



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 2 UNIT 2
INDIVIDUAL RIGHTS IN HEALTH
AND SOCIAL CARE

DELIVERY GUIDE

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 2- INDIVIDUAL RIGHTS IN HEALTH AND SOCIAL CARE

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

We live in a diverse, multi-cultural society. We are all different and do not necessarily hold the same views or opinions. However, we all have the right to receive good quality care.

This unit will help learners to appreciate the impact that diversity can have on the way Health and Social Care services are provided. It is essential that learners understand the rights that all individuals have and the principles that support these rights, so that care can be delivered effectively. The unit will also introduce learners to regulations and laws that impact on care delivery.

This unit will provide learners with knowledge of the ethical responsibilities of care providers, so it is an important part of the preparation for work experience.




Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know factors that contribute to a diverse and equal society	1P Identify factors that contribute to the equality of individuals in society	1M Describe the problems associated with stereotyping, labelling and prejudice	
	2P Explain the individual rights of people who use services		
2 Understand principles and values which underpin the support given to individuals	3P Explain the principles and values which underpin the support for people who use services		1D Assess the impact of applying principles and values when supporting people who use services






P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW FACTORS THAT CONTRIBUTE TO A DIVERSE AND EQUAL SOCIETY

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know factors that contribute to a diverse and equal society	1P Identify factors that contribute to the equality of individuals in society	1M Describe the problems associated with stereotyping, labelling and prejudice	
	2P Explain the individual rights of people who use services		

P = Pass, M = Merit, D = Distinction




Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	
1 Introduction	Learners could take part in activities to demonstrate how divisions are created in society. The learners could be asked to get into groups according to height and hair colour. The learners may then be asked to identify in groups how divisions in society are created and what they are often based upon.	1 hour		
2 Social factors	Learners could work in groups to identify the ways in which groups within society are portrayed by the media. Learners could then discuss social factors that may have influenced these portrayals discussing the impact of these stereotypes on society and the treatment of individuals within these groups. Resource: Stereotyping, Socialisation and Discrimination	1.5 hours		
3 Biological factors 	Learners could research and identify biological factors that could be used to categorise individuals and examine how this may influence their treatment in a health and social care environment and how they access that care. For example, learners' understanding could be enhanced by watching a video clip about someone living with a disability. Learners could consider how biological factors may result in discriminatory practices, eg stereotyping, labelling. Learners could present their findings to their colleagues.	2 hours		
4 Consolidation 	Having examined and discussed ways in which individuals are stereotyped in society and categorised, the learners could write a report in which they outline the problems associated with stereotyping, labelling and prejudice. The learners could use examples from their research to develop their explanations. The teacher could support the learners with this activity by developing a writing frame for this activity.	1.5 hours		1M Describe the problems associated with stereotyping, labelling and prejudice
5 Individual Rights 	Learners could be given a case study and asked to identify the rights of an individual in a health and social care environment. The learners could work in groups to identify an individual's rights and discuss the importance of individuals being aware of their rights. The learners could then present this information to their colleagues and generate a comprehensive list of individuals' rights.	1 hour		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
6 Consolidation 	The learners could consolidate the 'rights' information into a report that could be used to inform people who use the service about their rights in a health and social care environment. The learners could explain the individual rights of people who use the service by generating a diagram identifying their rights, explaining what they are and their importance for individuals in health and social care environments.	1.5 hours	2P Explain the individual rights of people who use services
7 Protecting individuals' rights 	Learners could begin this section by discussing how individuals' rights could be protected and how we could ensure equality in society. Learners could discuss these issues in groups. Learners could then be introduced to the legal frameworks identified in the specification.	1 hour	
8 Legislation 	Having been introduced to the legal frameworks, working in groups, learners could research the role and impact of legislation. Each group of learners could be given a piece of legislation to focus on and asked to identify the main purpose of the legislation, its effectiveness and formulate examples of how they may contribute to the equality of individuals in society. This information could be presented to the other groups in the form of a presentation and an information leaflet.	2 hours	
9 Policies/codes of practice 	Learners could investigate the role of codes of practice and organisations' policies, eg equal opportunities policy, to inform effective practice in order to support the equality of individuals in society. Learners could be given a policy of an organisation and, working in small groups, identify how this policy could support the legislations to ensure equality in society. The learners could then share this information with their colleagues.	2 hours	
10 Consolidation 	Learners could write a report in which they discuss factors that contribute to equality by referring to legislation and the use of policies produced by organisations. The learners could discuss the extent to which these policies have been successful in creating equality.	2 hours	

LEARNING OUTCOME 2 - UNDERSTAND PRINCIPLES AND VALUES WHICH UNDERPIN THE SUPPORT GIVEN TO INDIVIDUALS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand principles and values which underpin the support given to individuals	3P Explain the principles and values which underpin the support for people who use services		1D Assess the impact of applying principles and values when supporting people who use services

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Values of care - early years 	Learners could outline and define the values of care and discuss examples of how these values could be implemented in health and social care environments.	1 hour	
2 Values of care - general 	The teacher could invite an external speaker, eg a nursery nurse into the classroom to discuss the importance of values of care and how they underpin the support given to people who use the service.	1.5 hours	
3 Consolidation 	Learners could be given two case studies (developed by the teacher). One case study could be based on a health and social care environment and the other on an early years environment.		
	Learners could refer to the case studies in order to explain the principles and values that are used to underpin support for people who use the services.	1 hour	3P Explain the principles and values which underpin the support for people who use services
	Learners could then demonstrate their understanding of the principles and values that are used to underpin support for people who use the services by assessing the impact of applying those principles and values when supporting people who use the services.	2 hours	1D Assess the impact of applying principles and values when supporting people who use services



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk