



Accredited

**OCR LEVEL 2
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**INDIVIDUAL RIGHTS IN
HEALTH AND SOCIAL CARE**

K/600/6873

LEVEL 2 UNIT 2

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

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Update to the Data Protection Act

INDIVIDUAL RIGHTS IN HEALTH AND SOCIAL CARE

K/600/6873

LEVEL 2 UNIT 2

AIM OF THE UNIT

All individuals have the right to be treated equally and fairly. It is the duty of the Health and Social Care provider to support these rights and uphold and maintain anti-discriminatory practice. The aim of this unit is to provide learners with knowledge and understanding of the diverse backgrounds and needs of people who use services, the legal responsibilities to support individuals' rights and the underlying principles that inform effective practice. The unit will also give learners a background in the legal and regulatory framework within which health and social care services are delivered.

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.

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.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know factors that contribute to a diverse and equal society	P1 Identify factors that contribute to the equality of individuals in society	M1 describe the problems associated with stereotyping, labelling and prejudice	
	P2 Explain the individual rights of people who use services		
2 Understand principles and values which underpin the support given to individuals	P3 Explain the principles and values which underpin the support for people who use services		D1 assess the impact of applying principles and values when supporting people who use services

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Know the factors that contribute to a diverse and equal society

- *Social factors:* diversity (e.g. culture, ethnicity, faith, gender, sexuality, age, family structure, social class and geographical position)
- *Political factors:* the role and impact of current legislation, regulations, policies and codes of practice on the delivery of health and social care services (e.g. Legal and regulatory frameworks: e.g. The Equality Act 2010, The Children Act 2004, Every Child Matters, Disability Discrimination Act 2005, Care Standards Act 2005, Data Protection Act 2018, Freedom of Information Act 2005
Policies: (e.g. Equal Opportunities, Bullying, Confidentiality, Health and Safety). **Learners must be taught any changes to legislation which supersedes those listed.**
- *Codes of practice:* (e.g. General Social Care Council/Care Council for Wales/Northern Ireland Social Care Council codes of practice and rules of conduct for social care workers and employers; charters, for example entitlement to services)
- *Biological factors:* (e.g. physical features; disabilities e.g. learning, physical)
- *Equality:* (e.g. anti-discriminatory practice; discriminatory practice e.g. stereotyping, labelling, prejudice)
- *Individual rights* (e.g. right to be respected, treated with equality, and fairly, respected as an individual and not discriminated against, privacy, dignity, protection from danger and harm; right to access information relevant to themselves; right to communicate using their preferred methods of communication and language; right to be cared for in a manner that takes account of their needs, choices, preferences).

Learning Outcome 2 Understand the principles and values which underpin the support given to individuals

- *Values of care, health and social care settings:* (e.g. promoting equality and diversity of people who use services; promoting individual rights and beliefs; maintaining confidentiality)
- *Values of care, early years settings* (e.g. making the welfare of the child paramount; keeping children safe and maintaining a healthy environment; working in partnership with parents/families; supporting children's learning and development; valuing diversity; equality of opportunity and anti-discriminatory practice; maintaining confidentiality; working with others; reflective practitioners)
- *Impact of principles and values:* (eg. person-centred approach to care and provision, individual needs met, rights upheld, privacy, safety, empowerment, independence; legislation/policies etc provide a system of redress, clear guidelines for practitioners to follow, raises standards of care, gives consistency of care)

DELIVERY GUIDANCE

This unit is concerned with the issues of diversity, equality and rights in Health and Social Care. The unit also covers the duty of the care provider in upholding individuals' rights and maintaining anti-discriminatory practice.

LO1 Know factors that contribute to a diverse and equal society.

A suggested starting point in delivery of this unit is to get learners to establish how our society is structured and how individuals in society may differ. Case studies and scenarios can be used to illustrate different social and cultural backgrounds. The impact of stereotyping, labelling and prejudice on individuals could also be discussed through the use of case studies. This approach is useful in generating discussion and giving learners the opportunity to share their own experiences and attitudes to diversity. Learners should be encouraged to challenge their own assumptions regarding the differences between people. Once learners are able to identify the factors that contribute to diversity, then political factors which address inequality may be introduced. Learners can research the role of current legislation and policy with regard to inequality. Documentaries and news items which consider the role of legislation, regulations and policy can be useful to stimulate discussion.

LO2 Understand principles and values which underpin the support given to individuals.

Practical activities such as role play may be used to emphasise the ways in which the rights of people who use services are respected or ignored. Learners could be given the opportunity to observe this taking place in health and social care settings through filmed excerpts and relevant media coverage.

To enable learners to appreciate how it feels to receive care, activities could be devised where one learner delivers care and the other "receives" the care. Useful scenarios for this include feeding yogurt to one another or cleaning teeth. Encourage learners to reflect on how they felt when receiving care. Using their experiences of receiving care, get learners to reflect on how individual's rights can be respected when receiving care. Ask learners to suggest ways in which individuals right could be better respected.

Presentations may be used to highlight the principles and values that underpin the support given to people who use services. Web sites can be utilised as points of discussion for the group of learners to convey relevant information.

An example of this is www.humanrights.org.uk where issues such as a person's 'right to life' are discussed. A useful teaching tool in relation to the discussion of the rights of the individual with regard to disability, can be found at <http://www.youtube.com/watch?v=5Ale41DgA>

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1

P1 – Learners should identify the factors that contribute to the equality of individuals in society. This could be written and presented in the form of a poster that could be displayed in the local hospital or health centre. The information should outline the current legislation and policies that inform effective practice.

P2 – Learners should explain the individual rights of people who use services. Learners could research and become familiar with policies that are followed in a range of health and social care settings. These could be used to assist learners in producing an example policy that could be implemented in a specific setting, eg nursery, day-care centre or residential home. The policy should highlight the type of care that people who use services have the right to receive.

M1 – Learners could produce an information brief for staff at their chosen setting that describes the impact and problems associated with stereotyping, labelling and prejudice. This could be in the form of a leaflet or a podcast.

LO2

P3 – Learners should explain the principles and values that underpin the support given to people who use services. This could be presented in a report. The report could be based on a fictional care setting that has been identified and researched by the learner.

D1 – In their report learners should assess the impact of applying principles and values, when supporting people who use services. Learners should be encouraged to link the principles underpinning care to the current legal and regulatory framework governing services.

RESOURCES

Textbooks

Fisher A, Seamons S, Creswell R – *GCSE Health & Social Care: Student Book for OCR* (Folens,2009) ISBN : 9781850084242
Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030
Malik H, Walker M, – *A Practical Guide to Equal Opportunities 3rd edition* (Nelson Thornes 2009) ISBN 1408504820

DVD

'*Communication in Care*' Key Stage Comedy

Publications/Journals

The Nursing Times (Emap)
The Independent newspaper
The Guardian newspaper
Local newspapers

Websites

www.aboutequalopportunities.co.uk |
Information about equal rights & opportunities

www.adviceguide.org.uk
Citizens advice bureau – information about legislation & rights

www.bbc.co.uk/news for real life cases of discrimination

www.dh.gov.uk Department of Health

www.equalityhumanrights.com
Equality and Human Rights Commission

www.humanrights.org.uk

www.inclusion.me.uk Inclusion-me Ltd

www.legislation.gov.uk

www.scie.org.uk Social Care Institute for Excellence

www.ssia.wlga.gov.uk Social Services Improvement Agency
Provides links to several other useful sites

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

To be completed by OCR

LINKS TO NOS

To be completed by OCR



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Telephone **02476 851509**

Email **cambridgetechnicals@ocr.org.uk**

www.ocr.org.uk