A blue stethoscope is positioned in the lower-left quadrant of the image, with its chest piece and tubing visible. The background is a soft, light blue gradient. The text is centered in the upper half of the image.

# Unit F090

## Principles of Health and Social Care

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# F090 Unit Overview

- Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health and social care environments is essential in today's diverse society.
- A health or social care professional needs to provide safe and person-centred care that meets individual needs.
- You will learn about discriminatory practice and potential hazards, along with legislation (laws) that keep individuals safe. You will also learn about best practice, person-centred care and appropriate actions/responses to reduce risks and to protect individuals.

# F090

## Principles of Health and Social Care Assessment



The unit is assessed by an exam.



This is 1 hour 30 mins long and has 60 marks.



All questions are compulsory.



## Topic Area 1: Equality, Diversity and Rights in Health and Social Care Settings



**Topic Area 1:  
Equality, Diversity and  
Right in Health and  
Social Care Settings**

*What you need to know:*

*1.1 Diversity*

*1.2 Equality*

*1.3 Rights*

*1.4 Discrimination in health and social care environments*

*1.5 Potential impacts on individuals of discrimination*

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## The Importance of Equality, Diversity and Rights

Health, social care and education services serve the whole of the population.

***But does every member of the population get the same service?***



# 1.1 Concepts - Diversity

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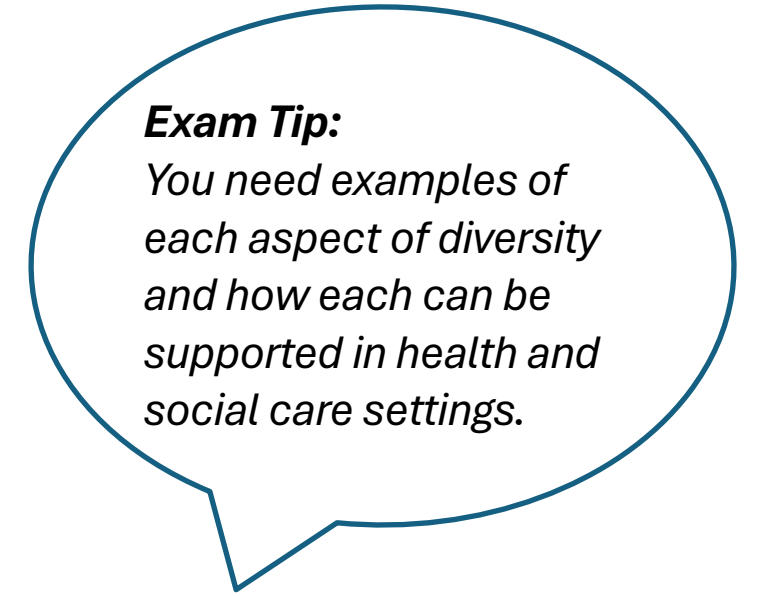
## Diversity

- How are we all different?
- Discuss with your partner and make a list of the key differences between people.



# 1.1 Concepts - Diversity

Age	Cultural differences	Disability
Dress	Ethnicity	Education
Family structure	Food/special dietary requirements	Gender/gender reassignment
Language	Music	Race
Religion/Belief	Sexuality/Sexual Orientation	Socioeconomic Background



## **TASK - Complete the table in your workbook independently:**

1. What are the different examples for each aspect of diversity?
2. Can you think of examples of how each can be supported within settings? What have you seen in practice?
3. Use the textbook to add further detail.



## Breadth and Depth

- *Task - Complete the questions on different ways diversity can be supported in health and social care settings.*

People should be treated according to their individual needs – NOT necessarily treated the same.

# 1.2 Concepts - Equality

- A person is respected as an individual, treated fairly, given the same opportunities regardless of differences and treated according to needs.
- Individuals need to be treated fairly and with respect.
- Promoting equality means that individuals are not discriminated against due to their differences, such as gender, race, age or disability.



# 1.1 Concepts - Equality

- Equality does not mean treating everyone the same.
- People are different and have different needs.
- In order to meet their needs, they need to be treated differently.
- In health & social care settings that might mean someone is given more resources than someone else.



