

Curriculum Overview

Health and Social Care Intent

It is our intention to offers an engaging and effective introduction to the knowledge and skills required for careers within the health and social care sector. We will teach the fundamentals of the knowledge required and to develop and nurture students existing skills, preparing them for further education and roles in professional environments.

Staff aim to develop a passion and enthusiasm for careers within the health and social care sector within each student. We encourage the students to have a caring, person-centred approach and consider the impact care on an individual's life. We aim to foster mutual respect, celebrate diversity and make students aware of various challenges facing the care sector.

We promote an awareness of the real impacts to people living with conditions or illnesses such as the psychological impacts, signs, symptoms and treatments. Students will be aware of legislation and guidance supporting health and social care, so that they can ensure the people they are working with in the future, are not only able to access all the care and support they are entitled to but are also able to protect themselves from any harm or abuse whilst at work.

We aim to provide an awareness of the importance of specific person-centred care and support and how build positive relationships with the people they could work with, so that their needs and requirements are met whilst maintaining control of their own care and support.

Our intention is to equip students with the professional, personal skills and interactions with people who either work in the health, social and childcare sector or require care or support.

We are committed to preparing students for their final exams from lesson one. Exam structure is explicitly taught, alongside revision techniques. Students are taught how to hold effective discussions, listen to others and learn from one another. Students are supported in their note taking and closely monitored. Students are encouraged to engage in active learning, challenge themselves, share their real-life experiences, engage in contemporary news stories and watch documentaries, all with the intent to develop their love for learning and understanding of sociology.

Health and Social Care: Unit One Building Positive Relationships YEAR 12

Unit 1: Building Positive Relationships - Internally Assessed

What are we learning?	Our Intention: What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
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<p>Pass Criteria</p>	<p>Knowledge: P1 Types of relationships, including individuals who care, advocates, work colleagues and professionals. Context in which these relationships take place; from formal and informal to group or one to one. P2 / P4&5 Communication factors such as verbal and non- verbal and special methods and adaptations. Cultural factors such as race and religion. Environmental factors, such as the physical environment, spiritual factors such as belief systems and physical factors such as disabilities. P3 Strategies to ensure a person-centred approach Understanding: Students will have an understanding of relationships within health and social care environments, factors that influence the building of relationships, how a person-centred approach builds positive relationships, how to use communication skills effectively. Skills: Explain different types of relationships, explain factors, explain strategies, demonstrate effective communication.</p>	<ul style="list-style-type: none"> • Students will be able to explain two different types of relationships. • Students will explain two factors that can influence the building of positive relationships. • Explain two strategies to ensure a person-centred approach • Demonstrate effective communication skills by carrying out a one to one interaction and a group interaction. 	<ul style="list-style-type: none"> • Students can use personal examples (without the need to publicly share) from their own experiences to understand the material being studied. 	<p>Cambridge Technical Resources document</p> <p>Text book</p> <p>Online resources</p>
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<p>Merit Criteria</p>	<p>Knowledge: M1 Students will consider how context can impact relationships, such as maintaining independence by remaining in your home. M3- consider the different ways we communicate and how effective this can be. M2- how a PCA supports a positive relationship, such as building trust and recognising diversity.</p> <p>Understanding: Contexts and how they can impact relationships, factors that influence the building of positive relationships, how a PCA builds positive relationships</p> <p>Skills: Analyse the role of context, Analyse a PCA and review the effectiveness of communication skills</p>	<ul style="list-style-type: none"> • Students will be able to analyse the role that context plays in different relationships in health, social and child- care settings • Analyse how a person-centred approach supports the building of positive relationships • Review the effectiveness of the communication skills used during the one to one and group interactions. 	<ul style="list-style-type: none"> • Merit criteria builds on knowledge gained whilst completing the pass criteria 	<p>Cambridge Technical Resources document</p> <p>Text book</p> <p>Online resources</p>
<p>Distinction Criteria</p>	<p>Knowledge: D1 consider aspects of reflective practice by evaluating an incident such as Baby P, how this could be dealt with better next time, identify what went well and explore training needs.</p> <p>Understanding: What reflective practice and how it can be used professionally to make improvements</p> <p>Skills: Justify the importance of reflective practice.</p>	<ul style="list-style-type: none"> • Students will be able to justify the use of reflective practice to ensure interactions build positive relationships in health, social and child- care settings. 	<ul style="list-style-type: none"> • Distinction criteria builds on knowledge gained during the pass and merit criteria. 	<p>Cambridge Technical Resources document</p> <p>Text book</p> <p>Online resources</p>

