



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN HEALTH AND SOCIAL CARE

EQUALITY, DIVERSITY AND RIGHTS IN HEALTH AND SOCIAL CARE

D/600/9222

LEVEL 3 UNIT 2

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

Version 3: Updated to reflect current
legislation and Acts.

EQUALITY, DIVERSITY AND RIGHTS IN HEALTH AND SOCIAL CARE

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LEVEL 3 UNIT 2

AIM OF THE UNIT

To provide effective care practitioners must have a good knowledge and understanding of the diversity that exists amongst people in society. Many individuals who need health, social or early years services can be vulnerable and dependent on others; this means that practitioners' attitudes, values and prejudices can significantly affect the quality of care people who use services experience.

This unit will help learners to appreciate the implications of diversity on practice and also the effects of discriminatory practice on people who use services. Learners will also gain an appreciation of how legislation, national initiatives and policy guidelines can support anti-discriminatory practice.

PURPOSE OF THE UNIT

Effective health and social care practice recognises and adapts to society and the needs of individuals within it. British society is extremely diverse, it is essential that service providers acknowledge this in order to gain an understanding of the implications of diversity in terms of equality and individual rights.

This unit will help the learner to establish this understanding by focussing on issues of discrimination and discriminatory practice. The effects of discriminatory practice will be explored and the potential impact upon people who use services. Strategies used to promote anti-discriminatory practice will be addressed in terms of the role of legislation, codes of practice and working procedures in providing appropriate standards of support and care.

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 Understand concepts of equality, diversity and rights in relation to health and social care	P1 explain the concepts of equality, diversity and rights in relation to health and social care	M1 describe how practitioners should apply values of care in a health or social care service	D1 analyse the benefits of understanding diversity in relation to health and social care
2 Know discriminatory practices in health and social care	P2 describe discriminatory practice in health and social care		
3 Understand how national initiatives promote anti-discriminatory practice	P3 describe the potential effects of discriminatory practice on those who use health or social care services	M2 explain the possible impact of the Disability Discrimination Act in promoting anti-discriminatory practice	D2 evaluate the effectiveness of national initiatives in promoting anti-discriminatory practice
4 Know how anti-discriminatory practice is promoted in health and social care settings	P4 explain how national initiatives promote anti-discriminatory practice	M3 describe ways health or social care settings use national initiatives to promote anti-discriminatory practice	
	P5 describe how anti-discriminatory practice is promoted in health and social care settings		

TEACHING CONTENT

1 Understand concepts of equality, diversity and rights in relation to health and social care

- *Social, cultural and economic diversity:* (e.g. faith, gender, sexuality, age, family structure, social class, language, dress, food, music, the arts, education, employment, expertise)
- *Equality and 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)
- *Values of care, health and social care settings:* 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)
- *Benefits of understanding diversity:* (e.g. empowerment, independence, inclusion, equality, respect, dignity, opportunity, access, participation, anti-discriminatory practice)
- *Correct use of terminology:* (e.g. equality, diversity, rights, opportunity, difference, discrimination, (this may be direct or indirect) stereotyping, labelling, prejudice, disadvantage, culture, beliefs, values, expectations, empowerment, independence, vulnerability, abuse, interdependence, racism, sexism, ageism and homophobia)
- *Health and social care settings:* these include residential care, day care, nursing care, domiciliary care and early years care.

2 Know discriminatory practice in health and social care

- *Basis of discrimination:* the factors that may incite discrimination or discriminatory behaviour, (e.g. culture, race, disabilities, cognitive ability, social class, age, gender, sexuality, health status, family status and structure, for example lone parents, same sex couples)
- *Discriminatory practice:* (e.g. infringement of rights, the various types of abuse, the covert or overt abuse of power, bullying, prejudice, stereotyping and labelling)
- *Effects of discriminatory practice:* (e.g. disempowerment, low self-esteem and self-confidence, marginalisation, restricted opportunities, unemployment, lack of social cohesion, negative behaviours such as violence or criminality, loss of rights).

