

# Case Studies and Activities for BTEC First Award in Health and Social Care

## *Unit 7: Equality and Diversity*



POD 5300

[hsc@zigzageducation.co.uk](mailto:hsc@zigzageducation.co.uk)  
[zigzageducation.co.uk](http://zigzageducation.co.uk)

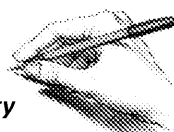
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# Teacher's Introduction

This workbook has been prepared to assist students and staff with the learning aims of Unit 7 of the BTEC First Award in Health and Social Care. The resource has been split into two main sections

## Section 1: Background material

To answer the activities students will need to know more about the case study setting and it's residents.

- The first material students will need to read is the scenario overview of the fictional town of Castlevew, a small market town, roughly 25 miles from the east coast.
- The resources then includes two presentations by members of the community who are working health and social care practitioners and look after clients
- Finally there are 5 case studies of the clients mentioned in the two presentations. Each of these case studies represents a diverse range of people who require different services from the community centre.

Students will need to refer to these materials through to support their understanding of activities.

## Section 2: The Activities

These resources and case studies of clients provide the basis for a range of tasks and activities for both classroom and homework use, to complement the tutor's input. It is not intended as a textbook; indeed, we do not refer to a textbook, but instead offer suggestions for students to do their own research. It also cannot replace the tutor; it is a supplementary resource to facilitate teaching and learning, and could form part of a departmental virtual library.

It contains a variety of student-centred activities, discussions, role plays, tasks and practical exercises based on health and social care settings. They are designed to encourage students to develop their knowledge and prepare them for the examination.

Similar activities have been used by the authors during many years of both vocational and GCSE / Advanced Level teaching and examining, and have proved extremely successful in enhancing student motivation and improving performance.

All the worksheets are photocopiable and they provide a valuable resource for the busy tutor. Learning takes place through practical tasks performed by the students themselves. Where relevant, suggested answers are given for the activities.

Many of the activities and case studies are based on experiences of working in this sector and visits to and interviews with actual practitioners to ensure that the information is as up to date and as relevant as possible. Organisations and settings may be different in different areas, and service provision may depend on practitioners' interpretation of local needs. We therefore strongly recommend that contact is made with local authorities and service providers to find out what the local situation is and how it differs from what is presented here and, if possible, to arrange visits or invite guest speakers in.

The information provided is correct at the time of writing, but legislation and circumstances change, so tutors should check the current situation for any changes.

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## The Castleview Scenario

The two presentations and five case studies in this book have been set in social care settings in Castleview, a small market town, roughly 25 miles from the nearest city. The scenario has several features that are typical of many towns in the 21st century.

The unemployment rate is generally high, although it reduces in the summer when the related businesses take on temporary, low-paid staff for the season. The town also includes land work: planting and harvesting crops such as fruit and vegetables. Seasonal employment can be found in local food-processing factories, or in the tourism industry.

The income from tourism is reducing as the town competes with bigger towns that have better amenities and attractions. The town centre has suffered from the opening of an out-of-town retail park that has a high-street supermarket, DIY store, and a large store. As a result, many of the town's shops have closed and been replaced by coffee outlets and takeaways.

Over the last five years, the high number of Eastern European immigrants has led to incidents of low-level ethnic and religiously motivated conflict in the town, caused partly by factories that prefer to employ foreign workers and partly by applications from the local townspeople.

The number of girls under 16 becoming pregnant is higher than the national average. One of the worries in the community that child sex gangs are grooming local girls into prostitution behaviour by teenagers is a problem on the poor estates and there is a high number of incidents in the town centre at the weekend. Recently, a violent gang fight broke out in the town between local white youths and members of the immigrant community. One of the immigrants has been accused of harassing a local girl in a club and this soon escalated into a fight with immigrants committing sex offences.

There are a high number of people with disabilities living in the area. The town has a largely pedestrianized town centre with good disabled parking.

A large council estate dominates the town and there is a clear difference between the people who live there and the people who live on the wealthier side of town.

The nearest city is 30 miles away and public transport is poor.

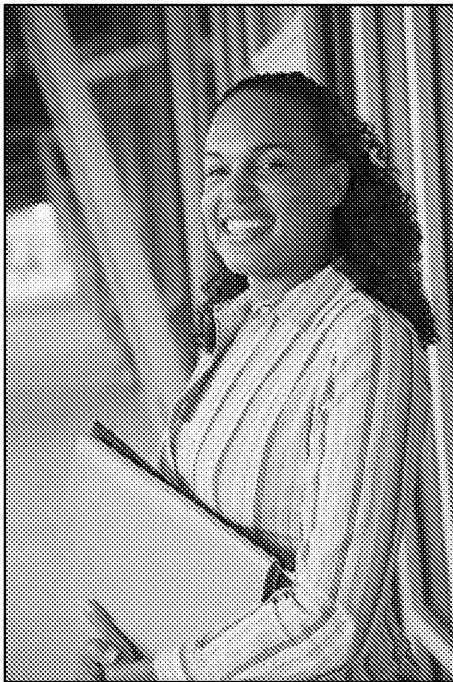
Castleview Community Centre is a friendly, welcoming place at the heart of the town. The activities available there reflect the varied make-up of Castleview's population. Although the centre is popular with many of the town's residents, many do not access the range of activities and services available there, or they do not access the full range of activities and facilities, including two rooms for meetings or for events, shows or private parties. The centre also has computer access, a community café and an outdoor play area. The centre does not currently have a toilet.

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## Presentation 1: Carol Brown, Castleview Community Centre about her work and the centre



I have worked as the manager at Castleview for seven years. Before that I worked in a shop. To sum up my job role, I would say it is 'the community centre is used as much as possible by as many of people possible'. There are lots of things that happen, although it isn't always easy.

I work with people in communities to help them help themselves, to deliver independent support and knowledge. Work experience gained has helped a few of them get permanent jobs.

I try to get to know representatives of all the groups that live in the town. I go to meetings that all the organisations attend at the council. To find out what the community needs and gives me a chance to work together. I also meet regularly with the council and police.

Although the adult services department of the local council pays for basic wages, most of the centre's activities are run by volunteer groups, or project groups. There are lots of challenges for the community centre at the moment. We need to be cut due to lack of funding caused by the recession. The accessibility of the centre means the centre does not meet the Equality Act requirements. Some of the equipment is suspended until they are fixed. Financial cuts to the council budget means that some staff, like Ania, may lose her job, or be forced to work part-time. It would be very hard.

I am responsible for problem solving, facilitating and staffing, and for raising money and activities for the community. Being a good communicator is a key skill. I am a good listener. I have to be sensitive to the various cultural, social and religious needs of the local community and ensure that there is equality and diversity in the centre. The ability to work as part of a team is essential, so keeping on top of paperwork is important.

A key part of my job is to reflect and think about what has happened and what we can learn from our experiences. This is important because it helps me develop my own practice. My manager once a month to help me with this.

We must ensure that our services and activities meet the requirements of the law. As workers in social care, we are also bound by professional codes of conduct, codes of practice, policies and procedures of the council – all of which help to ensure that we meet the diverse needs of local residents. Following these laws, codes, policies and procedures ensures that all of us provide the best services possible to the community and protect ourselves.

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### Current Activities

- Range of IT classes throughout the week
- Cardio Exercise (Monday, 9.30am–10.30am)
- Care Link – over 60s day care and luncheon club (Monday, 10am–2pm)
- Armchair Aerobics (Monday, 2.15pm–3.15pm)
- Total Body Conditioning (Tuesday, 9.45am–10.45am)
- Pain Clinic (Tuesday, 1pm–2pm)
- Nurse-led Health Clinic (2pm–4pm)
- Midwives Clinic (Wednesday, 9am–1pm)
- Access Club – activities for people with physical disabilities (every other Wednesday, 10am–12pm)
- Sure Start Toddler Group (Wednesday, 1.15pm–2.45pm)
- Sure Start Drop-in and Toy Library (Thursday, 9am–1pm)
- Welfare Advice (Thursday, 9am–1pm)
- Boxercise Class (Thursday 7pm–8pm)
- Citizens' Advice (Friday, 10am–12.30pm and 1pm–4pm)
- Sea Cadets (Friday, 6pm–7.30pm)
- Brownies (Friday, 6pm– 7.30pm)
- Heart Support Group (1<sup>st</sup> and 3<sup>rd</sup> Mondays of each month, 10.30am–11.30am)
- Community Library – Swap and Share (every day in the café)

The centre also hosts councillors' surgeries and police surgeries from 6pm–7pm of each month.

Evening classes and activities run throughout the year and are provided by various services, e.g. literacy and numeracy; and private individuals who hire the centre for Pilates.

The cost of staffing the centre means it isn't open as much as Carol would like.

### Current Staff/Volunteers

- Centre manager – funded by the council – Carol Brown
- Assistant manager – funded by the council – Ania Nowak (Polish)
- Sure Start team – part-time activities coordinator – funded by the council
- Admin assistant – volunteer role
- Volunteer coordinator – volunteer role
- Variety of volunteers from local groups
- Two volunteer cleaners
- Variety of people who hire rooms to run classes for profit

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## Presentation 2: Mark Ockwood, Service Manager of Castleview Adult Community Services, based at the Town Hall

I have been the service manager for Community Services for five years. Before that I was a social worker and team manager. I have lived in Castleview all my life, apart from the three years I spent at university in Bristol. I am married to Jen, who is a primary school teacher. We have two young children, Toby (aged five) and Libby (aged three).

We live in a three-bedroomed house on a recently built housing estate. Most of our neighbours are professional people like Jen and I. Our house backs onto the park and football pitch, which is a council estate along the far edge. This didn't bother us at first, although recent changes in behaviour in the park have put our family off using it. Some of our neighbours are upset they are by the influx of immigrants and have asked me what the council can do. My wife is also unhappy with the situation as she feels our children are suffering from neglect.

I feel under pressure at work too – my budget has been cut every year for the last five years and the demands on community services have steadily risen. I am being put under further pressure by some members of the council, who are keen to use improvements in community services as a campaigning campaign for votes in the forthcoming election.

I have a good relationship with Carol Brown the community centre manager. We meet regularly to discuss and plan services.

I have to make sure that all the community services comply with the Equality Act, equality duty, codes of practice, council policy and procedures, as well as the Local Authority Strategy. A key extract from this strategy is included below.

**Equality of access** is vital for the successful delivery of Health and Social Care. The Local Authority Engagement Strategy aims to:

- Reduce inequalities, **discrimination** and levels of deprivation by tackling **stereotyping** of certain community groups
- **Empower** individuals to help themselves by getting involved with the community, communication, support and education
- Encourage and nurture a sense of belonging, pride and increased **self-esteem** in the community
- Increase safety and respect for individuals and communities

### What is the public sector equality duty?

The **public sector equality duty** came into force across Great Britain on 5<sup>th</sup> April 2011. All public bodies have to consider all individuals when carrying out their day-to-day business, policy, in delivering services and in relation to their own employees.

It also requires that public bodies:

- have due regard to the need to eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their functions

### Who the equality duty applies to

The equality duty applies across Great Britain to the public bodies **listed in the Act** and to any other organisation when it is carrying out a public function.

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## Case Study 1: Jim and Sheila

I have lived on the council estate since 1955. My wife, Sheila, and I raised three children. I was a car mechanic and then a bed semi. She worked part-time as a shop assistant and then a fitter in a local food-processing factory. It was very different then, much smaller and everyone knew everyone else. There was a real pride in their homes and gardens. Now, lots of houses are in poor condition and have gone to weeds. No one seems to care anymore.

It was very different then, much smaller and everyone knew everyone else. There was a real pride in their homes and gardens. Now, lots of houses are in poor condition and have gone to weeds. No one seems to care anymore.

There is a shopping precinct, but I don't like going there because of the noise and foreigners hanging around. I do like going to the community centre three times a week. My favourite activity is the over 60s lunch club. I go to the heart clinic twice a month and the armchair aerobics class. I go to a café once a week to change my library books and have a chat with the staff.

I don't get around so well anymore and I've had a heart attack. I talk to the word with the nurse at the clinic on Tuesdays if I'm worried.

Sheila has dementia; she went to live in a home a few miles away for care for her properly anymore. I go to see her once a week on a Sunday, but she doesn't really know who I am anymore. It's sad for me down.

I've met some interesting people at the community centre over the years. I've met people from all over the world and local people I'd lost contact with. I miss my grown-up children and grandchildren having fun – I miss my grown-up children and grandchildren.

I wish it was easier to get to the community centre; I have to walk then it is a long walk to the centre from the bus station in town. I can't afford to treat myself very often now. I need to save my money for Sheila.

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## Case Study 2: Mike Wilkins, Local Councillor

Mike has been an elected member of the county council for two years. The council offices are in Castlevue, the county town, which happens to be the largest in the county. He is not a member of any political party and so is an independent councillor. He is a young councillor as he is 29; most of his fellow councillors are much older and do not always approve of Mike's actions.

Mike is white and did not grow up in Castlevue. He is not married and has no children. He went to a mostly white, private day school and has never lived in a multicultural environment. His link to the town is his grandparents, who still live in Castlevue in a large house on the seafront. They are finding it hard to manage the house and cope with the cold winter winds as they are both in their 80s.

Mike is keen to build a political career and has good relations. He has visited Castlevue Community Centre in the past, but only for a photo opportunity when their new computer facility was opened.

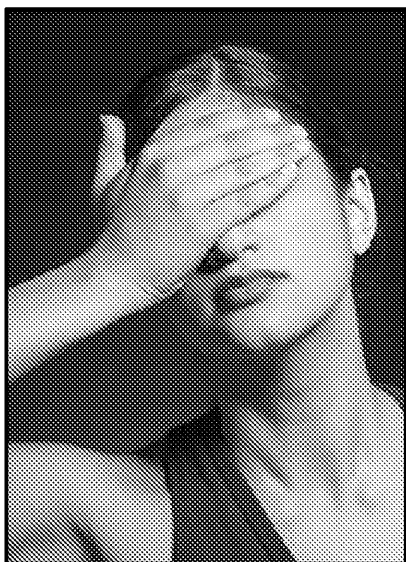
He won his seat with a clear majority. The area he represents consists of elderly residents who own properties in the oldest and wealthiest part of the town. The area includes a large estate of modern housing for the elderly, owned by a housing association. They have strict criteria as to who can live in the area.

One of his election promises was to improve community services for the elderly. Another was to address the strain on services which has resulted from a high number of newcomers to the town. As the next election approaches, he is keen to get involved in the centre's activities and improve the town.

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### Case Study 3: Yasmin Po

Yasmin is 22; she is a sensory disa  
close friends and doesn't use the o  
into town. She is scared of being a  
not confident enough to use public

She is sight and hearing impaired a  
and hearing aid help, she struggles  
strangers or find her way around n

Yasmin doesn't like to use her hearing aid when she is out as  
about it. She thinks that she will attract negative attention if p

Yasmin used to go to the college in a nearby town to study ar  
younger students on the bus and so she gave her course up. S  
and drawing at home. Her flat overlooks the sea and she has  
dreams of being famous and exhibiting her art for sale, but ha  
work.

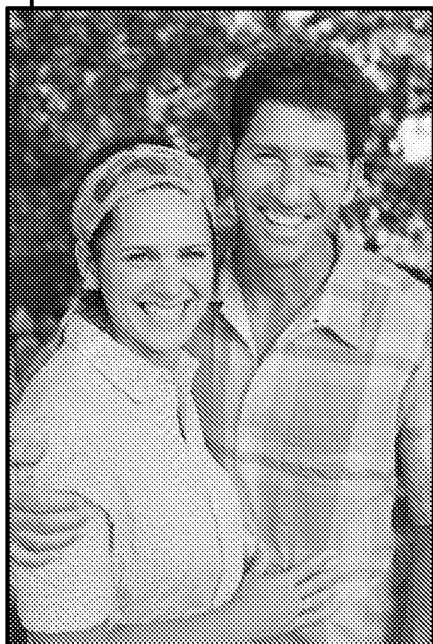
A few years ago, Yasmin had a boyfriend that she adored; how  
impairments worsened and became more obvious, he ended t  
afterwards moved away. This meant she lost touch with the fi  
through him and her social life disappeared. She has heard si  
children. Yasmin would love to have children, but she feels th  
her.

The only contact Yasmin has with other people is either throu  
has many friends on social networking sites, or as a volunteer  
She feels safe there as she knows everybody and she is never  
She would like to work, but did not gain many qualifications a  
support was limited and not regular. Bouts of illness also mea  
lessons.

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## Case Study 4: Klaudia and Dawid



Klaudia Kaminski is a Polish-born, expecting a baby. She moved to B with her husband, Dawid Kaminski.

Klaudia doesn't speak English very well at the local college, but funding was not enough to afford the class fees. Dawid speaks Polish and mixes with more English-speaking people.

He works at one of the local canneries with many other immigrants. Klaudia works at a shop that caters for Polish and other immigrant communities.

Their relationship has deteriorated over the last six months since she became pregnant. He is drinking after work with friends, two or three times a weekend. They are short of money and when Klaudia has tried to talk to him about his drinking, he has become aggressive and violent; neighbours complain as they could hear him shouting and smashing furniture.

The couple have been given two months' notice to leave their current accommodation before the expected birth. Klaudia has looked for new accommodation but cannot find a bigger flat or house, particularly as she will have to give up work and their income will reduce.

Her family want her to return home as they have never liked her being away from time with their first grandchild. Klaudia is quite keen to return home but has not heard of it as there is little chance he will get well-paid work there.

Although Dawid has lots of friends who he has met through work, after work, Klaudia is shy and has only formed relationships with people she works with. Although she gets on well with her colleagues and friends, when socialised after work, Klaudia has no one to confide in.

She is becoming more withdrawn as she worries about what the future holds. She doesn't know where to turn for help and advice.

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## Case Study 5: Obi Ezinwa

Obi Ezinwa fled Nigeria in Africa two years ago because homosexuality is illegal there. He is a 22-year-old gay man, who received threats on his life after rumours concerning his sexuality began circulating around his community. A family member smuggled him out of his village to a nearby town, where he sold his few belongings for a place in a truck that would eventually lead him to Europe. After a gruelling three months and a combination of walking, hiding in lorries and trains, he finally arrived in the UK after being hidden in a van in France and travelling on a ferry to Dover.

Obi has lived in Castleview for six months, in a supported home. He has a bedsit and shares kitchen and bathroom facilities with other residents. He works as a cleaner and has to do some of the hardest work as they are asylum seekers and are not allowed to work.

The community of Castleview generally do not want the hosts. They resent the people who live there; they see them as scroungers.

Obi, along with most of the people who live in the hostel, spends his free time walking around the town centre and chatting on the streets. He does not mix with the other residents as some of them disapprove of homosexuality and are afraid of AIDS. He is waiting for news from the Home Office which he hopes will give him the 'right to remain' in Britain. This would mean that he could get a permanent accommodation.

The other residents of the hostel tend to spend what money they have on alcohol, which they drink in the town centre park, as they are not allowed to drink in the hostel. This activity annoys locals and visitors. The park has become a place where people are afraid of confrontation and violence. Obi used to join his friends in the park, but after being beaten up by a gang of men from another culture, due to his sexuality, he rarely visits the park.

In Nigeria, Obi was an artist, who made a living selling traditional musical instruments to a fair-trade organisation. Although he wasn't very successful, he was comfortable and well regarded by his community until the rumours about his sexuality began to spread.

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## Activities Based on the Castleview Scenario and

For these activities, you will need the case studies and presentations from the scenario. The specific materials required for each activity are clearly displayed in the resources list.

This pack contains a variety of student-centred activities, discussions, role plays and exercises based on health and social care settings. They are designed to enhance their knowledge and prepare them for the examination.

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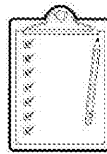
## Learning Aim A: Understand the Importance of Non-Discrimination in Health and Social Care

### Activity A1



#### Topics covered:

Topic A1: Discrimination and non-discriminatory practice  
Topic A2: Impact of discrimination and non-discriminatory practice



#### You will need to:

- ☒ The glossary provided
- ☒ The scenario about Castleview
- ☒ The case study about Klaudia
- ☒ Presentation 1

### Activity A1

It is important that you understand these key terms about discrimination by the end of this activity and other activities.

