

Unit 2: Equality, Diversity and Rights in Health and Social Care

Unit code:	D/600/9222
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' understanding of concepts related to equality, diversity and rights in health and social care. Learners will be able to gain knowledge of discriminatory practice and means of combatting this. They will also develop understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.

● Unit introduction

At the heart of effective health and social care practice lies an understanding of the immense diversity amongst individuals in contemporary British society, and how good health and social care practice recognises and accommodates this diversity. The promotion of equality and the rights of individuals are crucial for effective health and social care service provision.

This unit investigates how equality, diversity and rights are central to the effective operation of health and social care services. It explores discriminatory practice and its potential effects on patients/service users, the promotion of anti-discriminatory practice by, for example, legislation and codes of practice, the application of this to the health or social care workplace, and national initiatives that promote anti-discriminatory practice.

The knowledge and understanding gained from this unit will underpin many of the other units in the qualification. In particular, it is essential in preparing learners for their work experience. It is also a useful preparation for work in the health and social care sectors and for learners intending to progress to, for example, degrees in social work, nursing or other related disciplines.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand concepts of equality, diversity and rights in relation to health and social care
- 2 Know discriminatory practices in health and social care
- 3 Understand how national initiatives promote anti-discriminatory practice
- 4 Know how anti-discriminatory practice is promoted in health and social care settings.

Unit content

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

Benefits of diversity: social/cultural, eg the arts, diet, education, language, cultural enrichment, tolerance, social cohesion; economic, eg employment, expertise

Terminology: correct use of, eg equality, equity, diversity, rights, opportunity, difference, overt discrimination, covert discrimination, stereotyping, labelling, prejudice, disadvantage, beliefs, values, vulnerability, abuse, empowerment, independence, interdependence, racism, sexism, homophobia

Settings: health and/or social care settings, eg residential, day care, nursing care, domiciliary care

Active promotion of equality and individual rights in health and social care settings: principles of the care value base; putting the patient/service user at the heart of service provision, eg providing active support, promoting individuals' rights, choices and wellbeing, anti-discriminatory practice, empowering patients/service users; dealing with tensions and contradictions; staff development and training; practical implications of confidentiality, eg recording, reporting, storing and sharing of information

Individual rights: the right to be respected, treated equally and not discriminated against, treated as an individual, treated in a dignified way, allowed privacy, protected from danger and harm, allowed access to information about themselves, be able to communicate using their preferred methods of communication and language, cared for in a way that meets their needs, takes account of their choices and protects them

2 Know discriminatory practices in health and social care

Basis of discrimination: factors, eg culture, disabilities, age, social class, gender, sexuality, health status, family status, cognitive ability

Discriminatory practice: types, eg infringement of rights, covert or overt abuse of power, prejudice, stereotyping, labelling, bullying, abuse

Effects: marginalisation, disempowerment, low self-esteem and self-identity, restricted opportunities, negative behaviours such as aggression or criminality

Loss of rights: overriding individual rights, eg by the use of power and force; statutory powers

3 Understand how national initiatives promote anti-discriminatory practice

Conventions, legislation and regulations: relevant sections from, eg European Convention on Human Rights and Fundamental Freedoms 1950, Sex Discrimination Act 1975, Mental Health Act 1983, Mental Health (Northern Ireland) Order 1986, The Convention on the Rights of the Child 1989, The Children Act 1989, Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005, Human Rights Act 1998, Data Protection Act 1998, Nursing and Residential Care Homes Regulations 1984 (amended 2002), Care Standards Act 2000, The Children Act 2004, Disability Discrimination Act 2005, Mental Capacity Act 2005, Age Discrimination Act 2006

Codes of practice and charters: codes of conduct established by professional bodies; 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, eg entitlement to services

Organisational policies and procedures: positive promotion of, eg individual rights, advocacy, work practices, staff development and training, quality issues, complaints procedures, affirmative action, anti-harassment, confidentiality, human rights

