

Cambridge TECHNICALS LEVEL 3

Cambridge  
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2016

# HEALTH AND SOCIAL CARE

Unit 2

Equality, diversity and rights in  
health and social care

D/507/4366

Guided learning hours: 60

Version 2 – Revised content – March 2016

## LEVEL 3

### UNIT 2: Equality, diversity and rights in health and social care

D/507/4366

**Guided learning hours: 60**

**Essential resources required for this unit: none**

**This unit is externally assessed by an OCR set and marked examination.**

#### UNIT AIM

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Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health, social care and child care environments is essential in today's very diverse society. Whatever role you have, or aspire to, in health, social care or child care, an effective practitioner must be able to provide care that meets the needs of individuals and that supports their rights. Many individuals who use health, social care or child care environments can be vulnerable and dependent on others; this means that practitioners' attitudes, values and prejudices can significantly affect the quality of care, individuals who require care or support experience.

This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.

Strategies used to promote equality, respect diversity and support individuals' rights will be examined. You will develop your ability to recognise both good and discriminatory practice in care situations. You will develop your judgement and decision-making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades. 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.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- a direct question will not be asked about unit content which follows an e.g.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1. Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments	1.1 Concepts, i.e. <ul style="list-style-type: none"> <li>• equality, i.e.               <ul style="list-style-type: none"> <li>○ a person is respected as an individual, treated fairly, given the same opportunities regardless of differences, treated according to needs</li> </ul> </li> <li>• diversity, i.e.               <ul style="list-style-type: none"> <li>○ race</li> <li>○ religion</li> <li>○ cultural differences</li> <li>○ gender and gender reassignment</li> <li>○ sexuality and sexual orientation</li> <li>○ age</li> <li>○ family structure</li> <li>○ marriage and civil partnership</li> <li>○ social class</li> <li>○ language</li> <li>○ dress</li> <li>○ food</li> <li>○ music</li> </ul> </li> </ul>	<p>Learners need to be guided to develop an understanding of the key concepts of equality, diversity and rights that underpin this unit. They should be able to define key terms and concepts and be able to describe the benefits of understanding diversity (e.g. empowerment, independence, inclusion, respect, dignity, opportunity, access and participation)</p> <p>Learners must develop an understanding of how all of the values of care are applied in health and social care and in child care environments. They must be able to analyse practical examples of how practitioners can apply the values in their day to day work, in care settings, to promote equality, respect diversity and support individuals who require care or support.</p> <p>Learners must develop an understanding of the support networks available to promote equality, diversity and rights.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <li>○ the arts</li> <li>○ education</li> <li>○ pregnancy and maternity</li> <li>○ disability</li> </ul> <ul style="list-style-type: none"> <li>● rights, i.e. <ul style="list-style-type: none"> <li>○ choice</li> <li>○ confidentiality</li> <li>○ protection from abuse and harm</li> <li>○ equal and fair treatment</li> <li>○ consultation</li> <li>○ right to life</li> </ul> </li> </ul> <p>1.2 Application of the concepts, i.e.</p> <ul style="list-style-type: none"> <li>● the values of care in health and social care services, i.e. <ul style="list-style-type: none"> <li>○ promoting equality and diversity</li> <li>○ promoting individual rights and beliefs</li> <li>○ maintaining confidentiality</li> </ul> </li> <li>● the values of care in child care services, i.e. <ul style="list-style-type: none"> <li>○ making the welfare of the child paramount</li> <li>○ keeping children safe and maintaining a healthy environment</li> <li>○ working in partnership with parents/guardians and families and other professionals</li> <li>○ encouraging children's learning and development</li> <li>○ valuing diversity</li> <li>○ ensuring equality of opportunity</li> <li>○ anti-discriminatory practice</li> <li>○ maintaining confidentiality</li> <li>○ working with other professionals</li> </ul> </li> </ul>	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>1.3 Support networks, i.e.</p> <ul style="list-style-type: none"> <li>• advocacy services (e.g. SEAP, MENCAP Empower Me, British Institute of Learning Disabilities)</li> <li>• support groups (e.g. MIND, Age UK, Headway)</li> <li>• informal support (e.g. friends, family, neighbours)</li> </ul>	
<p>2. Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p>	<p>2.1 Discriminatory practices, i.e.</p> <ul style="list-style-type: none"> <li>• basis of discrimination (e.g. race, culture, disability, social class, age, gender, sexual orientation, religion)</li> <li>• direct and indirect discrimination</li> <li>• types of abuse</li> <li>• prejudice</li> <li>• stereotyping</li> <li>• labelling</li> <li>• bullying</li> </ul> <p>2.2 Individuals affected, i.e.</p> <ul style="list-style-type: none"> <li>• individuals who require care and support (e.g. patients, children, older adults, people with disabilities)</li> <li>• family/friends/relatives of individuals</li> <li>• practitioners (e.g. nurse, G.P., physiotherapist, teacher, early years practitioner, social worker, care assistant, care worker)</li> </ul> <p>2.3 Impact on individuals, i.e.</p> <ul style="list-style-type: none"> <li>• disempowerment</li> <li>• low self-esteem and low self-confidence</li> <li>• poor health and well-being</li> <li>• unfair treatment</li> <li>• mental health</li> </ul>	<p>Learners need to identify the factors that can incite discrimination or discriminatory behaviour and the individuals that this may affect. They could be encouraged to reflect on and analyse their own attitudes and prejudices, or those of others that they may have experienced or observed.