1. Read the scenario about Castleview and then Presentation 1 about Castleview.
2. Read the definitions in the glossary overleaf and decide which definitions you think are correct. You can either cut out the definition to stick into the table on the next page or write it down in the table provided.
3. Give an example of each term to show that you understand what it means. You can use the scenario about Castleview and the community centre to help you with ideas.

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## Glossary Definitions

Written guidelines by a professional body, such as the General Social Care Council, that all workers must keep to all ethical standards and meet legal requirements. They tell workers what is acceptable and unacceptable.
A range of people whose needs are based on their different cultural, health and social backgrounds. Workers should be aware of and respecting the differences within and between these groups.
A common, fixed and oversimplified view of a person or group of people. An assumption or stereotype can be used to label or classify someone, e.g. a racial or religious stereotype.
Treating people unfairly. In particular, because of their age, religion, beliefs or disability. (These are all covered by UK Equality Act 2010)
To do, to work at a profession, to apply ideas, theories and beliefs.
The negative impact/effect on individuals or groups, when either access to services or resources is not equal.
Working with people to make sure that they have the skills and knowledge to do a job and reach their full potential.
The process of taking a legal action through court, to prove or disprove a claim.
Replaced many anti-discrimination laws with a single Act. It simplified the laws on things such as race, sex, age, disability and religion. It made it much easier for people to understand and comply with the law. It helps tackle discrimination.
A human need that is essential for development and continued health. How we are perceived by others and the value someone has. The way a person thinks or feels about themselves, with or without the influence of others.
An opinion or idea based on no real knowledge or experience of the truth. A prejudice can lead to discrimination and hatred of another group of people.
The opportunity to access and participate in services in a way that is appropriate to the individual.
The effect of one thing on another. Can be positive or negative.
The process through which an employee, company or organisation can be removed from a list of approved service providers. The removal of a right to practise, often because of a breach of professional standards.

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Key Term	Definition
Diversity	
Discrimination	
Practise	
Impact	
Empowerment	
Effect of discriminatory practice	
Self-esteem	
Prejudice	
Stereotyping, labelling	
Equality of access	
Equality Act 2010	
Codes of practice	
Litigation	
Deregistration	

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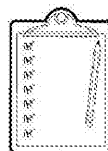


## Activity A2



### Topics covered:

Topic A1: Discrimination and non-discriminatory practice  
Topic A2: Impact of discrimination and non-discriminatory practice



### You will need:

- ☒ The gap-fill exercise
- ☒ Presentation 2

### Activity A2

- Read the Castleview scenario and Presentation 2 by Mark Ockwood, the Town Hall Manager, based at the Town Hall.
- Complete the gap-fill exercise below.

Towns such as Castleview have a high level of \_\_\_\_\_ from different countries, with a range of cultures and religions, live there. \_\_\_\_\_ communities experience \_\_\_\_\_ because local people benefit from the \_\_\_\_\_ advantage of Britain's welfare systems.

People are living longer, which means there are more elderly people with health problems than ever before. This is having a negative \_\_\_\_\_ on the health services struggle to meet demand.

Unemployment among the poorest people in the community is growing. \_\_\_\_\_ is vital for the successful delivery of health and social care. \_\_\_\_\_ requires it, as does the council's community services.

The strategy has statements about how it aims to:

- reduce inequalities, \_\_\_\_\_ and levels of deprivation \_\_\_\_\_ and \_\_\_\_\_ of certain communities
- \_\_\_\_\_ individuals to help themselves, by getting involved in the community, through communication, support and education
- encourage and nurture a sense of belonging, pride and increased \_\_\_\_\_ throughout the community
- increase safety and respect for individuals and communities

Castleview Community Centre also meets requirements of professional \_\_\_\_\_ help make sure that all staff carry out their roles in an appropriate way. They must not be breaking the law or suffer from \_\_\_\_\_.

prejudice	Equality Act 2010	diversity
stereotyping, labelling	codes of practice	discrimination
equality of access	litigation	impact

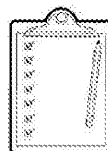
## Activity A3



### Topics covered:

Topic A1: Discrimination and non-discriminatory practice

Topic A2: Impact of discrimination and non-discriminatory practice



### You will need:

☒ Presentation 1

### Activity A3 (Individual Work)

1. Read the scenario about Castlevew and then Presentation 1 about Castlevew.
2. a) Sort the list of phrases into descriptions of discriminatory and non-discriminatory practice that take place at the community centre.
  - Staff can access translation services by phone to help with queries.
  - The welfare advice clinic is open during day-time hours.
  - All signs and notices are in English.
  - Activities are open to anyone in the community.
  - Teenagers are not allowed in the café unless they are with a parent.
  - The centre manager meets with representatives from all local businesses.
  - The centre is accessible.
  - One of the cleaners has openly racist views.
  - The assistant manager speaks Polish.
  - Staff are all trained in equality and diversity.
  - The accessible toilet is broken.
  - The local councillor will only meet with immigrants if he has a letter of recommendation.

Discriminatory practice	Non-discriminatory practice

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- b) For each example of discriminatory practice, describe who is being discriminated against and how it could impact on them.

Discriminatory practice	Who is being discriminated against	

- c) For each example of non-discriminatory practice, either:
- describe any actions that could be taken to improve
  - identify any problems that may occur despite the practice

Non-discriminatory practice	Potential improvements/changes	

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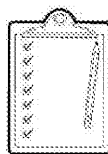
## Activity A4



### Topics covered:

Topic A1: Discriminatory and non-discriminatory practice in health and social care

Topic A2: Following legislation and codes of practice



### You will need

☒ Case Studies

### Activity A4 (Individual Work)

1. Read the case studies one at a time and make notes on how each character experiences discrimination in health and social care. Use the table below to record your findings.

<b>Jim and Sheila Bidworth</b>
<b>Yasmin Poole</b>
<b>Klaudia and Dawid Kaminski</b>
<b>Obi Ezinwa</b>

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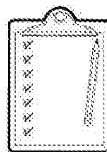


## Activity A5



### Topics covered:

Topic A1 a and c: Non-discriminatory practice in health and social care  
Topic A2: Impact of non-discriminatory practice



### You will need:

- ☒ Case Study 1
- ☒ Presentation 1

### Activity A5 (Group Work)

1. Read Case Study 1 and Presentation 1.

2. Read this scenario:

*Mike Wilkins has arranged to meet with Carol Brown in two days' time. He wants to meet her and is wondering how she can take advantage of his visit to the accessible toilet in the community centre mended as soon as possible and discuss their time about it. She is hoping to get much more than that out of the meeting and the strategy.*

3. In groups of four, discuss the scenario and agree:

- a. What Mike would like to discuss with Carol and why.
- b. How Carol can take advantage of the meeting to speed up the process and get Mike to help her improve services. (You could refer to Mike for ideas that link to the strategy.)

4. Make notes on your discussion and what you agree.

5. In pairs, create an agenda (a list of things to talk about) for either Mike's meeting.

6. You are now going to pretend to have the meeting between Mike and Carol and how you agreed to work together to improve accessibility to health services.

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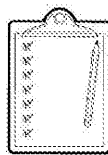
## Activity A6



### Topics covered:

Topic A2: Workplace practice and requirements

Topic A2: Importance of meeting legislation



### You will need:

- ☒ The Case Study
- ☒ Presentation 2
- ☒ Access to the public sector equality duty

### Activity A6 (Individual Work)

1. Read Scenario 1 and Presentation 2 by Mark Ockwood, the service manager.
2. Investigate the public sector equality duty and make notes on the key elements.
3. Consider how this legislation impacts on Mark in his current job role, his strategies, services and budgets. Make notes.
4. Write 500–1000 words describing what you have discovered in Tasks 2 and 3.

#### NOTES

Key elements of the public sector equality duty

How the legislation impacts on Mark

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## Activity A7



### Topics covered:

Topic A2: Meeting legal and workplace requirements

Topic A2: How legislation and codes of practice support non-discriminatory practice



### You will need:

- ☒ To be able to research and social media
- ☒ Poster-making

### Activity A7 (Group Work)

In small groups, create a poster that shows how local services meet the requirements of the Equality Act 2010 and National Codes of Practice, e.g. General and Social Care Council.

1. Do some research into services in your area – you could use the Internet, brochures or leaflets produced by services or your local council officers (ask them to talk to the class about their accessibility strategies and actions?)
2. Research legislation and codes of practice.
3. Create your poster. You can create it in any format that conveys the information – a map, a table or a cloud picture. You could illustrate it with drawings and photos of brochures/leaflets.

Display your group's poster with the others from your class. Make notes on other groups. See if you can find any other examples of non-discriminatory practice. (Take photos of all the posters to use for revision.)

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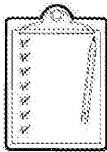


# Activity A8



## Topics covered:

Topic A1: Discriminatory and non-discriminatory practice in health and social care  
Topic A1: Prejudice, stereotyping and labelling



## You will need:

☒ Case Studies

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## Activity A8 (Individual and Pair Work)

1. Carry out research and write definitions of prejudice, stereotyping and discrimination.
2. Read Case Studies 4 and 5 about the Kaminskis and Obi Ezinwa.
3. Identify examples of what and how they may have experienced prejudice and discrimination while living in Castlevue and add them to the table below. You may assume Klaudia is living on benefits or that Obi has AIDS.
4. Share your work with another student and add any other examples to the table.

Klaudia and Dawid Kaminski	

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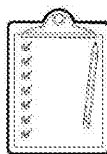


## Activity A9



### Topics covered:

Topic A1: Discriminatory and non-discriminatory practice in health and social care – prejudice, stereotyping and labelling



### You will need:

- ☒ Definitions
- ☒ Responses

### Activity A9

- Which of the following terms/words are discriminatory, a stereotype, ignorance towards people?
- Which of the following are appropriate ways to describe people?
- Discuss your answers and why you decided on the appropriateness of

Word/term	Appropriate?	Word/term	Appropriate?	
Disabled person		Nigger		
Nutter		Blind		
Gay		People with learning difficulties		
Person with sight impairment		Cripple		
Scrounger		Bi		
Retarded		Capable		
Elderly person		Mental health problems		
Wheelchair user		Residential services		
Pensioner		Handicapped		
Bender		Service user		

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## Activity A10



### Topics covered:

Topics A1 and A2: Discrimination, stereotyping, effects of discrimination, non-discriminatory practice

### Activity A10

#### Impact of Discriminatory and Non-Discriminatory Practice in Health and Social Care

Answer the multiple-choice questions.