# 1.1 Concepts – Equality - Examples

- *An elderly person with mobility problems, who is living on their own with little family support, will be given a lift to a hospital appointment by the local ambulance service. However, other people attending the same out-patients clinic won't be.*
- *A care home for elderly people installs ramps and lifts.*
- *An autistic child has a teaching assistant in the classroom to help them access the curriculum.*



# 1.1 Concepts – Equality - Benefits

## Benefits of Applying Equality in Settings

- ✓ A service user is more likely to be engaged in services such as screening programmes to help to prevent serious illness, e.g. cervical screening.
- ✓ They can communicate their needs more effectively, e.g. in a day centre a service user can engage in planning activities.
- ✓ A service user is more likely to ask questions/for support.
- ✓ They will feel respected and valued which enhances their mental health.



# Breadth and Depth

***TASK - Using the case study, consider the importance of recognising equality and diversity. Complete the questions that follow.***

**Resident Information:**

**Name:** Evelyn Thompson

**Age:** 84

**Gender:** Female

**Marital Status:** Widowed

**Previous Occupation:** Retired Teacher

**Length of Stay in Nursing Home:** 2 years



# Breadth and Depth

## Care Plan Goals:

### 1. Enhance Cognitive Functioning and Orientation:

1. Daily reality orientation sessions with the use of memory boards and familiar photos
2. Participation in music and reminiscence therapy

### 2. Maintain Physical Function and Mobility:

1. Continue bi-weekly physical therapy
2. Supervised walks in the garden for mobility and sensory stimulation

### 3. Manage Medical Conditions:

1. Regular blood glucose monitoring and medication management for diabetes
2. Low-sodium, diabetic-friendly diet

### 4. Support Emotional Well-being:

1. Weekly visits from a volunteer therapy dog, which she enjoys
2. Scheduled video calls with family members
3. Consistent caregiver assignment to build trust and reduce anxiety

### 5. Ensure Safety and Reduce Fall Risk:

1. Use of fall alarm and bed sensors
2. Clear, clutter-free pathways in her room
3. Supervision during transfers and ambulation



# Breadth and Depth

## The link between equality and diversity:

In order to ensure equality, and to give everyone the same opportunities regardless of differences, you need to recognise and respect diversity. This means service users are treated fairly, with respect and they are also then treated according to their needs.



THINK – consider the ideas from 1.1 Diversity for how each aspect can be supported – this ensures equality.

## Extension/Homework Task

*Produce a guide on equality and diversity for a member of staff in a setting of your choice. Add in some examples of how diversity can be respected to ensure equality in that particular setting, e.g. in a hospice how can they recognise dietary requirements to ensure equality?*



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## Application of Knowledge – Equality and Diversity



- *How does the pharmacy need to improve their understanding and approach to recognising diversity and equality? What impact could this treatment have on Sarah?*
- *How can the day centre improve their approach to recognising equality and diversity? How might Paul feel with the way he has be treated at the moment?*
- *How can the dental practice improve how they meet the needs of individuals who do not have English as their first language?*

# 1.3 Concepts - Rights

Each individual has a right to:

- Choice
- Confidentiality
- Consultation
- Equal and fair treatment
- Protection from abuse and harm

I HAVE  
RIGHTS.

***TASK – Discuss the 5 key rights – what might each one mean?***

***Now complete the table with examples of each one.***

***Also consider the key benefits of applying these rights in different types of settings – how can it support an individual?***

# 1.3 Concepts - Rights

Right	Example
Choice	What to eat, wear, type of care
Confidentiality	Need to know basis Harm to others/self/being harmed
Consultation	Opinion sought about treatment
Protection from harm and abuse	Reporting malpractice/safeguarding Knowing procedures and using them
Equal and fair treatment	Taking care to leave a drink where it can be reached

I HAVE  
RIGHTS.

<b>Right:</b>	<b>Explanation:</b>	<b>Examples in practice:</b>	<b>Benefit to the individual:</b>
Choice	This means enabling individuals to have a say in the decisions they make about their lives on a daily basis.	Offering a choice of activities Offering a choice of what to wear Offering choices of food Choosing your own GP Choosing your routine	Gives individuals control over their lives. Increases self esteem. Promotes independence.
Confidentiality	Information is shared only on a 'need to know basis' unless: there is a risk of harming others, harming themselves or of being hurt by others.	G.P sharing information about changes in medication for an elderly dementia patient with care home staff	Dignity Respect Increases trust in professionals and service users are more likely to share information
Protection from harm and abuse	Staff should know health & safety procedures and policy. There should be a safeguarding policy and all staff should know the procedures for safeguarding.	DBS checks being carried out for new members of staff at a nursery.	Service users will have confidence in the professionals they work with
Equal and fair treatment	Everyone should be given the same opportunity to access services but this doesn't always mean being given the same treatment.	Providing an autistic child with a TA in school so they can be supported in lessons to access the curriculum	Increases access to services like education
Consultation	Peoples who use services should have their opinions sought and heard about the care they receive.	Residents at a home for adults with learning disabilities are consulted about changes to their garden and asked how they would like to use it.	Increases empowerment of their own home and increases independence