</p> <p>Learners must be able to define the correct use of terminology listed in the unit content and also forms of discrimination, i.e. racism, ageism, sexism and homophobia.</p> <p>Learners must be able to evaluate the impact of discrimination on individuals, including physical, intellectual, emotional and social effects.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>3. Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</p>	<p>3.1 Key aspects of current Legislation, i.e.</p> <ul style="list-style-type: none"> <li>• The Care Act 2014</li> <li>• The Health and Social Care Act 2012</li> <li>• The Equality Act 2010</li> <li>• The Mental Capacity Act 2005</li> <li>• The Children Act 2004</li> <li>• The Data Protection Act 1998</li> <li>• Human Rights Act 1998</li> <li>• Children and families Act 2014</li> </ul> <p>3.2 Overview of national initiatives, i.e.</p> <ul style="list-style-type: none"> <li>• The Care Certificate 2014</li> <li>• Quality assurance i.e. <ul style="list-style-type: none"> <li>○ inspections such as Ofsted, CQC (Care Quality Commission)</li> </ul> </li> <li>• EHRC(Equality and Human Rights Commission)</li> <li>• NICE – National Institute for Health and Care Excellence</li> </ul> <p>3.3 The impact of legislation and national initiatives, i.e.</p> <ul style="list-style-type: none"> <li>• person-centred approach to care and provision</li> <li>• individual needs met</li> <li>• empowerment</li> <li>• accessible services</li> <li>• provides a system of redress</li> <li>• clear guidelines for practitioners to follow</li> <li>• raises standards of care</li> <li>• staff selection and interview procedures must comply with the Equality Act</li> <li>• organisational policies - bullying, confidentiality, equal opportunities, data handling</li> </ul>	<p>Learners must be able to identify key aspects of each piece of legislation and be able to describe how these support individuals' rights.</p> <ul style="list-style-type: none"> <li>• The Care Act 2014 (e.g. there should be no gap in care and support when people choose to move)</li> <li>• The Health and Social Care Act 2012 ( e.g. greater voice for patients)</li> <li>• The Equality Act 2010 (e.g. the introduction of protected characteristics)</li> <li>• The Mental Capacity Act 2005 (e.g. capacity must be assumed unless it is proved otherwise)</li> <li>• The Children Act 2004 (e.g. introduction of the role of children's commissioner)</li> <li>• The Data Protection Act 1998 (e.g. Personal data shall be accurate and, where necessary, kept up to date)</li> </ul> <p>Learners must be taught any changes to legislation which supersedes those listed in the teaching content. Learners must be able to explain how the various national initiatives provide a framework to maintain and improve quality of practice; how they provide guidance for those working in health, social care and child care environments and how they set out the standard of practice and conduct expected.</p> <p>Learners must be able to evaluate the impact of legislation and national initiatives. For example the Equality Act gives all service users the right to access services; this means that the service provider may have to install ramps and lifts and provide information in a range of formats. Practitioners may have to attend training to become proficient in sign language.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>4. Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	<p>4.1 Applying best practice in health, social care or child care environments, i.e.</p> <ul style="list-style-type: none"> <li>• being non-judgemental</li> <li>• respecting the views, choices and decisions of individuals who require care and support anti-discriminatory practice</li> <li>• valuing diversity</li> <li>• using effective communication</li> <li>• following agreed ways of working</li> <li>• provision of training and professional development opportunities for staff</li> <li>• mentoring, monitoring and performance management of staff</li> <li>• staff meetings to discuss issues/practice</li> </ul> <p>4.2 Explaining discriminatory practice in health, social care or child care environments, i.e.</p> <ul style="list-style-type: none"> <li>• stereotyping, labelling, prejudice</li> <li>• inadequate care</li> <li>• abuse and neglect</li> <li>• breach of health and safety</li> <li>• being patronising</li> </ul> <p>4.3 Choosing appropriate action/response to promote equality, diversity and rights in health, social care and child care environments, i.e.</p> <ul style="list-style-type: none"> <li>• acceptable methods of challenging discrimination (e.g. challenge at the time, challenge afterwards through procedures or through long-term campaigns)</li> <li>• whistleblowing</li> </ul>	<p>Learners need to explain the role of formal and informal support groups in helping individuals deal with discriminatory practice and to obtain redress.</p> <p>Learners will focus on active promotion of anti-discriminatory practice within health, social care and child care services. They must analyse situations in health, social care and child care settings to reach a decision about the correct course of action a practitioner should take.</p> <p>Learners must be able to use their knowledge and understanding of the unit content to apply best practice in care situations and also be able to explain discriminatory practices in a range of settings. They must be able to prioritise actions in response to discriminatory practice in the best interests of the individuals who require care or support.</p> <p>Use of real life case studies, news articles and documentary programmes provide opportunities for learners to develop insight into discriminatory practice that can occur and how it should be dealt with.</p> <p>In the external assessment learners will be required to analyse given situations or case studies. Learners will then recommend the correct course of action to take – this may be for the practitioner, the individual who requires care or support or the service provider. Their recommendations may be chosen from examples provided, and/or based on their own judgements. Learners must be able to justify their recommendations.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <li>• applying values of care</li> <li>• providing information about complaints procedures / advocacy services</li> <li>• implementing policies, codes of practice, legislation</li> <li>• dealing with conflict</li> <li>• training / mentoring / monitoring</li> </ul>	