Unit 4: Externally Assessed

What are we learning?	Our Intention: What knowledge, understanding	Evaluation and Assessment Methods	Implementation	What additional resources are available?
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	and skills will we gain?			
<p>1. Understand the cardiovascular system, malfunctions and their impact on individuals</p>	<p>1.1 Composition of blood, i.e.</p> <ul style="list-style-type: none"> • erythrocytes • lymphocytes • neutrophils • monocytes • platelets • plasma <p>1.2 Functions of blood, i.e.</p> <ul style="list-style-type: none"> • transport • temperature regulation • exchange of materials with body tissues <ul style="list-style-type: none"> • preventing infection • blood clotting <p>1.3 Structure of heart, i.e.</p> <ul style="list-style-type: none"> • atria • ventricles • vena cava • pulmonary arteries and veins <ul style="list-style-type: none"> • aorta • tricuspid and bicuspid valves <ul style="list-style-type: none"> • semi-lunar valves • coronary arteries <p>1.4 Function of heart, i.e.</p> <ul style="list-style-type: none"> • double pump <ul style="list-style-type: none"> • diastole • systole • cardiac cycle • role of component parts <p>1.5 Control and regulation of cardiac cycle, i.e.</p> <ul style="list-style-type: none"> • location and role of SA and AV nodes <ul style="list-style-type: none"> • Purkyne fibres 	<p>The learner needs to be able to describe the identified components of the cardiovascular system and their structure and functions. Learners need to label diagrams to show their understanding of structure and functions. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Learners need to be able to link the structure and functions of the cardiovascular system to the identified conditions, where appropriate. For example, plaque build-up in coronary arteries and how this links to coronary heart disease. The learners need to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, such as those listed, lifestyle changes and impact on daily life, care needs etc.</p>	<p>Students will build upon the knowledge gained in GCSE science and PE.</p>	<p>The use of NHS resources and other organisations' websites may provide a useful source of information about causes, treatment and the impact on the individual for the listed conditions</p>

	<ul style="list-style-type: none"> • ECG trace (P, Q, R, S and T waves/spikes) <p>1.6 Types, structure and functions of blood vessels, i.e.</p> <ul style="list-style-type: none"> • arteries • veins <ul style="list-style-type: none"> • capillaries <p>1.7 Formation of tissue fluid and lymph, i.e.</p> <ul style="list-style-type: none"> • role of hydrostatic pressure <ul style="list-style-type: none"> • blood proteins • structure and role of lymphatic system <p>1.8 Cardiovascular malfunctions – possible causes and effects on the individual, i.e.</p> <ul style="list-style-type: none"> • hypertension <ul style="list-style-type: none"> • coronary heart disease (e.g. angina, heart attack) <p>1.9 Monitoring, treatment and care needs for the cardiovascular malfunctions listed to include impact on lifestyle changes, medication, blood pressure readings, ECG traces, coronary bypass as appropriate to the condition</p>			
<p>2. Understand the respiratory system, malfunctions and their impact on individuals</p>	<p>2.1 Structure of respiratory system, i.e.</p> <ul style="list-style-type: none"> • larynx • trachea • bronchi • bronchioles <ul style="list-style-type: none"> • alveoli • diaphragm • intercostal muscles • pleural membranes <p>2.2 Inspiration and expiration, i.e.</p>	<p>The learner needs to be able to describe the identified components of the respiratory system and their structure and functions. They should be able to label diagrams to show their understanding of their structure and functions. The learner needs to explain the likely causes and common symptoms of the</p>	<p>Students will build upon the knowledge gained in GCSE science and PE.</p>	<p>The use of NHS resources and other organisations' websites may provide a useful source of information about causes, treatment and the impact on the individual for the listed conditions</p>

	<ul style="list-style-type: none"> • role of pleural membranes <ul style="list-style-type: none"> • role of diaphragm • role of intercostal muscles 2.3 Gaseous exchange. i.e. • role and structure of alveoli walls <ul style="list-style-type: none"> • diffusion gradients <ul style="list-style-type: none"> • erythrocytes • plasma 2.4 Cellular respiration, i.e. <ul style="list-style-type: none"> • role of glucose • oxygen • function of ATP • aerobic/anaerobic respiration • production of carbon dioxide <ul style="list-style-type: none"> • production of lactic acid • production of ATP 2.5 Respiratory malfunctions – possible causes and effects on the individual, i.e. <ul style="list-style-type: none"> • asthma • emphysema • cystic fibrosis 	<p>conditions or malfunctions identified and be able to relate them to the structures studied. Learners need to be able to link the structure and functions of the respiratory system to the identified conditions, where appropriate. For example, the impact of asthma on the function of the lungs. The learner needs to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment such as those listed, lifestyle changes and impact on daily life, care needs etc.</p>		
<p>3. Understand the digestive system, malfunctions and their impact on individuals</p>	<p>3.1 Gross structure of digestive system and functions of component parts, i.e.</p> <ul style="list-style-type: none"> • buccal cavity • salivary glands <ul style="list-style-type: none"> • epiglottis • oesophagus <ul style="list-style-type: none"> • stomach • small intestine • large intestine <ul style="list-style-type: none"> • rectum • anus • liver • gallbladder • bile duct 	<p>The learner needs to be able to describe the identified components of the digestive system and their structure and functions. Learners should be able to label diagrams to show their understanding of their structure and functions. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the</p>	<p>Students will build upon the knowledge gained in GCSE science and PE.</p>	<p>he use of NHS resources and other organisations' websites may provide a useful source of information about causes, treatment and the impact on the individual for the listed conditions.</p>

	<ul style="list-style-type: none"> • pancreas • pancreatic duct <p>3.2 Mechanical and chemical digestion, i.e.</p> <ul style="list-style-type: none"> • action of chewing • action of stomach • action of digestive enzymes in stomach and small intestine <p>3.3 Digestive roles of liver and pancreas, i.e.</p> <ul style="list-style-type: none"> • digestive role of pancreatic juice • digestive role of bile <p>3.4 Absorption and assimilation, i.e.</p> <ul style="list-style-type: none"> • adaptations of intestine wall for absorption (e.g. nutrients) • liver's role in assimilation <p>3.5 Digestive malfunctions – possible causes and effects on the individual, i.e.</p> <ul style="list-style-type: none"> • Irritable Bowel Syndrome <ul style="list-style-type: none"> • gallstones • coeliac disease <p>3.6 Monitoring, treatment and care needs for digestive malfunctions listed to include impact on diet/lifestyle, endoscopy, ultrasound, lithotripsy and monitoring, medication as appropriate to the condition</p>	<p>structures studied. Learners need to be able to link the structure and functions of the digestive system to the identified conditions, where appropriate. For example the function of the gallbladder and how and why gallstones form. The learner needs to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, such as those listed, lifestyle changes and impact on daily life, care needs etc. T</p>		
<p>4. Understand the musculoskeletal system, malfunctions and their impact on individuals</p>	<p>4.1 Structure of bone, i.e.</p> <ul style="list-style-type: none"> • vertical and transverse sections <p>4.2 Types of joint, i.e.</p> <ul style="list-style-type: none"> • ball and socket (e.g. hip, shoulder) <ul style="list-style-type: none"> • pivot (e.g. neck) • hinge (e.g. elbow, knee) • sliding (e.g. wrist, ankle) • fixed (e.g. cranium, pelvis) 	<p>The learner needs to be able to describe the identified components of the musculoskeletal system and their structure and functions. Learners should be able to label diagrams to show their understanding of their structure</p>	<p>Students will build upon the knowledge gained in GCSE science and PE.</p>	<p>The use of NHS resources and other organisations' websites may provide a useful source of information about causes, treatment and the impact on the individual for the listed conditions.</p>

	<p>4.3 Components of a synovial joint, i.e.</p> <ul style="list-style-type: none"> • muscle • bone • ligament • tendon • cartilage • synovial capsule • synovial fluid <p>4.4 Muscle action around a joint, i.e.</p> <ul style="list-style-type: none"> • antagonistic action of skeletal muscle <ul style="list-style-type: none"> • contraction • relaxation • role of tendons <p>4.5 Musculoskeletal malfunctions – possible causes and effects on the individual, i.e.</p> <ul style="list-style-type: none"> • arthritis • osteoporosis <p>4.6 Monitoring, treatment and care needs for musculoskeletal malfunctions to include impact on lifestyle, clinical observation, blood tests, bone density scans, physiotherapy, exercise, dietary changes, assistive technology as appropriate</p>	<p>and functions. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Learners need to be able to link the structure and functions of the musculoskeletal system to the identified conditions, where appropriate. For example, the role of cartilage in a joint and how this relates to arthritis. The learners need to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, such as those listed, lifestyle changes and impact on daily life, care needs etc.</p>		
<p>5. Understand the control and regulatory systems, malfunctions and their impact on individuals</p>	<p>5.1 Components of nerve systems, i.e. • central Nervous System</p> <ul style="list-style-type: none"> • peripheral nerves • autonomic system <ul style="list-style-type: none"> • spinal cord • sensory and motor neurons <p>5.2 Structure and function of brain, i.e.</p> <ul style="list-style-type: none"> • cerebral cortex • cerebellum • frontal lobes 	<p>The learner needs to be able to describe the identified components of the control and regulatory systems and their structure and functions. Learners may be asked to label diagrams to show their understanding of their structure and functions. The learner needs to explain the likely causes and</p>	<p>Students will build upon the knowledge gained in GCSE science and PE.</p>	<p>The use of NHS resources and other organisations' websites may provide a useful source of information about causes, treatment and the impact on the individual for the listed conditions.</p>