## 1.3 Concepts – Rights

The following website shows examples of how the right to choice is applied in the NHS.

- **What examples of choice are given on this site?**

[Your choices in the NHS – NHS](#)

I HAVE  
RIGHTS.



## Breadth and Depth

### **TASK:**

1. How am I valued and respected? In pairs discuss ways that services you have accessed show respect for and values individuals. Can you think of an example of:

- Equality
- Diversity
- Rights

2. What are some of the benefits of understanding equality, diversity and rights?

3. Read the case study about Robert. How are his rights being upheld? How is this benefitting him?



# The Benefits of Understanding Equality, Diversity and Rights

Positive impact if recognised/applied:	Negative impact if not recognised/applied:
<ul style="list-style-type: none"><li>✓ Empowerment</li><li>✓ Independence</li><li>✓ Inclusion</li><li>✓ Respect</li><li>✓ Dignity</li><li>✓ Opportunity</li><li>✓ Increased access and participation</li></ul>	<ul style="list-style-type: none"><li>× Disempowerment</li><li>× Lack of independence</li><li>× Feeling excluded</li><li>× Lack of respect</li><li>× Lack of dignity</li><li>× Lack of opportunities</li><li>× Decreased access to services/participation</li></ul>



# Exam Questions

***Jackson House is a home for adults with learning disabilities. One day a new care assistant starts work there. On his first day he witnesses one of the residents being locked in his room and he is shocked to find that none of the resident are given any say in the activities they want to do and are left in the lounge with no entertainment.***

• Which rights are Jackson House failing to observe?

- 1.
- 2.

(2 marks)

1. Protection from abuse and harm
2. Equal and fair treatment/Consultation



# Exam Questions

***Smithfield Care Home for adults with learning disabilities has just been praised by a Care Quality Commission (CQC) report for valuing diversity.***

***Which of the following are examples of how Smithfield has valued diversity? Put a tick next the answer (3 marks)***

- a. Welcome signs in a variety of languages
- c. Celebrating different festivals e.g., Chinese New Year, Christmas, Diwali, Hanukkah
- f. Challenging staff/family and residents when they use racist language



Exam!







## 1.4 Discrimination in Health and Social Care Environments

**Task - Research the following key terms:**

- ❖ Prejudice
- ❖ Discrimination
- ❖ Abuse – verbal, physical, mental/psychological, neglect, financial
- ❖ Being patronising
- ❖ Breach of health and safety
- ❖ Bullying
- ❖ Inadequate care
- ❖ Labelling/stereotyping

Add the definitions to your workbook.

# 1.4 Discrimination in Health and Social Care Environments Breadth and Depth

## Basis of Discrimination

Consider the different aspects of diversity from 1.1.

Can you give some examples of how some people may face prejudice, which can then lead to discrimination on the basis on these differences?

- Disability
- Age
- Socioeconomic background
- Race
- Sexual orientation
- Gender
- Culture