## LEARNING OUTCOME (LO) WEIGHTINGS

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Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	16-23%
LO2	16-23%
LO3	16-23%
LO4	36-43%

## ASSESSMENT GUIDANCE

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All Learning Outcomes are assessed through an externally set, written examination paper, worth a maximum of 60 marks and 1 hour 30 minutes in duration.

A range of different types of questions will be used in the external assessment. These include multiple choice, short answer questions and longer, extended response, questions.

Many of the questions will be context-based where learners will be expected to demonstrate their understanding through questions that require skills of analysis and evaluation in particular contexts. This means that the questions will be based on scenarios; examples could be in a hospital, retirement home, nursery, primary school setting, etc. Learners will have to apply their knowledge of promoting equality, diversity and rights to the given scenario context to produce a response relevant to that setting. An example would be a short case study of an incident involving discriminatory practice. Learners will be required to analyse the situation then recommend, and justify, the correct course of action to take – this may be for the practitioner involved, the service user or the service provider. Their recommendations may need to be chosen from a list of examples provided, or may need to be based on their own suggestions.

**During the assessment of this unit, learners will benefit from using learning from the following units and Learning Outcomes:**

Unit 1 Building positive relationships in health and social care - LO2 Understand the factors that influence the building of relationships

Unit 5 Infection Control - LO3 – Be able to control the spread of infection LO4 - Understand the role of the health and social care worker in controlling infection

Unit 6 Personalisation and a person-centred approach to care – LO1 Understand personalisation in health and social care. LO2 Understand what is meant by a person-centred approach to care.

Unit 7 Safeguarding

Unit 8 Creativity and activity - LO1 Understand the importance of creativity for children and young people.

Unit 9 Supporting people with learning disabilities – LO2 Understand the difficulties that may be experienced by individuals with learning disabilities LO3 Be able to support individuals with learning disabilities to plan their care and support.

Unit 10, Nutrition for health – LO3 Understand factors which influence nutritional health.

Unit 12, Promote positive behaviour – LO1 Understand how to promote positive behaviour

Unit 13, Sexual health, reproduction and early developmental stages - LO1 Understand sexual health and contraception

Unit 14, The impact of long-term physiological conditions - LO4 Know about end of life care

Unit 16, Supporting people with dementia - LO3 Be able to support individuals with dementia to plan their care and support

Unit 17, Supporting people with mental health conditions - LO1 Know the main concepts, types, causes and effects of mental health conditions Unit 18, Caring for older people- LO2 Be able to support older people to plan their care and support, LO3 Understand the potential vulnerability of older people

Unit 19, Creativity and activity for adults - LO2 Be able to design and plan a creative activity/activity for use with an adult/group of adults

Unit 20, Principles of youth work practice - LO1 Know values and principles of youth work practice

Unit 21, Looked after children and young people - LO2 Understand possible issues and difficulties that may affect looked after children and young people

Unit 23, Sociology for health and social care.

To find out more

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Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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