to improve member of staff's understanding of key social care words and ideas.			
c. Interviewer and member of staff will plan personal development to improve member of staff's reading skills.			
4. Interviewer's signature	Staff member's signature		

Use the other side of this sheet for notes.

Personal development form	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following reading skills	Tick (✓) if 'yes'	
a. General reading skills (to understand written information quickly and accurately).		
b. Care work reading skills (to deal effectively with work-related written information).		
c. Care vocabulary (to understand key words and ideas and how they relate to the job).		
2. How will the learning happen?		
3. What support and resources will be needed to make the learning successful?		
4. When will the learning happen?		
5. How will we know the learning has been successful?		
6. Progress review date:		
7. Interviewer's signature	Staff member's signature	