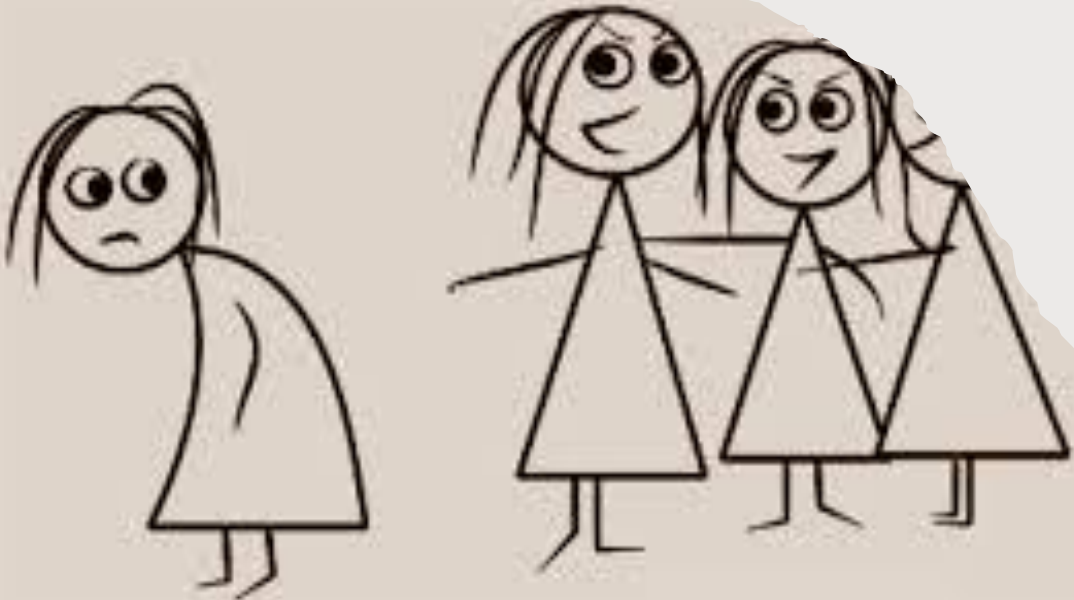
# 1.4 Discriminatory Behaviour



Some examples of discriminatory behaviour in health, social care or childcare settings:

- *No adaptations to improve access – steps/stairs, no lift, narrow doorway, no wheelchair access, no disabled parking / toilet /transport*
- *Information not provided in different formats, e.g., braille, large print, BSL, Makaton/no hearing loop provided staff not trained for manual handling*
- *Staff attitudes – patronising, seen as worthless, a nuisance, too much trouble to accommodate needs / not provided with care because they cannot speak/communicate/move / told they can't take part due to physical disability*
- Discrimination can be both **direct and indirect**.

# 1.4 Discrimination in Health and Social Care Environments – Discriminatory Behaviour



- Discrimination is any activity that disadvantages someone compared to others.
- Discriminatory practice is any activity that treats someone less favourably in a health or social care setting.
- *For example, excluding someone from an activity based on disability.*
- **The basis for discrimination can be many things** - e.g. race, culture, disability, social class, age, gender, sexual orientation, religion.
- Discriminatory practices are based on characteristics that have been associated with a person because of the group they are perceived to belong to.
- This is **stereotyping**:
  - making generalisation about a group of people.
- **Stereotyping is based on prejudice**:
  - negatively judging made about people before you know them.
- **In order to stereotype someone, we must first label them**:
  - identify someone as part of a group.

# 1.4 Discriminatory Behaviour



## Prejudice:

- A negative attitude towards – or unfair dislike – **of an individual or group of people.**
- Prejudice is often based on ill-informed opinion or inaccurate information.
- Examples include racial prejudice or punishment of people due to their sexual orientation.

## Stereotyping:

- This involves making judgements about individuals or groups of people **based on prejudices.**
- It means making unfair assumptions that people with certain characteristics are the same.
- For example, girls are better behaved than boys.

## Patronising:

- Speaking or behaving towards someone as if they are stupid or not important; this can be direct, intentional or unintentional discrimination, e.g. speaking loudly and slowly to an older service user.

## Labelling

- Labelling refers to attaching a label or categorizing someone, often with negative consequences.
- For example, someone might be labelled as ‘lazy’ in the workplace and then be judged negatively, even when they are working hard.
- Also people may prefer not to be labelled with certain terms, e.g. ‘deaf’ – a person may prefer ‘hearing impaired’.

## Bullying

- This is a **range of negative behaviours that can intimidate or harm individuals.**
- It can involve humiliating, insulting or harassing someone by constantly criticising them, making inappropriate comments or repeating offensive jokes or nicknames.
- Bullying may be carried out by a person who is in a position of power, e.g. manager, supervisor or carer.
- It may involve bullying another care worker or bullying service users.



# 1.4 Discriminatory Behaviour

## **Inadequate Care**

- Any act – or failure to act – that causes harm to a service user, e.g. an optician carrying out a sight test with a person with a learning disability not providing them with symbols or pictures instead of letter.
- Other examples include not giving medication on time, a drink being left out of reach and a person cannot access it due to mobility issues.

## **Breach of Health and Safety**

- Any act which breaks health and safety rules, e.g. not making sure a floor is clear and a service user with impaired vision then falls and injures themselves.
- Other examples include not using good food hygiene procedures in a nursing home and causing an outbreak of food poisoning.



# 1.4 Discriminatory Behaviour Types of Abuse

This is when someone is treated with cruelty or violently, often repeatedly. Abuse happens when people are not seen as individuals, they are discriminated against – they can be labelled, stereotyped and treated poorly. People who use services are often vulnerable and require someone else to carry out everyday tasks for them. If abuse is occurring, they service user can feel disempowered because they don't have control over what is happening. They may also not realise it is happening and if they do, feel reluctant to report it as they are reliant on the care service.

Abuse can include:

- **Financial abuse** – where a care worker or informal carer takes money or property without permission or encourages someone to give them money.
- **Verbal** – when offensive or derogatory language is used. Can be accompanied with intimidating body language.
- **Physical** – physical injury or harm is caused through not carrying out procedures correctly (moving and handling) or hitting someone.
- **Mental/psychological** – name calling, taunting, withholding attentions or belittling a person.
- **Neglect** – when a carer fails to care for someone properly/ Their basic needs for warmth, food, clean clothing are not met.



# Breadth and Depth Types of Discrimination

**TASK – Complete the table in  
your workbooks**

<b>TYPE</b>	<b>DEFINITION</b>	<b>EXAMPLE</b>
Direct	Someone is treated less favourably on the basis of their individuality, e.g. older people.	
Indirect	When a policy or rule is put in place which applies to all and disadvantages some people.	
Intentional	With purpose, deliberate. Someone takes an action to treat a person worse than others.	
Unintentional	Not done on purpose. May be a result of subconscious bias – not being aware that you are behaving differently towards someone. Could also be due to lack of training, understanding or skills.	

## Case Study - Direct and Indirect Discrimination:

*St Joseph's Primary School is planning a trip to the Lake District. The children are excited. They are looking forward to canoeing, abseiling, and den-building. The trip is designed to take the children out into the countryside, an experience a lot of them will not have had. St Joseph's is located in a deprived inner-city area. However, one of the teachers realises that the trip has been scheduled during Eid, a Muslim holy festival and some children withdraw from the trip saying they would rather not go because they want to spend the time with their families.*

**Is this discrimination? Could it be direct or indirect?**



# Breadth and Depth Types of Discrimination

## Re-cap:

- Prejudice – Preconceived, unfair or unreasonable opinion that it usually formed when a person does not have enough knowledge or awareness.
- Can lead to discrimination due to religion, culture, race, disability, age, socioeconomic background, gender, sexual orientation.



# TASK: Discriminatory Behaviour

- What type is taking place?

<i>Breach of health and safety</i>	<i>Being patronising</i>	<i>Physical Abuse</i>	<i>Neglect</i>
<i>Financial abuse</i>	<i>Inadequate care</i>	<i>Verbal abuse</i>	<i>Bullying</i>
<i>Labelling</i>	<i>Stereotyping</i>	<i>Mental abuse</i>	

Q1: Verbal abuse/being patronising – prejudice due to disability – direct discrimination

Q2: Inadequate care – prejudice due to lack of understanding of culture – direct discrimination

Q3: Neglect – prejudice because of disability – indirect discrimination

Q4: Verbal abuse – prejudice against socioeconomic background – direct and intentional discrimination

Q5: Physical abuse – prejudice against age/disability – direct and intentional discrimination

# Exam Question

***Prejudice and stereotyping are types of discrimination. Give the meaning of 'prejudice' and 'stereotyping'. (4 Marks)***

*Prejudice: A pre-conceived negative attitude or dislike of an individual or group which is based on ill-informed personal opinion about individual differences, e.g. race or gender.*

*Stereotyping: Generalizations are made, which are often offensive and exaggerated, about a particular group of people. It is where a group is seen as 'all the same' in a negative way, e.g. older people or homeless people.*



Exam!

# 1.5 Potential Impacts on Individuals of Discrimination

- There are many different potential impacts on individuals of discrimination, and they can be assigned to the categories of physical, intellectual, emotional, social and/or financial (PIESF).
- Individuals can experience these in different ways.