1. The most significant barrier that disabled people face is:
  - a. the physical environment.....
  - b. procedures which don't take account of their needs.....
  - c. people's attitudes .....
  - d. not knowing about services.....
2. Which of the following statements is most accurate? People with mental health problems:
  - a. have the same rights and responsibilities as everyone else.....
  - b. have every reason to be aggressive .....
  - c. aren't responsible for their attitudes and behaviour .....
  - d. need to take medication for the rest of their lives .....
3. Automatic opening doors are there:
  - a. to benefit wheelchair users.....
  - b. to make it easier to get out in a fire.....
  - c. to make it easier for everyone to get in and out .....
  - d. because it is the law .....
4. Working with people to make sure that they have the skills and knowledge to live independently and reach their full potential means:
  - a. teaching.....
  - b. empowerment .....
  - c. coaching.....
  - d. caring .....
5. If all signs and notices are in English, this discriminates against:
  - a. people who can't read.....
  - b. non-English speakers.....
  - c. people who can't see well.....
  - d. all of the above .....
6. Which of the following statements is most accurate?
  - a. people with mental health problems are usually looked after in residential care.....
  - b. most disabled people are born with their disability.....
  - c. over 90% of disabled people live in their own homes .....
  - d. people with learning difficulties can't live on their own.....

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7. A receptionist in a family centre is trying to help a customer who is speaking a language she doesn't understand. The best way for her to help is:
  - a. to see if anyone else in the centre speaks her language .....
  - b. speak slowly and clearly, using simple language .....
  - c. use the telephone translator service .....
  - d. ring her manager and ask what to do.....
  
8. All staff and volunteers that work in the care sector should know about safeguarding and how it applies to their job role. The best way to ensure that they know is:
  - a. to make sure that training is given at induction and updated regularly .....
  - b. to get them to read the policy and let them learn on the job .....
  - c. to supervise them and give them constructive feedback.....
  - d. a combination of all of the above.....
  
9. If a worker at a community centre is busy, it is okay to:
  - a. spend less time with an elderly person with dementia .....
  - b. leave non-essential paperwork until the centre is quiet .....
  - c. give someone who is making a query a leaflet instead of talking to them .....
  - d. ask a trainee to deal with someone who wants to make a complaint .....
  
10. A company called Caring Hands, that is contracted by Social Services to provide care for Mrs Jones out of bed on Monday morning. On Tuesday, they send a carer who has made a previous day's error, is rushed and rough with Mrs Jones. She complains to Social Services. This is not the first time they have had complaints about the company. The best way to deal with this is:
  - a. Caring Hands is deregulated .....
  - b. Mrs Jones gets an apology .....
  - c. the rude and rough carer is sacked.....
  - d. Social Services review the contract and ask Caring Hands to take a break .....

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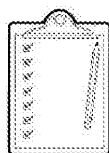


## Activity A11



### Topics covered:

**Topic A2:** Equality Act (2010) (key concepts)



### You will need:

- ☒ Resource: Equality Act 2010

### Activity A11 (Individual/Pair Work)

Carry out research into the Equality Act 2010 and answer the following questions.

1. How many characteristics are protected by the Equality Act 2010?
  - a. 6 .....
  - b. 8 .....
  - c. 7 .....
  - d. 9 .....
2. Which of the following groups are likely to be covered by the characteristics of the Equality Act?
  - a. women who are pregnant .....
  - b. people with cancer .....
  - c. alcoholics .....
  - d. people with learning difficulties .....
3. In order to be covered by the Equality Act, a person's disability or health condition must last for a period of more than:
  - a. 6 to 12 months .....
  - b. long term.....
  - c. 12 months or more .....
  - d. 2 years or more.....
4. Which of the following are not covered by the Equality Act 2010?
  - a. trains .....
  - b. buses.....
  - c. private cars .....
  - d. airplanes .....
5. The Equality Act requires public sector authorities to do certain things which are required?
  - a. provide people with the same services.....
  - b. remove or minimise disadvantages.....
  - c. tackle prejudice.....
  - d. promote understanding.....
6. Which of the following terms is NOT used to define race in the Equality Act?
  - a. colour .....
  - b. culture.....
  - c. nationality.....
  - d. ethnic origins.....

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7. Name the characteristics that are protected under the Equality Act 2010

.....

.....

.....

.....

.....

.....

8. Name three pieces of legislation that the Equality Act replaced.

1. ....
2. ....
3. ....

9. According to the Equality Act 2010, what does sexual orientation mean?

.....

.....

.....

.....

10. How does the Equality Act define harassment?

.....

.....

.....

.....

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## Learning Aim B: Explore How Health and Social Care Promotes Equality and Diversity

### Activity B1



#### Topics covered:

Topic B1: Factors that may affect the care needs of individuals  
Topic B2: How adapting services promotes equality and diversity



#### You will need:

- ☒ Scenario about Castleview, then Presentation 1
- ☒ Case Study
- ☒ Presentation 1

### Activity B1 (Individual Work)

1. Read the scenario about Castleview and then Presentation 1 about Castleview.
2. a) Sort the list of phrases into descriptions of discriminatory and non-discriminatory practice that take place at the community centre, by writing each number in the box.
  1. Staff can access translation services by phone to help with queries.
  2. The welfare advice clinic is open during day-time hours.
  3. All signs and notices are in English.
  4. Activities are open to anyone in the community.
  5. Teenagers are not allowed in the café unless they are with a parent.
  6. The centre manager meets with representatives from all local businesses.
  7. The centre is accessible.
  8. One of the cleaners has openly racist views.
  9. The assistant manager speaks Polish.
  10. Staff are all trained in equality and diversity.
  11. The accessible toilet is broken.
  12. The local councillor will only meet with immigrants if he has a letter of recommendation.
- b) For each example of non-discriminatory practice:
  - describe potential adaptations/changes that could be made to the service/situation, so it promotes equality and diversity more effectively
  - identify how the adaptations/changes promote equality and diversity

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Phrase number	Non-discriminatory practice?		Potential adaptations to improve
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	
	Y <input type="checkbox"/>	N <input type="checkbox"/>	

## Activity B2



### Topics covered:

Topic B1: Protected characteristics  
Topic B1: Needs and factors that may affect care needs  
Topic B2: Adapting care to meet diverse needs  
Topic B2: Benefits of adaptations



### You will need:

- ☒ To be able to research and social media
- ☒ Poster-making

### Activity B2 (Group Work)

1. In small groups, create a poster that illustrates examples of local services:
  - how they promote equality and diversity for all the protected characteristics
  - the benefits to service users that these services give

Do some research into services in your area – you could use the Internet, brochures or leaflets produced by services or your local council offices or talk to the class about their accessibility strategies and actions?

2. You can create the poster in any format that conveys the answers – it could be a drawing, a photograph or a cloud picture. You could illustrate it with drawings and/or pictures.
3. Display your group's poster with the others from your class. Make notes on the other groups. See if you can find any ways to make services accessible that you haven't found out about. (You could take photos of all the posters to use for reference.)

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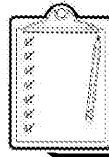


## Activity B3



### Topics covered:

Topic B1: Protected characteristics  
Topic B1: Factors that may affect care needs  
Topic B2: Adapting care to meet diverse needs  
Topic B2: Benefits to service users



### You will need:

- ☒ Case Studies
- ☒ Presentation

### Activity B3 (Individual Work)

1. Read the case studies one at a time and identify which services the care each character could benefit from. Think about how each person's personal circumstances affect their care needs, e.g. pregnancy.
2. Identify how these services meet their equality and diversity needs.
3. Use the table below to record your ideas.

**Jim Bidworth**

**Yasmin Poole**

**Klaudia and Dawid Kaminski**

**Obi Ezinwa**

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## Activity B4



### Topics covered:

Topic B1: Protected characteristics  
Topic B1: Factors that may affect care needs  
Topic B2: Adapting care to meet diverse needs  
Topic B2: Benefits to service users



### You will need:

- ☒ Case Studies
- ☒ Presentation

### Activity B4 (Individual Work)

Pick two of the characters from the case studies to focus your answer on. In this example, we have chosen Carol Brown. Identify how Carol could help the characters you have chosen to receive health and social care services. Think about each case study's individual service user needs, e.g. sexuality, religion. Make lists of your ideas in the space below.

Carol Brown

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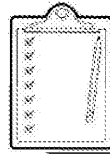


## Activity B5



### Topics covered:

Topic B1: Protected characteristics  
Topic B2: Adapting care to meet diverse needs  
Topic B1: Needs and factors that may affect care needs



### You will need:

- ☒ Case Studies
- ☒ Presentation

### Activity B5 (Pair Work)

#### Scenario

Carol has decided that it would be a good idea to hold an open day at the centre to show what they do and try to attract new people to the centre. She hopes to find members of the community to live a happy and fulfilled life.

She has already spoken to everyone who works and volunteers at the centre about the great idea and three people have volunteered to work with Carol and plan the event.

#### Task

You have volunteered to help Carol plan the open day. Read Presentation 1 and identify the volunteers that are already at the centre. Look at the activities already offered and the characters you have read about in the case studies and decide which factors might affect them, e.g. pregnancy, religion.

1. Make notes on the following:
  - what activities and stalls would attract a diverse range of people to the event
  - who would need to be involved
  - who could help you advertise the event to the diverse community
  - what issues you might need to think about to make sure that everyone can attend the event
  - how to make it accessible
  - what problems you might have
2. Create a plan of the key things you need to do and who you need to help you.
3. Create a poster or flyer to advertise the event.

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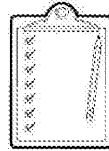


## Activity B6



### Topics covered:

Topic B1: Protected characteristics  
 Topic B1: Factors that may affect care needs  
 Topic B2: Adapting care to meet diverse needs  
 Topic B2: Benefits to service users



### You will need:

- ☒ Case Studies
- ☒ Presentation

### Activity B6 (Group Discussion and Poster)

1. In pairs or small groups, take one of the 'problem cards' provided and discuss how that problem might affect the people in the case studies. (Remember to be an issue for all the case study people.)
2. Also, discuss and make notes on what could be done by Mark, Carol or the centre to help overcome the problem.
3. Create a poster to illustrate your notes on one or two problems.

The accessible toilet at the centre is broken	A group of alcoholics have been using the bus shelter outside the centre
The equipment in the children's outdoor play area is worn and looks shabby	Carol has received a letter from the Polish community saying they don't welcome at the centre
Anti-immigrant graffiti has been sprayed on the community centre wall	Bus fares have increased

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## Activity B7



### Topics covered:

Topic B1: Protected characteristics  
Topic B2: Adapting services to meet diverse needs



### You will need:

- ☒ Knowledge and understanding of the Equality Act 2010

### Activity B7 (Individual Work)

- Investigate the protected characteristics described in the Equality Act 2010.
- Complete the table below, identifying the protected characteristics mentioned in each event.

Event	Protected characteristics
The only way to access a doctor's surgery is using steps	
Only married people are allowed to rent flats in a specific building	
A rural village has no public transport and no health care services	
Same-sex wards in a hospital	
An advert for volunteers states that they must be under 30 years of age	
A BNP councillor is elected locally	
Classes for people who don't speak English as a first language are stopped	
A local pub will not allow animals in the pub without advance notice, because of potential allergies to animals	
The playground in the park is locked up at 7pm	
A free telephone service that gives advice and support on sex and sexuality has stopped	
The antenatal clinic doesn't allow pregnant mothers to bring toddlers to appointments there	
There is no prayer room at the community centre or local hospital	

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## Topic B2: Adapt services to meet diverse needs

## Topic B2: Benefits to service users



- ☒ Knowledge
- ☐ Equality
- ☒ To be a
- ☐ a coun
- ☒ Present
- ☒ Case St

1. Research the role of Mike Wilkins, the local councillor, and find out:
  - what responsibilities town councils and councillors have in relation to social care services that promote equality and diversity
  - the actions that Mike and the council could take to improve and address the issues in order to promote equality and diversity
2. Individually summarise your learning into bullet points, a mind map, or a poster, expressing your knowledge.
3. Create a group poster or presentation to illustrate the councillor's responsibilities and the actions he could take to benefit service users. Share this with the class.

- ✎ [http://www.local.gov.uk/c/document\\_library/get\\_file?uuid=c26abbde-e57b-4fb6ce9f90e89&groupId=10171](http://www.local.gov.uk/c/document_library/get_file?uuid=c26abbde-e57b-4fb6ce9f90e89&groupId=10171)
- ✎ [http://www.local.gov.uk/c/document\\_library/get\\_file?uuid=dda9e0b0-7846-4791aff4bf4b&groupId=10171](http://www.local.gov.uk/c/document_library/get_file?uuid=dda9e0b0-7846-4791aff4bf4b&groupId=10171)
- ✎ <https://www.gov.uk/understand-how-your-council-works/types-of-council>
- ✎ [http://www.local.gov.uk/web/guest/equality-frameworks/-/journal\\_content/5TEMPLATE](http://www.local.gov.uk/web/guest/equality-frameworks/-/journal_content/5TEMPLATE)
- ✎ [http://www.local.gov.uk/c/document\\_library/get\\_file?uuid=4477f9ae-e3cb-42c8df58f83f5&groupId=10171](http://www.local.gov.uk/c/document_library/get_file?uuid=4477f9ae-e3cb-42c8df58f83f5&groupId=10171)

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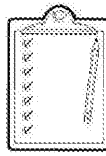


## Activity B9



### Topics covered:

Topic B1: Factors that may affect care needs  
Topic B2: Benefits to service users



### You will need:

☒ Two case studies

### Activity B9 (Group Work)

1. Pick two case studies from 1, 3, 4 and 5.
2. On a map of your local area, indicate the facilities and services available to people. Think about how their care needs may be affected, e.g. by pregnancy.
3. Identify any services each individual may need or benefit from, now or in the future.
4. Include the following: schools, hospitals, doctors, residential services, care homes, day centres, community centres, social services, family centres.

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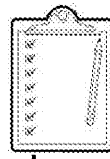


## Activity B10



### Topics covered:

Topic B1: Promote equality and diversity  
Topic B2: Adapt services to meet diverse needs  
Topic B2: Benefits to service users



### You will need:

- ☒ Knowledge of the UK
- ☒ To be aware of the needs of service users

### Activity B10 (Pair Work)

- Research and find out which religions are most common in England and Wales. You could use the 2011 Census, the British Social Attitudes Survey, or other reliable sources.
  - For each of the main religions, find out what factors may affect their care needs.
  - Identify which service providers and staff need to be aware of them.
  - Present this information as a guide that could be used to train new staff.
- You could use the table below to record your notes.

Religion	Factors that may affect care

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## Answers

### Activity A1

Key Term	Definition	
Diversity	A range of people whose needs are based on their different cultural, health and social needs. Being aware of and respecting the differences within and between these groups of people.	The residents of cultures including African and Asian such as Christians. A high number of people and a high number of families.
Discrimination	Treating people unfairly. In particular, because of their age, religion, beliefs, ethnicity, gender, sexuality or disability. (These are all covered by UK Equality Act 2010.)	The accessible to the centre. Free classes for immigrants stopped although level English courses. Public transport in areas of the town for people with mobility issues.
Practise	To do, to work at a profession, to apply ideas, theories and beliefs to a role	Carol Brown, Centre staff and Mark Ockwood, etc.
Impact	The effect of one thing on another. Can be positive or negative.	The broken access cannot use the car. Although the host has a positive impact on the community, it has a negative impact on the environment by putting a strain on the resources.
Empowerment	Working with people to make sure that they have the skills and knowledge to do things independently and reach their full potential.	Helping Klaudia. Advising elderly on adaptations that they need, like jelly mats that stop them from falling. tin openers. Supporting Obi to be independent again so he can 'remain' is confirmed.
Effect of discriminatory practice	The negative impact/effect on individuals or groups, when either access to or delivery of services is <b>not</b> equal.	The broken access cannot use the car. The hostel for asylum seekers has a negative impact on its residents, creating a strain on existing resources and creating resentment.
Self-esteem	A human need that is essential for development and continued health. How much self-worth or sense of value someone has. The way a person thinks or feels about themselves, which guides their behaviour.	Obi and Klaudia's recent life experience and unable to help feel useless; they are residents and the community to help.

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Key Term	Definition	
Prejudice	An opinion or idea based on no real knowledge or experience of the truth. Can lead to suspicion or hatred of another group of people.	Obi was beaten and alleged HIV. Local British residents they believe the illegally.
Stereotyping, labelling	A common, fixed and oversimplified view of a person or group of people. A generalisation. To describe or classify someone, e.g. a racial or religious stereotype.	Obi is gay and AIDS. Polish workers h residents. All social housing pregnant teenage
Equality of access	The opportunity to access and participate in services in a way that is fair and inclusive.	Fixing the access ensure that every services, facilities. Making all public mean that every community activ
Equality Act 2010	Replaced many anti-discrimination laws with a single Act. It simplified the laws on things such as sex and religious discrimination. This made it much easier for people to understand and comply with the law. It helps tackle discrimination and inequality.	The new Act me provide an equal strategy separate (gender, sexuality religion); they can them all. This sa used for service for people in the rights.
Codes of practice	Written guidelines by a professional body, such as the General Social Care Council. They help practitioners keep to all ethical standards and meet legal requirements. They tell workers how to behave.	Code of Practice Code of Practice Code of Practice
Litigation	The process of taking a legal action through court, to prove or disprove an accusation.	The community accused of discrim are not accessibl
Deregistration	The process through which an employee, company or organisation can be removed from a register of approved service providers. The removal of a right to practise, often because of a disciplinary issue.	The fitness comp exercise classes a because one of its racist comments

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## Activity A2

Towns such as Castlevew have a high level of **diversity**. A growing variety of people with a range of cultures and religions, live there. Some of the immigrant community because local people believe that they are taking advantage of Britain's welfare system.

People are living longer, which means there are more elderly people with a range of problems than ever before. This is having a negative **impact** on services as they strain the system.

Unemployment among the poorest people in the community is growing.

**Equality of access** is vital for the successful delivery of health and social care services. It requires it, as does the Council's community services strategy.

The strategy has statements about how it aims to:

- reduce inequalities, **discrimination** and levels of deprivation by tackling the needs of certain community groups
- **empower** individuals to help themselves by getting involved with their community support and education
- encourage and nurture a sense of belonging, pride and increased **self-esteem**
- increase safety and respect for individuals and communities

Castlevew Community Centre also meets all the requirements of professional codes of practice that all staff carry out their roles in an appropriate way. This also helps them avoid litigation.

## Activity A3

1. a)

Discriminatory practice	Non-discriminatory practice
The accessible toilet is broken	Activities are open to all
All signs and notices are in English	The assistant manager speaks all languages
One of the cleaners has openly racist views	The centre is accessible to all
The welfare advice clinic is open during day-time hours	Staff are all trained
The local councillor will only meet with immigrants if he has someone with him	The Centre Manager is from all local communities
Teenagers are not allowed in the café unless they are with a parent/responsible adult	Staff can access the internet to help with queries

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b)

Discriminatory practice	Who is being discriminated against	
The accessible toilet is broken	All people with mobility problems Mothers with small children	Some people at the centre are unable to use it but will be
All signs and notices are in English	Anyone who cannot read English, e.g. immigrants, people with literacy problems, sight-impaired people, people with learning difficulties	People with e.g. on sign at centre
One of the cleaners has openly racist views	Immigrants and people assumed to be immigrants	It is likely at the centre. They could in the community
The welfare advice clinic is open during day-time hours	Anyone who is not available during the day, e.g. a carer of a person with dementia	They will use other sources, or get information
The local councillor will only meet with immigrants if he has someone with him	Immigrants and people assumed to be immigrants	People may not speak English is the councillor and/or do
Teenagers are not allowed in the café unless they are with a parent/responsible adult	Young people, especially young parents	They may behave poorly, immature. They may be they and (

c)

Non-discriminatory practice	Potential problems	Potential solutions
Activities are open to anyone in the community	Some groups/individuals in the community do not use the centre	Seek out groups at the centre. Find out the reasons why they do not attend. Find out which activities they find useful.
The assistant manager speaks Polish	Some local non-Polish people may not feel comfortable with someone they see as 'foreign'. They may have racist views. They may think she can't speak good English, or that she will only help Polish people.	Provide opportunities to show how good she is at – speaking at centre – being involved in activities – talking to centre staff for support if needed – offering advice and understanding of Polish, e.g. parents

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Non-discriminatory practice	Potential problems	Potential
The centre is accessible	Accessibility always needs to be reviewed in light of community needs, changes to the law, and/or improvements in ways of making services accessible.	Build a good working relationship with council accessibility access groups. Survey current community groups for any improvements. Look for funding opportunities for accessibility access.
Staff/volunteers are all trained in equality and diversity	Training may be insufficient, out of date, poor quality, or not focused on relevant job/volunteer roles.	Run refresher sessions for staff/volunteers on equality codes of practice. Evaluate training effectiveness. Check that training is relevant to job/volunteer roles. Check that training is working to requirements.
The Centre Manager meets with representatives from all local community groups	Meetings may be irregular. Groups may have conflicting needs, within and between them. Not all community members will have groups that represent them. The manager may not be aware of all groups and/or groups not aware of the centre.	Talk to existing community groups that the manager is not aware of and/or not meeting needs. Use opportunities to promote inclusiveness, e.g. events, leaflets in community centres. Seek compromise between conflicting groups to ensure all needs are met. Advertise any activities being offered as community groups.
Staff can access translation services by phone to help with queries	This private service is expensive. Staff may not be encouraged to use the service or feel comfortable using it – they may not have had training. Community members may not know that the service exists.	Research cheaper translation services and opportunities. Ensure that all staff are encouraged to use the system. Ask if there is any other way they could also access the service. Advertise the service to the community of the centre.

