

Year 12 Health Studies | Term 2 Unit 2 Equality & Diversity 2022

Key Question: How are equality, diversity and rights promoted?

Topic Overview: During Unit 2 students will explore how to promote equality, diversity and rights in health and social care environments and the effects of discriminatory practice on individuals who require care and support. Students will explore different strategies and good practices that can be used by health and social care professionals.

Unit 2 is an externally assessed exam unit and students are expected to sit the exam in January 2021.

	Lesson Exploration	Lesson Experience(s)	Knowledge /Skills	Key Words
Week 1: Lesson 1	What national initiatives promote anti-discriminatory practice?	Students will experience researching national initiatives to create and deliver presentations to peers within the class.	Learners need to identify the factors that can incite discrimination or discriminatory behaviour and the individuals that this may affect. Learners to reflect on and analyse their own attitudes and prejudices, or those of others that they may have experienced or observed. 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. Learners must be able to evaluate the impact of discrimination on individuals, including physical, intellectual, emotional and social effects.	All key terms for the unit can be found via this link This term's learning will focus on key terms within learning outcomes 3 & 4.
Week 1: Lesson 2				
Week 1: Lesson	What is the impact of legislation and national initiatives?	Students will experience using case studies to explore the impact of legislation and national initiatives on service users.	Overview of national initiatives, i.e. • The Care Certificate 2014 • Quality assurance i.e. o inspections such as Ofsted, CQC (Care	

3				
<p>Week 1: Lesson 4</p>			<p>Quality Commission) • EHRC(Equality and Human Rights Commission) • NICE – National Institute for Health and Care Excellence</p> <p>Learners must be able to identify key aspects of each piece of legislation and be able to describe how these support individuals’ rights. • The Care Act 2014 (e.g. there should be no gap in care and support when people choose to move) • The Health and Social Care Act 2012 (e.g. greater voice for patients) • The Equality Act 2010 (e.g. the introduction of protected characteristics) • The Mental Capacity Act 2005 (e.g. capacity must be assumed unless it is proved otherwise) • The Children Act 2004 (e.g. introduction of the role of children’s commissioner) • The Data Protection Act 1998 (e.g. Personal data shall be accurate and, where necessary, kept up to date) Learners must be taught any changes to legislation which supersedes those listed in the teaching content.</p> <p>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. Learners must be able to evaluate the impact of legislation and national initiatives. F</p>	

Week 2: Lesson 1	How do professionals apply best practice?	Students will experience using case studies and media clips to explore examples of good practice and strategies used by professionals.	Learners must be able to identify key aspects of each piece of legislation and be able to describe how these support individuals’ rights. • The Care Act 2014 (e.g. there should be no gap in care and support when people choose to move) • The Health and Social Care Act 2012 (e.g. greater voice for patients) • The Equality Act 2010 (e.g. the introduction of protected characteristics) • The Mental Capacity Act 2005 (e.g. capacity must be assumed unless it is proved otherwise) • The Children Act 2004 (e.g. introduction of the role of children’s commissioner) • The Data Protection Act 1998 (e.g. Personal data shall be accurate and, where necessary, kept up to date) 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. Learners must be able to evaluate the impact of legislation and national initiatives.
Week 2: Lesson 2			
Week 2: Lesson 3			
Week 2: Lesson 4	What practices lead to discrimination?	Students will experience using case studies and media clips to review examples of discriminatory practice and discuss alternations that need to take place.	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
Week			

3: Lesson 1			<p>decision about the correct course of action a practitioner should take. 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. 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. 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>	
Week 3: Lesson 2 Week 3: Lesson 3	How can professionals challenge discriminatory practice?	<p>Students will experience using guided activities to explore the different strategies professionals could use to challenge discriminatory practice by others.</p>	<p>Choosing appropriate action/response to promote equality, diversity and rights in health, social care and child care environments, i.e. • acceptable methods of challenging discrimination (e.g. challenge at the time, challenge afterwards through procedures or through long-term campaigns) • whistleblowing, applying</p>	

			values of care • providing information about complaints procedures / advocacy services • implementing policies, codes of practice, legislation • dealing with conflict • training / mentoring / monitoring	
Week 3: Lesson 4	How does a provider ensure their staff act appropriately?	Students will experience researching the roles and responsibilities of providers to promote anti-discriminatory practice.	Choosing appropriate action/response to promote equality, diversity and rights in health, social care and child care environments, i.e. • acceptable methods of challenging discrimination (e.g. challenge at the time, challenge afterwards through procedures or through long-term campaigns) • whistleblowing, applying values of care • providing information about complaints procedures / advocacy services • implementing policies, codes of practice, legislation • dealing with conflict • training / mentoring / monitoring	
Week 4: Lesson 1				
Week 4: Lesson 2	How do I answer an exam question effectively?	Students will experience using modelled answers and mark schemes to develop the techniques required to be successful in the January 2021 exam.	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. 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. In the external assessment learners will be required to analyse given situations or case	
Week 4: Lesson 3				
Week 4: Lesson 4				
Week				

5: Lesson 1			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	
Week 5: Lesson 2	Assessment	Students will experience completing an assessment in the style of the exam paper to be sat in January 2022.	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. 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. 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	

Week 5: Lesson 3	Revision and preparation for January exam	Students will experience revision activities and exam question activities to develop understanding of techniques and exam skills.		
Week 5: Lesson 4				
Week 6 : Lesson 1				
Week 6: Lesson 2				
Week 6: Lesson 3	Try Now	Students will experience completing individual activities to close gaps in skills and knowledge identified in the Wk 5 assessment. Students will experience		
Week 6: Lesson 4				

Literacy, in particular the understanding of key terminology, will be examined through two Check Out questions, every lesson. One question will focus on the definition of a subject-specific key term, while the other question will focus on the spelling of a key term.

Furthermore, students will encounter subject-specific command verbs regularly and within this topic will be examined of their understanding of the following terms:

identify, describe, explain, produce, provide, analyse, compare, criticise, discuss, estimate, evaluate, explain, identify, interpret, justify, outline, suggest...

Numeracy skills are required in the C Tech qualification, a proportion of the exam questions in Unit 4 have some numeracy concepts. Topics across this unit will cover the interpretation of different body systems and their malfunctions. Lessons will include research methods and investigations.

In particular concepts will look at statistics and how they become available to the public. This can include how data is collected, collated, analysed and written. Lessons will assist students in their understanding of the interpretation of how data is presented in the form of charts, graphs, tables with regard to different body system malfunctions and will clearly show how common and treatable different malfunctions can be.