3 Understand how national initiatives promote anti-discriminatory practice in health and social care

- *Conventions, legislation and regulations* (e.g. Sex Discrimination Act, Mental Health Act, Mental Health (Northern Ireland) Order, The Convention on the Rights of the Child, The Children Act, Race Relations (Amendment) Act, Disability Discrimination Act, Human Rights Act, Data Protection Act, Nursing and Residential Care Homes Regulations, Care Standards Act, The Children Act, Disability Discrimination Act, Mental Capacity Act, Age Discrimination Act, Equality Act. **Learners must be taught the latest legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.**
- *Codes of practice and charters:* codes of conduct established by professional bodies which include, 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, (e.g. entitlement to services)
- *Quality assurance:* (e.g. inspections such as Ofsted, CQC (Care Quality Commission))
- *Organisational policies and procedures:* Policies (e.g. equal opportunities, bullying, harassment, confidentiality, health and safety); Procedures (e.g. work practices, positive promotion of individual rights, advocacy; staff recruitment, development and training; complaints procedures)

- *Impact of national initiatives:* (e.g. person-centred approach to care and provision, individual needs met, rights upheld, privacy, safety, empowerment, independence, provides a system of redress, clear guidelines for practitioners to follow, raises standards of care, gives consistency of care).

4 Know how anti-discriminatory practice is promoted in health and social care settings

- *Active promotion of anti-discriminatory practice:* (e.g. ethical principles, putting the people who use services at the heart of service provision by providing support consistent with the beliefs, values, culture and preferences of the individual; supporting individuals to express their needs and preferences, empowering individuals, promoting individuals' rights, choices and wellbeing whilst identifying and challenging discrimination. Balancing individual rights with rights of others and dealing with conflict)
- *Personal beliefs and value systems:* (e.g. developing greater self-awareness and tolerance of differences, committing to the values of care, careful use of language and working within legal, ethical and policy guidelines in order to develop anti-discriminatory practice in the health, social care or early years setting)
- *Ways of promoting anti-discriminatory practice:* (e.g. applying values of care, implementing policies and codes of practice; staff selection and interviewing procedures comply with the Equality Act; staff development and training; mentoring; staff meetings; challenging discrimination; quality assurance such as feedback from people who use services, implementing inspection recommendations, observations).

DELIVERY GUIDANCE

LO1 Understand concepts of equality, diversity and rights in relation to health and social care

Tutors should guide learners through the concepts of equality, diversity and rights in relation to health and social care. Group discussion would be useful in identifying perceptions of difference in society and the value of diversity that the nature of difference brings.

The value of diversity could be highlighted and demonstrated by presenting the group with some examples of the various contributions made by different cultures, for example the music, food, literature and art that enrich our society.

The knowledge and experience of guest speakers could be utilised in order to contextualise issues of equality, diversity and rights. An Equal Opportunities Officer or Advocacy Support Worker could address the relevant information in terms of their own job roles and professional experience or opinion. Learners should be asked to generate a list of pertinent questions they would like to ask in relation to the learning outcomes of the topic. The values of care could be considered through the use of case studies or possibly a guest speaker, such as a school nurse or college counsellor, who would be able to give real life examples of care values in practice in their day-to-day work.

LO2 Know discriminatory practice in health and social care

Learners could be sensitively encouraged to reflect on their own attitudes and prejudices, or those of others that they may have experienced or observed. News articles and documentary programmes could be used in order to give learners an insight into discriminatory practice that can occur. This may be bullying on an individual level or the inadequate provision of services on an institutional level. Learners should be guided in discussing the differences between direct and in-direct discrimination, so as to appreciate the subtleties as well as the overt nature of discrimination. Case studies, scenarios and role play would provide learners with opportunities to explore the important factors relating to discriminatory practice in health and social care. These delivery methods could be implemented in a way that gives learners an insight into the wide ranging effects of discrimination on people who use services.

LO3 Understand how national initiatives promote anti-discriminatory practice in health and social care

Learners should understand how national initiatives can promote anti-discriminatory practice. Relevant Legislation, regulation, codes of practice, policies and procedures should be introduced and reviewed in order to help learners understand the role the legal requirements can play in supporting anti-discriminatory practice. These could include for example confidentiality, equal opportunities, health and safety policies. Policies can often be found on the websites of local health, social care or early years organisations, or the school/college policies could be used to provide real examples.