	<ul style="list-style-type: none"> • corpus callosum • hypothalamus <ul style="list-style-type: none"> • medulla • meninges <p>5.3 Nerve action, i.e.</p> <ul style="list-style-type: none"> • structure of neuron • role of axon/dendron <ul style="list-style-type: none"> • myelin sheath • synapse <p>5.4 Organisation and function of endocrine system, i.e.</p> <ul style="list-style-type: none"> • pancreas • pituitary • adrenal glands <ul style="list-style-type: none"> • thyroid • hormones <p>5.5 Structure of kidney, i.e.</p> <ul style="list-style-type: none"> • cortex • medulla <ul style="list-style-type: none"> • calyx • ureters • renal artery/vein <ul style="list-style-type: none"> • urethra • bladder, kidney nephron <p>5.6 Functions of kidney, i.e.</p> <ul style="list-style-type: none"> • removal of urea, regulation of water levels, ultrafiltration, reabsorption, osmoregulation, parts of nephron involved <p>5.7 Breakdown functions of liver, i.e.</p> <ul style="list-style-type: none"> • deamination, detoxification, production of bile <p>5.8 The concept of homeostasis, i.e.</p>	<p>common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Only the conditions identified will be examined. Learners need to be able to link the structure and functions of the control and regulatory systems to the identified conditions, where appropriate. For example, the actions of nerves and how these alter in multiple sclerosis. The learner needs to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, such as those listed, lifestyle changes and impact on daily life, care needs etc.</p>		
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	<ul style="list-style-type: none"> principles of homeostasis (monitoring, feedback mechanisms, effectors) and its importance 			
6. Understand the sensory systems, malfunctions and their impact on individuals	<p>6.1 Structure of the eye, i.e.</p> <ul style="list-style-type: none"> pupil iris tear glands <p>• humours or fluids</p> <ul style="list-style-type: none"> conjunctiva cornea retina macula optic nerve <p>• ciliary muscle/suspensory ligaments</p> <ul style="list-style-type: none"> lens <p>6.2 Structure of the ear, i.e.</p> <ul style="list-style-type: none"> external middle inner ear eardrum <p>• stapes/incus/malleus ear bones</p> <ul style="list-style-type: none"> cochlea organ of Corti Eustachian tube round window auditory nerve <p>• semi-circular canals</p> <ul style="list-style-type: none"> ampullae <p>6.3 Malfunctions of eye and ear – possible causes and effects on the individual, i.e.</p> <ul style="list-style-type: none"> eye - glaucoma, AMD, cataracts, retinopathy ear – deafness 	<p>The learner needs to be able to describe the identified components of the sensory systems and their structure and functions. Learners may be asked to label diagrams to show their understanding of structure. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Only the conditions identified will be examined. Learners need to be able to link structure and function to the identified conditions, where appropriate for example how the degeneration of the macula affects eyesight in the condition AMD The learner needs to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment such as those listed, lifestyle changes, care needs. The use of NHS resources and other organisations websites</p>	<p>Students will build upon the knowledge gained in GCSE science and PE.</p>	<p>The use of NHS resources and other organisations websites may provide a useful source of information about causes treatment and the impact on the individual of listed conditions</p>

	6.4 Monitoring, treatment and care needs for malfunctions of the eye and the ear to include impacts on lifestyle, visual aids, auditory aids, medication)	may provide a useful source of information about causes treatment and the impact on the individual of listed conditions		
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Unit 2: Externally Assessed				
What are we learning?	Our Intention: What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
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"> • equality, i.e. <ul style="list-style-type: none"> o a person is respected as an individual, treated fairly, given the same opportunities regardless of differences, treated according to needs • diversity, i.e. <ul style="list-style-type: none"> o race o religion o cultural differences o gender and gender reassignment o sexuality and sexual orientation o age o family structure o marriage and civil partnership o social class o language o dress o food o music o the arts o education o pregnancy and maternity o disability • rights, i.e. 	Learners will gain an understanding of the key concepts of equality, diversity and rights that underpin this unit. They will 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) Learners must demonstrate 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	Learners can build on knowledge gained through PER, PDT and make links back to uni1 and unit 4.	Class text book Resources Links Doc from OCR

	<ul style="list-style-type: none"> o choice o confidentiality o protection from abuse and harm o equal and fair treatment o consultation o right to life <p>1.2 Application of the concepts, i.e.</p> <ul style="list-style-type: none"> • the values of care in health and social care services, i.e. <ul style="list-style-type: none"> o promoting equality and diversity o promoting individual rights and beliefs o maintaining confidentiality <ul style="list-style-type: none"> • the values of care in child care services, i.e. <ul style="list-style-type: none"> o making the welfare of the child paramount o keeping children safe and maintaining a healthy environment o working in partnership with parents/guardians and families and other professionals o encouraging children’s learning and development o valuing diversity o ensuring equality of opportunity o anti-discriminatory practice o maintaining confidentiality o working with other professionals <p>1.3 Support networks, i.e. • advocacy services (e.g. SEAP, MENCAP Empower Me, British Institute of Learning Disabilities) • support groups (e.g. MIND, Age UK, Headway) • informal support (e.g. friends, family, neighbours)</p>	<p>who require care or support.</p> <p>Learners must develop an understanding of the support networks available to promote equality, diversity and rights</p>		
<p>2. Understand the impact of discriminatory</p>	<p>2.1 Discriminatory practices, i.e. • basis of discrimination (e.g. race, culture, disability, social class, age, gender,</p>	<p>Learners need to identify the factors that can incite discrimination or discriminatory</p>	<p>They should analyse their own attitudes and prejudices, or those of</p>	

<p>practices on individuals in health, social care and child care environments</p>	<p>sexual orientation, religion) • direct and indirect discrimination • types of abuse • prejudice • stereotyping • labelling • bullying</p> <p>2.2 Individuals affected, i.e. • individuals who require care and support (e.g. patients, children, older adults, people with disabilities) • family/friends/relatives of individuals • practitioners (e.g. nurse, G.P., physiotherapist, teacher, early years practitioner, social worker, care assistant, care worker)</p> <p>2.3 Impact on individuals, i.e. • disempowerment • low self-esteem and low self-confidence • poor health and well-being • unfair treatment • mental health</p>	<p>behaviour and the individuals that this may affect. 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.</p>	<p>others that they may have experienced or observed.</p> <p>Learners can build on knowledge gained through PER, PDT and make links back to uni1 and unit 4.</p>	
<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. • The Care Act 2014 • The Health and Social Care Act 2012 • The Equality Act 2010 • The Mental Capacity Act 2005 • The Children Act 2004 • The Data Protection Act 1998 • Human Rights Act 1998 • Children and families Act 2014</p> <p>3.2 Overview of national initiatives, i.e. • The Care Certificate 2014 • Quality assurance i.e. o inspections such as Ofsted, CQC (Care Quality Commission) • EHRC(Equality and Human Rights</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</p>	<p>Learners can build on knowledge gained through PER, PDT and make links back to unit 1 and unit 4.</p>	

	<p>Commission) • NICE – National Institute for Health and Care Excellence 3.3 The impact of legislation and national initiatives, i.e. • person-centred approach to care and provision • individual needs met • empowerment • accessible services • provides a system of redress • clear guidelines for practitioners to follow • raises standards of care • staff selection and interview procedures must comply with the Equality Act • organisational policies - bullying, confidentiality, equal opportunities, data handling</p>	<p>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. 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</p>		
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		become proficient in sign language.		
4. Understand how equality, diversity and rights in health, social care and child care environments are promoted	<p>4.1 Applying best practice in health, social care or child care environments, i.e. • being non-judgemental • respecting the views, choices and decisions of individuals who require care and support anti discriminatory practice • valuing diversity • using effective communication • following agreed ways of working • provision of training and professional development opportunities for staff • mentoring, monitoring and performance management of staff • staff meetings to discuss issues/practice</p> <p>4.2 Explaining discriminatory practice in health, social care or child care environments, i.e. • stereotyping, labelling, prejudice • inadequate care • abuse and neglect • breach of health and safety • being patronising</p> <p>4.3 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</p> <ul style="list-style-type: none"> • applying values of care • providing information about complaints procedures / advocacy services • implementing policies, codes of practice, legislation • dealing with 	<p>Learners will explain 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. 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</p>	<p>Learners can build on knowledge gained through PER, PDT and make links back to unit 1 and unit 4.</p>	

	conflict • training / mentoring / monitoring	studies. Learners should be able to 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.		
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