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

Active promotion of anti-discriminatory practice: ethical principles; putting the patient/service user at the heart of service provision, eg providing active support consistent with the beliefs, culture and preferences of the individual, supporting individuals to express their needs and preferences, empowering individuals, promoting individuals' rights, choices and wellbeing; balancing individual rights with the rights of others; dealing with conflicts; identifying and challenging discrimination

Personal beliefs and value systems: influences on, eg culture, beliefs, past events, socialisation, environmental influences, health and wellbeing; developing greater self-awareness and tolerance of differences; committing to the care value base; careful use of language; working within legal, ethical and policy guidelines

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the concepts of equality, diversity and rights in relation to health and social care [IE3; IE4; CT2; CT4]		
P2 describe discriminatory practice in health and social care [CT4]	M1 assess the effects on those using the service of three different discriminatory practices in health and social care settings	
P3 describe the potential effects of discriminatory practice on those who use health or social care services [IE3; CT2; CT4; SM3; RL6]		
P4 explain how national initiatives promote anti-discriminatory practice [IE3; CT2]	M2 assess the influence of a recent national policy initiative promoting anti-discriminatory practice	D1 evaluate the success of a recent initiative in promoting anti-discriminatory practice
P5 describe how anti-discriminatory practice is promoted in health and social care settings. [IE3, CT2; SM3; RL6]	M3 discuss difficulties that may arise when implementing anti-discriminatory practice in health and social care settings.	D2 justify ways of overcoming difficulties that may arise when implementing anti-discriminatory practices in health and social care settings.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit should be delivered using a mixture of tutor input and learner-led activity such as research, role play and case studies and, where appropriate, guest speakers from a variety of health and social care settings and other appropriate practitioners.

Learners will need considerable guidance in exploring the areas covered by this unit, and some structured teaching will be needed to introduce the necessary concepts. The unit does, however, provide considerable scope for encouraging discussion and debate, but sensitivity and tact will need to be exercised when learners begin to consider their own prejudices and experiences.

Initially, learners should explore the concepts of equality, diversity and rights and their relevance to different health and social care settings. Learners could work in small groups to identify these concepts, and consider the principles underlying the practices of the different practitioners within health and social care settings.

Once learners are familiar with the concepts and have investigated discriminatory and anti-discriminatory practices they can then progress to look at the potential effects of these practices on health and social care service users and the national initiatives to reduce and eliminate discriminatory practice within health and social care.

Learners should be given opportunities, and time, to develop and practise their research skills when carrying out their investigations for this unit. Arrangements for interactions within the workplace should be discussed and agreed with the tutor and work supervisor/mentor.

Appropriate guest speakers will develop learner understanding and interest further, providing learners with the opportunity to question practitioners. Time should be put aside for learners to prepare questions for visiting practitioners before their visit to get the most out of these opportunities.

Learners should be encouraged to improve their self-awareness, reflecting on their personal beliefs and considering their prejudices, including potential influences on these. Learners may need to be supported in facing the challenge of some of their beliefs and prejudices, but they need to be aware that this is an important part of their personal development, and also an important part of preparation for professional life in the health or social care sectors.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Guest speaker: for example equal opportunities officer.
Learning outcome 1 Tutor input: concepts of equality, diversity and rights in relation to health and social care. Buzz group/learner research: different concepts of equality, diversity and rights. Case studies/discussion: from health and social care settings.
Learning outcome 2 Tutor input: discriminatory practices in health and social care. Learner research: diversity and equality/inequalities. Q&A guest speakers: from a variety of different local authority backgrounds and organisations. Learner research: on discriminatory practices at the workplace (using work-placement experience). Case studies: on social inequalities and rights. Learner research/discussion: government attempts to tackle the problem of social inequalities and discriminatory practices.
Assignment 1: Concepts and discriminatory and anti-discriminatory practices (P1, P2, P3, M1) Produce a presentation covering: <ul style="list-style-type: none">• an explanation of the concepts of equality, diversity and rights in relation to health and social care• a description of discriminatory practice in health and social care• a description of the potential effects of discriminatory practice on service users of health or social care services• an assessment of the effects on those using the service of three different discriminatory practices in health and social care settings
Learning outcome 3 Tutor input: how national initiatives promote anti-discriminatory practice. Learner research: national initiatives to promote anti-discriminatory practice. Q&A guest speakers: involved in national initiatives to promote anti-discriminatory practice. Case studies: of national initiatives.
Learning outcome 4 Tutor input: how anti-discriminatory practice is promoted in health and social care settings. Buzz group: different examples of anti-discriminatory practice within different health and social care settings. Learner research: investigate a health or social care setting and Q&A practitioners there on how anti-discriminatory practice is promoted at their setting and how they are involved in this. Learner research: investigate legislation and policies supporting anti-discriminatory practice and how the work setting works within this to promote anti-discriminatory practice.

Topic and suggested assignments/activities and/assessment

Assignment 2: National initiatives and anti-discriminatory practice (P4, P5, M2, M3, D1 and D2)

Produce an information booklet covering:

- an explanation of how national initiatives promote anti-discriminatory
- a description of how anti-discriminatory practice is promoted in health and social care
- an assessment of the influence of a recent national policy initiative promoting anti-discriminatory practice
- a discussion of the difficulties that may arise when implementing anti-discriminatory practice in health and social care settings
- an evaluation of the success of the recent initiative in promoting anti-discriminatory practice
- a justification of ways of overcoming difficulties that may arise when implementing anti-discriminatory practices in health and social care settings.

Unit review and assessment.

Assessment

This unit should be delivered and assessed with as much employer engagement/workplace learning opportunities as is appropriate and relevant.

The learning outcomes for this unit could be met through two different assignments where learners are asked to present their evidence using a variety of methods.

The presentation evidence for Assignment 1 should be assessed/witnessed by the tutor and an observation/witness record completed detailing where learners have met a learning outcome and the tutor's written justification for this. Tutors may also like to copy their presentation PowerPoint slides and any handouts they used as extra evidence.

Learning outcome 1 is achieved by meeting assessment criterion P1, and learning outcome 2 by the meeting P2, P3 and M1, explaining the concepts of equality, diversity and rights in relation to health and social care, and describing discriminatory practice in health and social care and the potential effects of this practice on health or social care practitioners. M1 completes achievement of learning outcome 2 by assessing the effects on those using the service of three different discriminatory practices in health and social care settings.

The second assignment could be presented in the form of an information booklet. This assignment meets learning outcomes 3 and 4.

Learning outcome 3 is achieved by meeting assessment criteria P4, M2 and D1 by explaining how national initiatives promote anti-discriminatory practices, assessing the influence of a recent national initiative promoting anti-discriminatory practice and evaluating of the success of the relevant initiative in promoting anti-discriminatory practice. In order to achieve M2, learners need to choose a recent or emerging national policy development and assess how it influences organisational policy regarding anti-discriminatory practice. Learners could use their work experience placements as the basis of their explanation, but visits to other health or social care environments could also be used. For D1, learners need to evaluate how the recent or emerging policy development influences organisational and personal practice in relation to anti-discriminatory practice. A discussion of the strengths and weaknesses of the policy development and its effects on practice is required.

Learning outcome 4 is achieved by meeting assessment criteria P5, M3 and D2 by describing how anti-discriminatory practice is promoted in health and social care settings, discussing the difficulties that may arise when implementing anti-discriminatory practice and justifying ways of overcoming these difficulties.

The assignments set can be assessed whenever is the most appropriate time for the tutor and learners, the order in which they should be completed is up to the tutor. However it is probably best to do Assignment 1 first as a solid foundation for the learning outcomes and assignments to follow.

The use of guest speakers is encouraged, as are visits to appropriate health and social care settings to talk to appropriate staff. Learners will get the most out of these opportunities by being given time before them to plan and design questions, based around the learning outcomes, to ask whilst on a visit or a guest speaker.

In order to pass the unit learners must achieve a pass grade for each learning outcome, all five pass criteria are spread across both assignments and both assignments must be covered and assessed. All five pass criteria must be achieved before merit grade criteria can be assessed,; the merit criteria must be achieved before distinction grade criteria can be assessed.

Learners may wish to carry out their plans and investigations/research in small friendship groups, this is acceptable but final evidence for assessment must be individually produced pieces of work.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1	Concepts and discriminatory and anti-discriminatory practices	You have been appointed as your workplace's equal opportunities officer and have to put together a presentation and information booklet to help train staff at your workplace, as part of their ongoing CPD, regarding equality, diversity, rights and anti-discriminatory practice.	Presentation
P4, P5, M2, M3, D1, D2	National initiatives and anti-discriminatory practice		Information booklet

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

Learners will require access to library facilities, including relevant texts, professional magazines and journals, CD ROMs, current newspapers. They will need ICT facilities including the internet, with tutor guidance to avoid inappropriate use. Guest speakers who work in the statutory, private and voluntary sectors will enhance the learning experience.

Employer engagement and vocational contexts

Visits from speakers employed within the health and social care sectors and representatives of ethnic minority groups will enhance learner understanding. Learners would also benefit from visits to organisations which promote the rights of individuals such as Age Concern, Disability Living Centres and Asian women's projects.

The local authority will be useful for this unit. They will have several departments who deal with community inequalities as part of their daily work. The first point of contact for this unit in this context will be the local authority human resources department.

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Baldock J, Manning N, Miller S and Vickerstaff S – *Social Policy* (Oxford University Press, 2007)
ISBN 9780199284979

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008) ISBN 9780435500900

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

Lovell T and Cordeaux C – *Social Policy for Health and Social Care* (Hodder and Stoughton, 1999)
ISBN 9780340683613

Mason L, Horne S and Irvine J – *BTEC Introduction Health and Social Care* (Heinemann, 2004)
ISBN 978435462451

Moore S – *Social Welfare Alive Third Edition* (Nelson Thornes, 2002) ISBN 9780748765614

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Journals and magazines

Community Care Magazine

General Social Care Council Codes of Practice

Websites

www.ageconcern/dignity.asp

www.dh.gov.uk

www.eoc.org.uk

www.linkability.org.uk

www.rnib.org.uk

www.rnid.org.uk

www.scie.org.uk

www.skillsforhealth.org.uk

Age Concern

Department of Health

Equal Opportunities Commission

Care and support website for people with learning disabilities

Royal National Institute of Blind People

Royal National Institute for Deaf People

Social Care Institute for Excellence

Sector Skills Council for the UK Health Sector

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE3] exploring issues, events or problems from different perspectives, for example concepts of equality, diversity, rights and the effects of discriminatory practice [IE4] analysing and evaluating information, judging its relevance and value
Creative thinkers	[CT2] asking questions to extend their thinking about concepts of equality, diversity and rights, and the effects of discriminatory practice [CT4] questioning their own and others' assumptions
Reflective learners	[RL6] presenting work in a variety of formats for assessment
Self-managers	[SM3] organising time and resources, prioritising actions to meet assessment deadlines.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Manage information storage to enable efficient retrieval	retrieving work saved throughout their investigation into the concepts of equality, diversity and discriminatory practices
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching and investigating national initiatives to reduce discriminatory practice
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	organising findings from research to suit assignments as evidence for assignments
Present information in ways that are fit for purpose and audience	preparing assignments in different ways for their intended purpose
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing a national initiative to promote anti-discriminatory practice
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching textbooks and websites regarding equality and national initiatives
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing an information booklet for the second assignment.