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## Activity A4

### *Suggested Answers*

#### **Jim and Sheila Bidworth**

- Sheila's condition means that she is not living with her husband and it is costly to visit him regularly – more visits from him would be likely to help Sheila cope with her condition.
- It is costly for Jim to access the support available at the community centre and he may not want to do so as he would like.
- As Jim's health deteriorates, he may need residential care too. It is unlikely that they will be able to live together in this situation as their care needs are likely to be very different.

#### **Yasmin Poole**

- Due to her disabilities, Yasmin may not be able to access information on services that may exist.
- As Yasmin's disability is unusual in someone as young as her, there may not be many people or activities in place.
- Yasmin needs to gain more qualifications in order to work, but, to do this, she may need to find out about courses, apply and even attend lessons.

#### **Klaudia and Dawid Kaminski**

- As their English is poor, the couple may not be aware of, or able to access, information they are entitled to use.
- Klaudia may find difficulty in finding a doctor to treat her during her pregnancy due to being newcomers to the town and a resulting shortage of doctors.
- The couple may experience discrimination from staff who have negative, racist attitudes towards the population, or who stereotype people from certain cultures.
- Language problems could mean that Klaudia cannot access advice/help on dealing with the issues she is experiencing. She may not know such services exist.
- The couple are unlikely to be aware of or access relationship counselling due to language barriers.

#### **Obi Ezinwa**

- He may experience discrimination from staff who have negative, racist attitudes towards stereotype people from certain cultures.
- He may experience discrimination from staff that have negative views about his culture.
- He may not be aware of services that he is entitled to access.

## Activity A5

### *Suggested responses could include:*

- a. **Mike Wilkins** is likely to want to talk to Carol about the following:
  - improving the number and variety of health and social care services
  - improving access to health and social care services
  - promoting the community centre and promoting himself, in order to gain more publicity
- b. **Carol** can take advantage of the meeting by:
  - deciding what she wants to get out of the meeting and planning it
  - persuading Mike to help her get the toilet fixed quickly in return for publicity
  - asking Ockwood the Service Manager about moving the job up the priority list
  - asking Mike to get involved in the open day – this would give him publicity and could help the open day be a success

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### Key requirements of the public sector equality duty

A good source of information is at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85041/equality-duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85041/equality-duty)

The public sector equality duty came into force across Great Britain on 5<sup>th</sup> April 2010. Public bodies have to consider all individuals when carrying out their day-to-day work, in shape of their services and in relation to their own employees.

It requires that public bodies:

1. have due regard to the need to eliminate discrimination
  2. advance equality of opportunity
  3. foster good relations between different people when carrying out their activities
- The duty covers all equality and diversity characteristics.
  - It may mean treating people differently, in order to create equality, e.g. providing support.
  - All staff need to be aware of the duty and its impact on their practice.
  - All policies and strategies must meet the requirements of the duty.
  - Public authorities are responsible for any third parties who deliver services or goods. Service providers MUST meet the requirements of the duty.
  - Services should be reviewed to ensure that they meet requirements.
  - Demonstrate compliance with the duty.

### How the legislation impacts on Mark

The following issues and ideas are likely to be identified:

- All staff need to be aware of the duty and its impact on their practice – training should be provided regularly and be cost-effective.
- All policies and strategies must meet the requirements of the duty – the duty requires policies and procedures that are fit for purpose – a framework based on the duty to check policies and procedures.
- Public authorities are responsible for any third parties who deliver services or goods. Service providers MUST meet the requirements of the duty – Mark must make sure that all services meet with the requirements – he will need to monitor and review services to make sure they meet the requirements.
- Services should be reviewed to ensure that they meet requirements – Mark needs to ensure that services take place and is reviewed regularly – service user consultation could help him do this.
- Demonstrate compliance with the duty – Mark could make sure that the activities and services are promoted to the community in a number of formats.
- Foster good relations – Mark could meet with community representatives to ensure that relations be improved – he could meet with his service providers to identify how they can improve for low-cost improvements.

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## Activity A7

Posters could include the following:

Types of service	Areas of legislation
<ul style="list-style-type: none"> <li>✓ Community centre</li> <li>✓ Family centre – Sure Start</li> <li>✓ Health centres – doctors, hospitals, clinics</li> <li>✓ Care at home (domiciliary care)</li> <li>✓ Day centre – physical disability, learning difficulties, mental health, elderly, etc.</li> <li>✓ Residential services – physical disability, learning difficulties, mental health, elderly, etc.</li> <li>✓ Library</li> <li>✓ Adult education/colleges</li> <li>✓ Leisure centre / sports facilities</li> <li>✓ Councillors, social workers</li> </ul>	<p><b>Equality Act</b> – protected disabled people, access adjustments, schools and public service vehicles</p> <p><b>Public Sector Equality Code</b></p> <p><b>Code of Practice for Schools</b></p> <p><b>Code of Practice for Nurses</b></p>

## Activity A8

*Suggested/Potential Answers*

- **Prejudice** – a negative opinion that is not based on reason or actual experience, carry out unjust behaviour towards a person or people because of preconceived ideas, e.g. Islamophobia
- **Stereotyping** – an oversimplified, widely held idea or image of a person or group of people, e.g. all immigrants are lazy and claim benefits
- **Labelling** – a phrase or name applied to a person or thing, especially one that assigns to a category, e.g. immigrants are scroungers, gay people are promiscuous

Klaudia and Dawid Kaminski	
People being unhelpful and/or laughing when they try to speak English, e.g. in a shop	Abuse from people who are homophobic and/or racist
Assumptions that they are living on benefits and claiming support for children	Medical staff could assume they are on benefits and immediately wear gloves
Abuse from local people, especially when socialising at the weekend	Refusal of service from people who are homophobic and/or racist
Being made to feel unwelcome when out, e.g. being stared at, talked about in a pub	Name calling
Medical staff assuming that Klaudia is on benefits and giving her information on claiming free milk, etc.	People in shops being unhelpful when he tries to speak English
Neighbours believing that all Polish men drink a lot and abuse their wives	Assumptions that he is a scrounger even though he is legally employed

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## Activity A9

Word/term	Appropriate?	Word/term	Appropriate?	
Disabled person	Y	Nigger	N	Blat
Nutter	N	Blind	Y – Many people who are blind prefer this term to 'visually impaired'	Illeg
Gay	Y	People with learning difficulties	Y	Deaf
Person with sight impairment	Y – Many people who have no sight prefer blind, 'sight impaired' implies having some useful sight	Cripple	N	Com
Scrounger	N	Bi	Y (person attracted to both genders)	Pol
Retarded	N	Capable	Y	Spa
Elderly person	Y	Mental health problem	Y	Old fogey
Wheelchair user	Y	Residential services	Y	Nu
Pensioner	Y	Handicapped	N	Wh
Bender	N	Service user	Y/N – Some people prefer the word 'client' or 'customer'	Inc

## Activity A10

### Answers

1. C
2. A
3. C
4. B
5. D
6. C
7. C
8. D
9. B
10. A







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## Activity A11

Resources can be found at the following URLs:

-  <http://www.legislation.gov.uk/ukpga/2010/15/contents>
-  <http://www.ageuk.org.uk/work-and-learning/discrimination-and-rights/the-equality-act>
-  [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85017](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85017)
-  [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85021](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85021)
-  <https://www.gov.uk/equality-act-2010-guidance>
-  <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

1. D
2. B & D
3. C
4. C & D
5. A
6. B
7. The following characteristics are protected characteristics:
  - age
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation
8. The Equality Act replaces the Equal Pay Act 1970, the Sex Discrimination Act 1976, the Disability Discrimination Act 1995, much of the Equality Act 2006, the (Religion or Belief) Regulations 2003, the Employment Equality (Sexual Orientation) Regulations 2003, the Employment Equality (Age) Regulations 2006, and the Equality Act (Sexual Orientation) Regulations 2006 (where applicable, as subsequently amended), plus other ancillary pieces of legislation.
9. Sexual orientation means a person's sexual orientation towards:
  - a. persons of the same sex
  - b. persons of the opposite sex
  - c. persons of either sex
10. The Equality Act defines harassment as:
  - when another person violates another's dignity
  - creates an intimidating, hostile, degrading, humiliating or offensive environment
  - it also covers unwanted sexual conduct
  - this can relate to gender reassignment or gender

## Activity B1

1. Staff can access translation services by phone to help with queries.
2. The welfare advice clinic is open during day-time hours.
3. All signs and notices are in English.
4. Activities are open to anyone in the community.
5. Teenagers are not allowed in the café unless they are with a parent/responsible adult.
6. The Centre Manager meets with representatives from all local community groups.
7. The centre is accessible.
8. One of the cleaners has openly racist views.
9. The assistant manager speaks Polish.
10. Staff are all trained in equality and diversity.
11. The accessible toilet is broken.
12. The local councillor will only meet with immigrants if he has someone with him.

