



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 3 UNIT 2  
EQUALITY, DIVERSITY AND 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](mailto: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](http://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](http://www.ocr.org.uk) shortly for more information.

## KEY



English



Maths



Work experience

# UNIT 2 - EQUALITY, DIVERSITY AND RIGHTS IN HEALTH AND SOCIAL CARE

Guided learning hours : 60

Credit value: 10

## 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.







Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand concepts of equality, diversity and rights in relation to health and social care	1P Explain the concepts of equality, diversity and rights in relation to health and social care	1M Describe how practitioners should apply values of care in a health or social care service	1D Analyse the benefits of understanding diversity in relation to health and social care
2 Know discriminatory practices in health and social care	2P Describe discriminatory practice in health and social care		
3 Understand how national initiatives promote anti-discriminatory practice	3P Describe the potential effects of discriminatory practice on those who use health or social care services	2M Explain the possible impact of the Disability Discrimination Act in promoting anti-discriminatory practice	2D 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	4P Explain how national initiatives promote anti-discriminatory practice	3M Describe ways health or social care settings use national initiatives to promote anti-discriminatory practice	
	5P Describe how anti-discriminatory practice is promoted in health and social care settings		




*P = Pass, M = Merit, D = Distinction*

## LEARNING OUTCOME 1 - UNDERSTAND EFFECTIVE COMMUNICATION AND INTERPERSONAL INTERACTION IN HEALTH AND SOCIAL CARE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand concepts of equality, diversity and rights in relation to health and social care	1P Explain the concepts of equality, diversity and rights in relation to health and social care	1M Describe how practitioners should apply values of care in a health or social care service	1D Analyse the benefits of understanding diversity in relation to health and social care

*P = Pass, M = Merit, D = Distinction*



Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	
1 Diversity 	Learners could be introduced to the notion of diversity by their teachers. Learners could be asked to create a collage of images which symbolise a diverse society. Learners could then be asked to explain the images by creating a short report in which they explain why the images were used.	1.5 hours		
2 Equality 	Learners could research and discuss the definitions of equality. Learners could be split into two groups, one group could research evidence for the argument that we are all equal and have equal opportunities in society, the other group could research evidence for the opposing view that we are not equal and do not have equal opportunities. Learners could debate these issues in order to develop their understanding of the concept.	1 hour		
3 Rights 	The teacher could give learners two case studies to examine; one from a health care environment and one from a social care environment. The learners could be asked to identify the rights of the people using the service within each environment. The learners could discuss their findings with the rest of the group and compile a list of rights that they feel all the people who use the service should have. The teacher could then ask the learners to research the rights of people who use the services from their social care textbooks and create a diagram with brief definitions.	2 hours		
4 Diversity in relation to health and social care 	Learners could now work in groups to investigate a range of health and social care environments in order to identify ways in which they promote rights, equality and diversity. Learners could compile a questionnaire that they could use to interview a social care and health practitioner in order to develop examples of how equality and diversity are promoted in health and social care environments.	3 hours		
5 Consolidation 	Learners could consolidate their research by writing a report in which they explain the concepts of equality, diversity and rights, referring to relevant examples from health and social care environments.	2 hours		1P Explain the concepts of equality, diversity and rights in relation to health and social care
6 Values of care 	In small groups, learners could identify, explain and illustrate each care value. This information could be presented to their colleagues and an information sheet could be created to accompany this presentation.	1 hour		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
7 Consolidation 	Learners could consolidate their research by describing how practitioners should apply values of care in health and social care environments referring to specific examples to support their explanations.	1 hour	1M Describe how practitioners should apply values of care in a health and social care service
8 Benefits of understanding diversity 	The teacher could invite a care practitioner into the classroom to talk to learners about the importance and benefits of understanding diversity. Prior to the visit the learners could develop a series of questions that they could ask the practitioner about his/her experiences and how diversity supports positive relationships with clients.	1 hour	
9 Consolidation 	The learners could consolidate their research into a report in which they analyse the benefits for the practitioner and people who use the service in understanding diversity in health and social care environments. The learners could refer to examples in order to demonstrate their understanding and illustrates points that they may make.	2 hours	1D Analyse the benefits of understanding diversity in relation to health and social care

## LEARNING OUTCOME 2 - KNOW DISCRIMINATORY PRACTICES IN HEALTH AND SOCIAL CARE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand factors that influence communication and interpersonal interaction in health and social care environments	3P Explain factors that may influence communication and interpersonal interactions in health and social care environments		




*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Discrimination 	Learners could define the concept of discrimination and discuss the various forms of discrimination that may exist, eg direct/indirect, covert/overt. The learners could then be split into two groups to research examples of discrimination that may have taken place in health environments and social care environments. For example, the learners could find articles about abuse in care homes or articles relating to the Stafford hospital enquiry. Having found these examples each group could present their research to their colleagues and identify various forms of discrimination that could take place in these environments.	2 hours	
2 Consolidation 	Learners could consolidate their knowledge by writing an essay in which they describe discriminatory practice in health and social care environments, referring to relevant examples to exemplify their descriptions.	2 hours	2P Describe discriminatory practice in health and social care