# 1.5 Potential Impacts on Individuals of Discrimination

- Key Impacts:
  - ❖ Disempowerment
  - ❖ Fear
  - ❖ Illness
  - ❖ Injury
  - ❖ Low self-confidence
  - ❖ Low self-esteem
  - ❖ Physical harm
  - ❖ Poor physical health
  - ❖ Poor mental health
  - ❖ Unfair treatment

**TASK:** Match up the examples of impacts to the PIESF category and answer the questions that follow.



# 1.5 Potential Impacts on Individuals of Discrimination

- Key Impacts:
  - ❖ Disempowerment - emotional
  - ❖ Fear - emotional
  - ❖ Illness - physical
  - ❖ Injury - physical
  - ❖ Low self-confidence - emotional
  - ❖ Low self-esteem - emotional
  - ❖ Physical harm - physical
  - ❖ Poor physical health - physical
  - ❖ Poor mental health - emotional
  - ❖ Unfair treatment - emotional



# 1.5 Potential Impacts on Individuals of Discrimination

1. Salmonella, Covid-19, dehydration, malnutrition.
2. Anxiety, depression.
3. Bruises, broken bones.
4. The process or state of being deprived of power, authority, or influence. It can involve feeling a lack of control over one's life, losing confidence, or being unable to change things.



# BBC Panorama's Winterbourne View

- This is a documentary whereby an undercover reporter goes into a care home to investigate allegations of abuse which have been previously ignored and not investigated properly. It demonstrates different types of abuse taking place.
1. What is the basis for the abuse?
  2. What stereotypes are being applied to the people in the care home?
  3. What types of abuse are shown here?
  4. What are some of the effects of the abuse on:
    - a. The individuals who require the care and support.
    - b. The families of those individuals.
    - c. The care workers.
    - d. The organisation.



[Must Watch Winterbourne View The Abuse Exposed ADUK – YouTube](#)

# Breadth and Depth Consolidation Task

Create a leaflet for a care setting of your choice which outlines:

- *The difference basis of discrimination such as race, culture, etc.*
- *The types of discriminatory practice, e.g., abuse, bullying, etc.*
- *The potential impacts on individuals of discrimination.*

To include:

Whether impacts on individuals are physical, intellectual, emotional, social and/or financial (PIESF)

Application to different health and social care scenarios and settings, including responding to and providing examples.





## Extension - Impact on Individuals Panorama Undercover Care

- Watch the documentary and consider the following:
  - Who is affected?
  - What is the basis for the discrimination?
  - What types of abuse are taking place?
  - Are any of the following impacts occurring in the setting:

***Disempowerment, fear, illness, injury, low self-confidence, low self-esteem, physical harm, poor physical health, poor mental health, unfair treatment.***

- [Undercover Care - The Abuse Exposed - 2011 - YouTube](#)

You can also link to  
PIESF when  
considering impacts  
in the exam!

# Exam Questions

- **Read the following information about Ben and Jack then answer the questions.**
- *Ben is an adult with a learning disability. He lives independently in a flat, with support, from a carer, Jack, who visits once a day. Jack checks Ben is carrying out daily-living activities, for example having a shower, preparing and eating meals regularly, managing his bills and keeping his flat tidy. Jack is an inexperienced carer. He is very impatient and gets angry with Ben. Jack sometimes shouts at Ben and calls him stupid, if he has forgotten to have a meal or tidy up, because it means Jack has to help him.*



Exam!

# Exam Questions



(a) Name the type of discrimination that Ben is experiencing.

.....

[1]

(b) Give **one** example of how Jack is discriminating against Ben.

.....

.....

[1]

(c) (i) Identify **two** possible effects of the discrimination on Ben's mental health.

1  
.....

2  
.....

[2]

(ii) Identify **two** possible effects of the discrimination on Ben's physical health and well-being.

1  
.....

2  
.....

[2]

# Exam Questions



**3(a) One** mark for an identification, **one** required.

**Type of discrimination:**

- Direct
- Disability

**3 (b) One** mark for identification of an example of discrimination.

**Example of how Jack is discriminating:**

- Being impatient with Ben
- Calling Ben stupid
- Getting angry
- Shouting at Ben
- Verbal abuse
- Derogatory language
- Name-calling
- Sarcasm

This list is not exhaustive, accept other appropriate examples.