A guest speaker from the Red Cross or Scope could be invited to discuss how the Disability Discrimination Act helps to inform good practice and supports the rights of individuals with a disability. The guest speaker could instruct learners on how to safely use a wheelchair, so that they are then able to have personal experience of access issues, using a wheelchair, in their local area. If this is not possible, learners should be supported to walk around their local area in order to investigate access issues that wheelchair users may face, or that have been resolved as a result of the DDA being implemented.

The CQC (Care Quality Commission) and Ofsted could be introduced to learners so that they can establish how these regulatory bodies work to protect the public. The CQC and Ofsted websites could be accessed by learners in small groups in order to research certain aspects of their role in supporting individual rights and combating discrimination, for example the inspection process in health and social care settings and Ofsted inspections in early years settings.

Current news articles concerning the effectiveness of the role of the Ofsted and the CQC could be reviewed, in terms of the role they play as regulatory bodies in delivering guidance concerning legislation, policies and procedures.

Emphasis should be placed on the way legislation, codes of practice, policies and procedures affect the day to day practice in care settings; and how this helps promote anti-discriminatory practice and the level of support they give employers, employees and people who use services.

LO4 Know how anti-discriminatory practice is promoted in health and social care settings

Learners could be made aware of situations or incidents whereby shortcomings have been detected by the regulatory and inspection process, which then impacts upon health and social care provision. Ways of implementing inspection report recommendations could be discussed in groups and then feedback to the class. Case studies and role play could also be effective tools in emphasising how anti-discriminatory practice can be actively promoted. DVDs such as 'Care Values' (produced by Key Stage Comedy) provide good examples of anti-discriminatory practice in action.

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

LO1

The evidence for LO1 could take the form of a training session for care workers about equality, diversity and rights.

P1 – Learners could create a presentation to explain the concepts of equality, diversity and rights in relation to health and social care. The presentation should include an exploration of issues concerning diversity, the impact it may have on health and social care services and provision and how services should recognise equality and the rights of people who use them, in order to provide effective, good quality care.

M1 – To accompany the presentation produced for P1 learners could write a script for a role play that demonstrates care values in practise. The role play could be carried out and recorded.

D1 – The training session could be concluded with an analysis of the benefits of care workers understanding diversity in relation to health and social care; this could either be part of the P1 presentation or a separate handout for the care workers to take away from the session.

LO2

P2 – Learners could produce a leaflet that describes what is meant by discriminatory practice in health and social care.

P3 – A write up of two or three case studies could be used to give examples of the effects of discriminatory practice on people who use services. The case studies could be real life situations researched via newspapers or the internet, or they could be created by the learner.

LO3

P4, M2 and D2 – Learners could write an article for a health or social care magazine that reviews current national initiatives in order to assess their impact and effectiveness in promoting anti-discriminatory practice. The article should include a review of the Disability Discrimination Act covering both the strengths and the weaknesses of the Act in order to evaluate its' success in fulfilling an essential function; supporting the rights of disabled people in the community. This could involve learners in actively investigating facilities in the community and completing an access report.

LO4

P5 and M3 – Learners could produce a report which describes and gives examples of ways a health or social care setting uses national initiatives to promote anti-discriminatory practice. This report could be based on a care setting where the learner has had the opportunity of a work placement; or could be a local setting that the learner has researched by using its website.

RESOURCES

Textbooks

Aldworth C, Billingham M, Lawrence P, Moonie M, et al – *BTEC Level 3 National Health and Social Care Book 1* (Heinemann, 2010) ISBN 9781846907463

Fisher A, et al – *Applied AS Health & Social Care for OCR* (Folens, 2006) ISBN : 1843038404

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.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

Unit 10: Safeguarding adults and promoting independence

Unit 19: Caring for individuals with additional needs

Unit 20: Dealing with challenging behaviour

LINKS TO NOS

Partial coverage:

HSC35 Promote choice, well-being and the protection of all individuals

b – Respect the diversity and difference of individuals and key people

HSC3111 Promote the equality, diversity, rights and responsibilities of individuals

a – Promote the rights and interests of individuals

b – Promote the equal treatment of individuals



CONTACT US

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