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Phrase	Non-discriminatory practice?	Potential adaptations to improve	How this p
1	Y	Encourage staff to say basic phrases in the most commonly used local languages Ask for volunteers from the community to help staff and people coming to the centre to communicate, and for advice	Makes people Improves po communicati Encourages a between com Attracts more centre
2	N	Widen opening hours Offer a telephone help line for other times Leaflets/cards with details of websites and other sources of information Put a poster in a window so it can be seen from outside when the centre is closed	People who v People who h and/or need and be able to or other serv
3	N	Have signs and notices in the most commonly used languages in the town Have one sign at reception, written in many languages, that says 'welcome' and gives information on the telephone translation service	Ensures that able to comm and other ser
4	Y	Make sure that services and events are promoted to all areas of the community, using a range of marketing methods, e.g. posters, talks at community groups, local newspapers/magazines	Ensures that aware of the want to volu rooms at the
5	N	Develop a strategy to 'allow' teenagers improved access to the centre. Ideas could include: talking to youth groups or groups that appeal to teenagers to find out if there is any way they would like to be involved with the centre; holding events that appeal to teenagers at the weekend/school holidays, e.g. talent contest, sport competition; offer classes in computer gaming. Teenagers on any of the activities could be 'allowed' to use the café.	Builds a relat allows trust to Young people centre and an people – this stereotyping Encourages y responsibility useful in gain self-disciplin
6	Y	Make sure that there are clear targets (SMART objectives) and actions are agreed at meetings and that progress is monitored until targets are achieved	Ensures that members are views are rep Helps Carol in the comm
7	Y	Carry out an accessibility audit (the council or a voluntary group may have an officer who can do this)	Will most lik for improv people can ac its services

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Phrase	Non-discriminatory practice?	Potential adaptations to improve	How this p
8	N	Carol needs to raise this issue immediately with the cleaner and explain that it is not appropriate to express racist views at work and that she is not following codes of practice, council policy, or meeting the terms of her employment contract The cleaner receives training on equality and diversity	Makes sure the meeting all the following codes requirements People using off using the The service as for being racist
9	Y	Ask her to talk to members of the Polish community and/or any groups that represent them and find out if there are any ways the centre and its services could be of help	Meeting the Encourages involved in the helps reduce fosters good groups
10	Y	Update staff regularly on equality and diversity issues Encourage all staff to identify ways to improve services	Staff are aware of diversity legislation Services are improved
11	N	Mend the toilet Identify any changes that can be made to improve toilet facilities, preferably at a low cost Ask for volunteers to help improve the facilities	Ensures that the toilet can use elderly people
12	N	Carol to talk to the councillor and encourage him to attend diversity training that helps him overcome his fears (not knowing about a culture can make us fear it, as we may believe negative stereotypes about people) Carol to talk to him about whether he is worried that he isn't able to communicate clearly and work out ways to help him overcome any problems	The councillor understanding groups and better provision and The council v relationships The council v requirements

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## Activity B2

Posters could include the following:

Types of service	Examples of how
<ul style="list-style-type: none"> <li>✓ Community centre</li> <li>✓ Family centre – Sure Start</li> <li>✓ Health centres – doctors, hospitals, clinics</li> <li>✓ Care at home (domiciliary care)</li> <li>✓ Day centre – physical disability, learning difficulties, mental health, elderly, etc.</li> <li>✓ Residential services – physical disability, learning difficulties, mental health, elderly, etc.</li> <li>✓ Library</li> <li>✓ Adult education/colleges</li> <li>✓ Leisure centre / sports facilities</li> <li>✓ Councillors, social workers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Strategies, policies</li> <li>✓ conduct</li> <li>✓ Named staff to as</li> <li>✓ Physical adaptatio</li> <li>automatic doors, b</li> <li>accessible toilets, b</li> <li>speakers, telephon</li> <li>alternative langua</li> <li>✓ Community/outre</li> <li>✓ Availability of ho</li> <li>personal care</li> <li>✓ Reduced charges,</li> <li>✓ Free transport to s</li> <li>✓ Range of times of</li> </ul>

## Activity B3

Jim Bidworth	
Services	How they meet equality and divers
Cardio exercise / heart support group Care link – over 60s day care and luncheon club Armchair aerobics Nurse-led health clinic Welfare / citizens' advice Community library	He can access appropriate personalis his peers Continuity of care Meeting diverse needs Holistic services to meet physical, m Empowering him to remain indepen
Yasmin Poole	
Services	How they meet equality and divers
IT classes Total body conditioning Health clinic Access club Welfare advice Community library Adult education – evening classes	Meeting diverse needs Holistic services to meet physical, m Empowering her to remain indepen Empowering her to gain skills that v Social needs met (in part) through m setting who can support her to overc
Klaudia and Dawid Kaminski	
Services	How they meet equality and divers
IT and adult education classes Midwives clinic Toddler group / toy library (after the baby is born) Citizens' advice Welfare advice Community library	Meeting diverse needs Holistic services to meet physical, m Opportunities to find out about serv remain in the UK if she splits from h Empowering her to gain skills that v confidence in herself Social needs met (in part) through m setting who can support her to overc what to do

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Obi Ezinwa	
Services	How they meet equality and diversity
IT and adult education classes	Meeting diverse needs
Citizen's advice	Holistic services to meet physical, mental and social needs
Welfare advice	Opportunities to find out about services and what he could take to help him remain in the community
Community library	Empowering him to gain skills that will help him in the future and confidence in himself
Exercise classes – boxercise, total body conditioning	Social needs met (in part) through meeting with a support setting who can support him to overcome his refugee/asylum-seeker status
Councillor/police surgery	

#### Activity B4

*Suggested actions that Carol could take to help the case study characters:*

##### Carol Brown

- Ensure that all marketing and communication information is available in a range of formats so that it is accessible.
- Ensure that all marketing information is circulated as widely as possible to all groups, using local radio, community groups, doctors' surgeries, volunteer agencies, etc.
- As Jim already attends the centre, Carol could talk to him to ensure that he is aware of what he is entitled to and ask him what other services would be of use. She could suggest that the volunteer transport service may be able to take Jim to visit Sheila more often.
- Organise a community centre open day to attract existing and potentially new users. Use the open day to signpost individuals to other health and social care services.
- Meet Mark Ockwood and agree how they could work together to improve access to services, and identify any budgets that could be used for improvements. Ask him what they could apply for.
- Talk to Mike Wilkins (Case Study 2), an independent councillor who is keen to improve services. He has previously campaigned to improve community services.
- Make sure that all centre staff and volunteers are fully trained in equality and diversity.
- Make links with the local college and, through this partnership, develop and deliver courses more accessible to a range of people.
- Contact all the doctors in the area and set up a communication process between the centre and the doctors. Create a guide to using medical services.

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## Activity B5

Answers may include the following.

### Activities and stalls that would attract a diverse range of people from the community

- Bags of 'free gifts' such as pens, pencils, Post-its, balloons and leaflets, with details of activities and services
- Stalls from local volunteer organisations that offer services to the community
- Health and social care service providers
- Information on how to get involved in community activities and services, and the experience
- Food stalls from different communities, with samples to try
- Opportunities to try out various activities such as armchair aerobics, or total body toning
- Fun activities for the children, e.g. storytelling, face painting, bubble blowing
- Music from different cultural groups and a chance to have a go
- Chances to win prizes – a raffle, tombola or any other similar activities/games

### Who would need to be involved?

- Mark Ockwood as Service Manager
- Elected council members such as Mike Wilkins
- Centre staff and volunteers
- Centre users if they wish
- Volunteer groups already using the centre
- Volunteer groups that do not use the centre but may have services and activities for community members
- Local groups, e.g. music groups, creative writing groups, cultural groups

### Who could help advertise the event to the diverse community?

Doctors' surgeries; schools; community centre users; volunteer groups; all council offices, Sure Start centres; local newspapers; parish noticeboards and magazines; churches; worship; Army Cadets, Guides, Scouts, etc.

### How to make the event accessible

- Carry out risk assessments for all activities, stalls, etc., using trained centre staff
- Ask the council's accessibility team to assess the centre and the event and make recommendations
- Talk to people who attend the centre and ask them how they would make the event accessible
- Make sure that there are activities and information suitable for all members of the community including people with disabilities, children and older people
- Ensure that information is presented in a range of formats and languages – in large print, Braille, etc.

### Potential problems

- Risk assessments result in changes having to be made
- Bad weather could impact badly on outdoor activities
- The event does not attract many visitors
- Too many people attend so stalls run out of information and activities are overbooked
- Cultural clashes between different ethnic groups cause friction

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<b>The accessible toilet at the centre is broken</b>	<b>A group of alcoholics are drinking outside the bus shelter outside the centre</b>
<p><b>Affects</b> – possibly Jim Bidworth; disabled people; adults with small children; anyone with mobility problems</p> <p><b>Possible actions</b> – Carol to check agreement with owner of property to find out if they are responsible for the repairs; check if the repair can be done by the council; contact local plumbers to get quotes; ask for volunteers</p>	<p><b>Affects</b> – all centre users; people who come about using the centre;</p> <p><b>Possible actions</b> – Carol to check agreement with owner of property to find out if they are responsible for the repairs; check if the repair can be done by the council; contact local plumbers to get quotes; ask for volunteers</p>
<b>The equipment in the children's outdoor play area is worn and looks shabby</b>	<b>Carol has received a complaint from the Polish community about the welcome at the centre</b>
<p><b>Affects</b> – all children; adults who want a safe and bright play area</p> <p><b>Possible actions</b> – ask for volunteers to help brighten up the area (e.g. by painting walls and the ground with activities such as hopscotch); hold a fundraising event to help cover costs; contact Mark Ockwood to see if any council funds can be made available</p>	<p><b>Affects</b> – the Polish community; Klaudia and Dawid</p> <p><b>Possible actions</b> – during the event remind staff of their role; make sure that everyone understands the translation service; encourage phrases in Polish and English; Carol and Mark could apologise to the group to apologise and encourage Polish people use the centre</p>
<b>Anti-immigrant graffiti has been sprayed on the community centre wall</b>	<b>Bus fares have increased</b>
<p><b>Affects</b> – everyone who sees it or hears about it; Obi; Klaudia and Dawid</p> <p><b>Possible actions</b> – Carol to contact Mike and ask if it can be removed by the council for free; ask for volunteers to try to remove it; contact local businesses and ask for quotes on the cost of removal; cover it up temporarily with posters/signs; paint over it so it cannot be read; hold an event that celebrates multiculturalism</p>	<p><b>Affects</b> – everyone who uses the buses; Jim Bidworth</p> <p><b>Possible actions</b> – in the future look for opportunities for reducing fares; e.g. the elderly, people with disabilities; make sure that all staff are aware of the situation that they encourage services to them</p>