**3 (c) (i) One** mark for an effect, **two** required.

**Possible effects of discrimination on Ben's mental health:**

- Anxiety / stress
- Behaviour change / angry / aggressive
- Depressed
- Disempowered
- Eating disorder
- Feeling worthless / low self-esteem
- Find it difficult/lack confidence to go out of the house
- Frightened of Jack / feels threatened / unsafe / scared
- Feeling insecure
- Lack of confidence / confidence destroyed
- Lack of motivation
- Not leaving the house
- Self-harm
- Suicidal / negative thoughts
- Social anxiety / not want to speak to anyone
- Upset / ridiculed

Accept appropriate alternative **mental health** effects.  
Do not credit repeats.

# Exam Questions



**3 (c) (ii) One** mark for an effect, **two** required.

**Possible effects of discrimination on Ben's physical health and wellbeing:**

- Fatigue / lack of energy / weak / tired / lack of sleep
- Health deteriorates / poor immune system
- Lack of exercise – health effects
- Lack of personal hygiene – health effects
- Not eating / eating disorder / malnutrition / dehydration / lack of appetite
- Poor personal hygiene / body odour
- Self-harm – physical effects of cuts, scars, bleeding
- Staying in bed / not leaving the house
- Weight loss / gain

Accept appropriate alternative **physical effects**

Do not credit repeats.

# Exam Questions



*Steve, 86, had a stroke. When released from hospital, he chose to return home as he did not want to live in residential care.*

*A physiotherapist visits Steve at home once a week helping him to do exercises that will help with his mobility and improve the use of his right arm.*

*Steve often feels upset because the physiotherapist handles him roughly, bruising him.*

*The physiotherapist tells Steve that he is silly wanting to be on his own at home, and that he would be better off in a residential home.*

**(a)** Describe **two** types of discriminatory practice that Steve is experiencing.

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**[4]**

**1 (a) Two** marks for a description, **two** required.

**Types of discriminatory practice:**

- Ageism / stereotyping not taking Steve's opinions seriously; assumption he would be better off in residential care.
- Disregard of Steve's need for independence, telling him he would be better off in a care home rather than living independently.
- Physical abuse, inadequate care, rough handling while doing exercises.
- Verbal abuse by making derogatory comments, telling him he is better off in a home / telling him he silly / patronising / lacks respect
- Emotional / mental / psychological / bullying abuse, making derogatory comments, telling Steve he is 'silly'.
- Incorrect manual handling, rough treatment.
- Physiotherapist is patronising, telling Steve what he should do.
- Direct discrimination – with description/example
- Disability discrimination - telling him he would be better off in a care home assuming he can't look after himself

**Alternative wording and examples are acceptable and interchangeable, but do not credit repeats.**

# Exam Questions



# Exam Questions

Tom has a mild learning disability; he needs a bit longer than usual to learn new skills. He wants to be independent and get a job. His social worker has helped him to find a placement in a supermarket that could lead to a permanent job. Tom is enjoying his placement and has been working on the till serving customers and carrying out shelf-filling duties. However, his supervisor has complained that though customers like chatting with him, Tom sometimes gets confused having to deal with multiple tasks at the till – age checks, gift vouchers and giving change, and his shelf-filling is not always accurate. The supervisor tells the store manager he doesn't think Tom is skilled enough to do the job and he takes too long to do things. Tom's social worker arranges a meeting with the store manager to discuss the need for 'reasonable adjustments' to be made to accommodate Tom's learning disability and help him to do his job successfully.

***a. Describe four potential impacts of this discriminatory behaviour on Tom.***



# Exam Questions – Mark Scheme

- **Effects on mental health** – depression, anxiety
- and upset caused by the way he is treated by the supervisor and his lack of support
- **Loss of confidence** - due to the supervisor
- complaining he is confused and can't multi-task
- **Feeling worthless/loss of self-esteem** –
- unimportant as the supervisor says he is not skilled
- and too slow to do the job properly
- **Disempowered** - feels neglected and isolated as he
- does not receive enough help
- **Self-harm** – due to lack of control of the situation and the poor treatment he is experiencing / cry for help
- **Frightened** – scared of losing his chance at a permanent job, so doesn't ask for help
- **Effects on social well-being** – become withdrawn,
- isolating himself, lack of confidence feels he doesn't belong or is a burden on other staff
- **Effects on physical health** – may suffer from
- stress, lack of sleep due to worrying / eating disorders etc.