## LEARNING OUTCOME 3 - UNDERSTAND HOW NATIONAL INITIATIVES PROMOTE ANTI-DISCRIMINATORY PRACTICE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Understand how national initiatives promote anti-discriminatory practice	3P Describe the potential effects of discriminatory practice on those who use health or social care services	2M Explain the possible impact of the Disability Discrimination Act in promoting anti-discriminatory practice	2D Evaluate the effectiveness of national initiatives in promoting anti-discriminatory practice

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Effects of discriminatory practice on those who use the service 	The teacher could provide the learners with a case study in which an individual was discriminated against. Learners could work in small groups to analyse this case study and identify the potential effects of discriminatory behaviour on the person within the case study.	1 hour	
2 Consolidation 	Learners could consolidate their research from the previous activity by creating a report in which they describe the effects of discrimination on the people who use the service. Learners could refer to examples from the case study to exemplify their description.	1 hour	3P Describe the potential effects of discriminatory practice on those who use health and social care services
3 Anti-discriminatory practice 	The teacher could define the term anti-discriminatory practice and present this information to the learners. The learners could discuss ways that anti-discriminatory practice could be implemented in order for it to be effective in a health and social care environment.	1 hour	
4 Disability Discrimination Act 1995 (DDA) 	Learners could research the main aspects of the DDA and create a newspaper article in which they outline the main themes. The learners could then research the impact of the DDA on health and social care environments in promoting anti-discriminatory practice. Learners could investigate changes that could have been made as a response to the legislation and assess how these changes may have promoted anti-discriminatory practice. Learners could create a questionnaire to ask a health or social care practitioner to assess the impact that the DDA has had on promoting anti-discriminatory practice.	1.5 hours	
5 Consolidation 	The learners could consolidate their research by writing an essay in which they explain the possible impact of the DDA in promoting anti-discriminatory practice. The learners could refer to examples to demonstrate and illustrate the changes that may have been made and their impact. Learners could evaluate the effectiveness of the DDA in promoting anti-discriminatory practice and protecting the rights of people who use the service.	2 hours	2M Explain the possible impact of the Disability Discrimination Act in promoting anti-discriminatory practice. 2D Evaluate the effectiveness of national initiatives in promoting anti-discriminatory practice



## LEARNING OUTCOME 4 - KNOW HOW ANTI-DISCRIMINATORY PRACTICE IS PROMOTED IN HEALTH AND SOCIAL CARE ENVIRONMENTS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Know how anti-discriminatory practice is promoted in health and social care settings	4P Explain how national initiatives promote anti-discriminatory practice	3M Describe ways health or social care settings use national initiatives to promote anti-discriminatory practice	
	5P Describe how anti-discriminatory practice is promoted in health and social care settings		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 National initiatives 	The teacher could introduce the learners to the various national initiatives (conventions, legislation, regulations, codes of practice, charters, quality assurance, organisational policies and procedures). The learners could then investigate the various forms of national initiatives. The learners could work in groups to research categories of national initiatives and create a presentation to present this information to their colleagues. The learners could outline the main purpose of the initiatives and how they could promote anti-discriminatory practice.	4 hours	
2 Consolidation 	Learners could consolidate the information from their research and presentations to develop a report in which they explain how national initiatives promote anti-discriminatory practice. Learners could focus on one example of national initiative from each category to explain how it could support anti-discriminatory practice.	2 hours	4P Explain how national initiatives promote anti-discriminatory practice
3 How National initiatives are used 	Learners could research specific ways that health or social care environments use national initiatives to promote anti-discriminatory practice. Learners could undertake primary research in which they contact a health organisation, eg a doctor's surgery and interview the practice manager to ascertain the impact of national initiatives on the practice and how they could support anti-discriminatory practice. The learners could ask the practice manager for specific examples of how anti-discriminatory practice is ensured. Learners may identify national initiatives and link these to internal policies created by the practice to ensure anti-discriminatory practice. Learners could also focus on the role of the CQC and other external agencies in ensuring anti-discriminatory practices are adhered to.	3 hours	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 Conclusion 	Learners may consolidate this information by writing a report in which they outline and describe the ways in which national initiatives are implemented within a health and social care environment and how they support anti-discriminatory practice. Learners could refer to a number of examples of national initiatives and examples of anti-discriminatory practice to demonstrate their knowledge and understanding.	2 hours	3M Describe ways health or social care environments use national initiatives to promote anti-discriminatory practice
5 Promotion of anti-discriminatory practice in health and social care environments 	Learners could be placed in two groups. One group could investigate what they would do to promote anti-discriminatory practice if they were to set up a nursery and the other group could focus on a care home. They could be required to discuss activities, wall displays, food, recruitment, training, staff meetings, etc. The learners could identify policies and procedures that they would create and how these could link to national initiatives. Learners may further research these themes by visiting a nursery or care home and researching existing current policies and procedures. Once the learners have researched each environment they could present their findings and create an over arching evaluation of the ways in which health and social care environments promote anti-discriminatory practice.	3 hours	
6 Consolidation 	The learners could consolidate this information by creating an instruction handbook for health and social care organisations in which they describe how anti-discriminatory practice is promoted in health and social care environments.	2 hours	5P Describe how anti-discriminatory practice is promoted in health and social care environments



## **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.

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