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## Activity B7

Event	Protected characteristics
The only way to access a doctor's surgery is using steps	Disability, pregnancy
Only married people are allowed to rent flats in a specific building	Sexual orientation, gender reassignment
A rural village has no public transport and no health care services	All protected characteristics
Same-sex wards in a hospital	Both genders with respect to religion and belief
An advert for volunteers states that they must be under 30 and have a driving licence and car	Age, disability
A BNP councillor is elected locally	Immigrants (race), nationality
Classes for people who don't speak English as a first language are stopped	Immigrants (race)
A local pub will not allow animals in the pub without advance notice, because of potential allergies to animals	Disabled people who are visually impaired
The playground in the park is locked up at 7pm	Young people (age)
A free telephone service that gives advice and support on sex and sexuality has stopped	Age, sexuality, gender reassignment
The antenatal clinic doesn't allow pregnant mothers to bring toddlers to appointments there	Pregnant women, single parents
There is no prayer room at the community centre or local hospital	Religion and belief

## Activity B8

*Some of the following information is likely to be identified.*

The responsibilities that town councils and councillors have in relation to health and safety (particularly those with protected characteristics) are:

### Leadership

Local government believes that community leadership is very important. Councils, including the voluntary and community sectors, to improve services for people with protected characteristics. Councillors have a very important part in making decisions about what happens across the whole area covered by their council.

### The Equality Act and Framework

At the heart of the Equality Act is the **public sector equality duty**, which aims to embed equality into the day-to-day work of all public bodies in order to tackle discrimination and

This duty states that public bodies must:

- stop unlawful discrimination, harassment and victimisation
- promote equality of opportunity between different groups in the community
- encourage different groups to get on with each other

The Equality Framework for Local Government (EFLG) includes five performance

- knowing your communities
- leadership, partnership and clearly being committed to equality and diversity
- involving and satisfying the community

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- provide services that are needed by the community and customer care
- a skilled and committed workforce

### Equality and Community Cohesion

It is clear that councillors put an understanding of equality and community cohesion to localism, productivity and service transformation. They recognise the legal, increasing and changing services without bringing local people with them.

The equality duty consists of a general duty which requires public bodies to have

- stop unlawful discrimination, harassment and victimisation
- promote and improve equality of opportunity between different groups in the community
- encourage and promote good relations between different groups in the community

By empowering all communities to hold service providers to account, the government believes that community cohesion will be an important outcome of fair, transparent and accountable local government.

### Health and Social Care

The Local Government and Public Involvement in Health Act 2007 placed on councils a duty to involve communities in decision-making. The Health and Social Care Bill places a duty on councils to involve communities in the development of the joint strategic needs assessment.

1. giving every child the best start in life.
2. enabling all children, young people and adults to maximise their capabilities and fulfil their potential
3. creating fair employment and good work for all
4. ensuring a healthy standard of living for all
5. creating and developing sustainable places and communities
6. strengthening the role and impact of public health prevention

### Commissioning Services

Councils are strategic commissioners of services. Strategic commissioning is based on putting local people and communities at the centre of the process and ensuring the commissioning and delivery of services so that the results really matter to them, AND better evidence-based analysis of an area's needs to identify service priorities and a better understanding of what works.

### Voluntary and Community Sector

Voluntary and community sector organisations represent the views of local communities and seek to give a voice to more vulnerable and marginalised people. This can inform council decisions and gives councillors an avenue to discuss and communicate decisions and priorities to the community they represent. The social networks and community action they enable and generate can make for more resilient communities.

Community groups can help new residents find and use local activities and support services, such as environmental clean-ups, neighbourhood festivals and so on – which can encourage social cohesion between different groups in the community. Volunteering is the basis of an involvement strategy and can do much to support volunteering initiatives. Councillors can encourage groups to take on more responsibilities.

### Adult Social Care

The provision of adult social care is also being transformed to be more responsive to the needs of the community. This more personalised support offered to people and their carers aims to help them live independently. The shift to a proactive and preventative way of working calls for a new approach to the matters will be the responsibility of other council departments, such as housing, and the police.

It also means ensuring universal services, including information, advice and advocacy, are available to everyone. Councillors can ensure that expenditure on these sorts of services is justified by deciding how cross-council resources are to be deployed on the future. Councillors can also ensure awareness of adult social care performance in their communities. All councillors should be aware of safeguarding adults.

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## Children's Services

The development of policies and the provision of children's services are going through change. Among the issues attracting the attention of councillors working in the area are:

- the role of councils in education and the increasing number of academies, schools and free schools
- implementation of the Munro Review of Child Protection, the impact of health and social care
- Children's Improvement Board, a major programme for sector-led improvement
- raising the participation age, which will eventually require young people to be 18, changes to Ofsted's inspection framework, special education needs
- careers guidance duty, youth unemployment and re-engaging young people
- youth justice and the Family Justice Review
- increasing government focus on adoption
- families with multiple problems and community budgets

## Health Services

The **Health and Social Care Act 2012** introduced major new powers and responsibilities. It transferred many public health services and staff to local government. New responsibilities include commissioning and measuring programme to fluoridation of water, sexual health and commissioning of health services.

The **Health and Social Care Act 2012** introduces major new powers and responsibilities in relation to improving health and in the commissioning and provision of public health services. It sets out statutory arrangements to improve health outcomes and address health inequalities.

- A duty on upper-tier councils to set up health and well-being boards.
- A duty to develop joint strategic needs assessments and joint health and well-being plans.
- A duty to promote integration of health, social care and other services or commissioning to improve health outcomes.
- A duty on clinical commissioning groups to involve health and well-being boards in developing commissioning plans for local health services.
- A duty to procure Health Watch, a new body managed nationally through the Health and Social Care Act 2012. Locally, Health Watch will promote and the community on health, adult social care and public health, building on existing networks, which were abolished in April 2013.

However, health inequality – the gap between the healthiest and least healthy in society – is still a major issue. This is due to major changes in the way that health and social care is provided as part of a major programme to address health inequalities based around six policy objectives:

1. giving every child the best start in life
2. enabling all children, young people and adults to maximise their capabilities and have good employment and good work
3. creating fair employment and good work for all
4. ensuring a healthy standard of living for all
5. creating and developing sustainable places and communities
6. strengthening the role and impact of ill-health prevention

**The actions that Mike and the council could take to improve services in Castle View**

- Meet people where they are – on and off line
- Visit local meeting places, for example cafés, local shops, outside the school gates
- Newsletters (on paper or by email)
- Events/meetings
- Surgeries in person, or online – offer opportunities for local people to come and discuss their concerns. Social media – there are lots of opportunities to push out community messages and respond via social networking sites, for example Twitter, Facebook, LinkedIn
- Blogs and websites – for the more technically savvy, it's fairly easy to set up a website. For those just starting out, the LGA's Knowledge Hub is a good place to get advice
- Inviting community members to take part in consultation on commissioning

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Work with voluntary and community groups to encourage citizens to participate

- providing opportunities for people to come together based on common interests
- providing links to some marginalised, disadvantaged or less often heard groups
- building social and other networks that enable people to develop a sense of belonging, likely to get involved, help each other and take responsibility for things that affect them

### Activity B10

Students will prepare a range of information packs, presented differently, depending on their creativity. However, the following information is likely to appear in most. The religions listed are statistically significant and recorded in the 2011 Census, You Gov, The Electoral Commission and The Labour Force Survey.

Religion	Factors that may affect care
Christianity – various forms including, Protestant, Catholic, Methodist, Jehovah's Witness, etc.	Some strong views on sexuality/gender Some forms do not allow alcohol or smoking Some forms do not approve of sex before marriage or abortion Sunday is their holy day
Muslim/Islam – various forms including Sunni, Shiah, Wahabism and Sufi	Pray five times per day – hands, feet and mouth are washed before prayer Gender of carers providing personal/intimate care Dietary needs – fasting at certain times, washing before eating, no pork, other meat must be Halal Dress and jewellery – dress codes vary, but all are modest; women usually cover arms, legs and hair as a minimum, shoes not worn indoors Views on sexuality/gender Alcohol forbidden Washing is very important Do not approve of contraception, but will tolerate abortion if medically required
Hindu	Gender of carers providing personal/intimate care Dietary needs – no beef, often vegetarian, fasting required at specific times Dress and jewellery Views on sexuality/gender Hand washing is very important before and after some activities, e.g. eating, using the toilet Pray twice a day Alcohol and tobacco are generally not acceptable

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Religion	Factors that may affect care
Sikh	<p>Dietary needs – often vegetarian, meat eaters do not eat beef</p> <p>Dress – wear five signs (uncut hair, bangle, comb, dagger, white shorts as under garment) – these should not be disturbed or removed</p> <p>Not allowed to cut any hair</p> <p>Men usually have beards and wear turbans to express their religion</p> <p>Views on sexuality/gender</p> <p>Prayers read up to five times a day</p> <p>British Sikhs often use Sunday as their holy day</p> <p>Can use contraception, but not talked about</p> <p>Generally don't smoke, alcohol is forbidden</p>
Judaism – orthodox (traditional and strict adherence to 'rules'), non-orthodox (adapt faith to modern society)	<p>Dietary needs – no pork eaten, meat should be Kosher (from animals that chew cud and have cloven hooves), milk and meat not eaten in same meal, some fasting</p> <p>Orthodox – meat and dairy cannot be prepared using same utensils and equipment</p> <p>Boys are circumcised as babies</p> <p>Sacred day – Friday from sun down to Saturday sun down</p> <p>Dress and hair – Orthodox often cover hair, women may cover limbs</p> <p>Contraception – Orthodox often do not use</p>
Buddhism	<p>Dietary needs: usually vegetarian</p> <p>Generally no alcohol or drugs</p> <p>Some have a dress code</p> <p>Often meditate using incense</p> <p>May use images and icons</p> <p>Non-violent</p>

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