



Level 3 Health and Social Care: Principles and Contexts

Guidance For Teaching Unit 3

UNIT 3: PROMOTING THE RIGHTS OF INDIVIDUALS ACROSS THE LIFESPAN

Introduction:

The principal aim of this unit guide is to support teaching and learning and act as a companion to the Specification. Each unit guide offers a detailed explanation of key points in the Specification and aims to explain complex areas of subject content.

Programme of study:

The activities provided here are suggestions only for developing learner knowledge. Each centre must decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Although some of the suggested activities may involve sector engagement, please note that the majority of the activities are designed to take place within the classroom. Learners develop knowledge and understanding through the experience they acquire while carrying out each activity. Formative feedback is crucial to the learning to ensure that the learner is developing the knowledge and skills necessary to achieve the best possible grades. Examples of activities have been given in this guidance that provide plenty of opportunity for formative feedback.

Overview of content:

In this unit learners will gain knowledge and understanding of the rights of individuals and the barriers to participation they may face, how these are promoted and challenged to improve health and well-being.

Assessment:

This unit will be assessed through a set assignment that consists of one task; This task requires learners to draw on their knowledge and understanding of promoting the rights of individuals across the lifespan. Learners will have a specified time in which to produce evidence for this assessment, completing the work under supervised conditions within the centre. Evidence can be presented as either a podcast, a presentation or a video.

Centres can start the assignment at any time once the content of the unit has been delivered.

**An example of programme of study for:
Unit 3 Promoting the rights of individuals across the lifespan**

Topic Area	Activities	Resources	Homework
<p>3.1 The rights of individuals</p>	<p>Introduction to unit content and assessment methods.</p> <p>Learners to think of what individuals have a right to in the health and social care sector, tutor-led discussion (link to unit 1 legislation).</p> <p>Focus on individuals' right to:</p> <ul style="list-style-type: none"> • have a voice, choice and control • be communicated with in preferred method or language • be treated with dignity and respected as an individual • protection from danger and harm • have views considered • access information relevant to themselves • voluntary and informed consent • know what their rights are. 	<p>Human Rights Act 1998: https://www.equalityhumanrights.com/en/human-rights/human-rights-act</p> <p>Unit 1 class notes</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<p>Tutor-led discussion on the fundamental rights and needs of individuals. to include:</p> <ul style="list-style-type: none"> • an adequate standard of living (including food and housing) • an education • the highest attainable standards of physical and mental well-being • freedom of thought, religion, and expression. <p>Learners work in pairs and consider the following groups of individuals:</p> <ul style="list-style-type: none"> • individuals with mental ill health • older adults • individuals living with dementia • individuals with physical impairment 	<p>Maslow's Hierarchy of Needs: https://www.simplypsychology.org/maslow.html</p> <p>Unit 2 class notes</p>	<p>WJEC online resources</p> <p>Learner to produce revision notes of findings</p>

	<ul style="list-style-type: none">• individuals with additional learning needs• individuals living with long-term illness• individuals living with life-limiting conditions <p>Learners construct mind maps of how the support needs of each group may be met including:</p> <ul style="list-style-type: none">• practical support: food, warmth, and shelter• financial support: basic living expenses, housing utilities, expenses• emotional support: family and friends		
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<p>3.2 Understanding health and well-being</p>	<p>Learners, in pairs or small groups, to research and lead own discussions on how health and well-being is a stage of complete physical, mental and social well-being and not merely an absence of disease or infirmity and is comprised of:</p> <ul style="list-style-type: none"> • rights and entitlements • physical, mental and emotional health and well-being • protection from abuse and neglect (safeguarding) • education, training and recreation • domestic, family and personal connections (community belonging, being treated with respect, equality and diversity, loneliness and social isolation) • contribution made to society • social and economic well-being • suitability of living accommodation • control by the individual of their day-to-day life, care and support and the ways in which it is provided • personal dignity and treating individuals with respect • children’s health and well-being (physical, intellectual, emotional and social development) and welfare (physical, emotional and educational needs) <p>Pairs/groups to be given one of the above to research and discuss or present back to the class on how they are applied to improve health and well-being).</p>	<p>A quick guide to human rights in Wales: https://seneddresearch.blog/2017/04/04/a-quick-guide-to-human-rights-in-wales/</p> <p>Welsh Government - Housing: https://gov.wales/housing</p> <p>Equality and Human Rights in Wales: https://www.equalityhumanrights.com/en/commission-wales</p> <p>Welfare of the child, checklist: The Welfare Checklist - childlawadvice.org.uk</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<p>Learners to make links from unit 2: 2.1 on factors that affect health and well-being to include:</p> <ul style="list-style-type: none"> • economic, physical and social environment • an individual’s characteristics and behaviours. <p>Learners to produce notes on their findings.</p>	<p>Unit 2 class notes</p>	<p>WJEC online resources</p> <p>Learner to produce revision notes of findings</p>

	<p>Tutor-led session on how enjoyment of the highest attainable standard of health and well-being is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition and why this is important.</p> <p>Learners to produce mind maps of their thoughts on this topic.</p>	<p>Human Rights Act 1998: https://www.equalityhumanrights.com/en/human-rights/human-rights-act</p>	<p>WJEC online resources</p> <p>Learner to produce short revision notes ready for next session</p>
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<p>3.3 Barriers to participation</p>	<p>Learner-led discussion, following independent research, on one of the following barriers to participation, challenging inequality and promoting the rights of individuals:</p> <ul style="list-style-type: none"> • cultural and language barriers: language, use of inaccessible level of language, availability of interpreters, information in alternative formats e.g. audio, braille, large print • environmental barriers: appropriate building access, living in remote areas away from services, accessible transport • financial barriers: cost of accessing the service, car parking and bus fares • physical: age, disability, gender, sensory loss, psychological barriers: individuals' thoughts of a service, previous experiences may not have been good, fear of unknown. <p>Following the discussion learners to produce revision notes on each of the above points.</p>	<p>Induction to communication within social care context in Wales: https://socialcare.wales/cms_assets/file-uploads/SCI-Induction-to-Communication-English.pdf</p> <p>'More than just words': http://www.wales.nhs.uk/sites3/documents/415/web%20-%2016184_narrative_e_web.pdf</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<p>Following on from previous discussion learners to produce a series of posters explaining why barriers still exist discussing how individuals, organisations and the Welsh Government all have a part to play in health and well-being, to include:</p> <ul style="list-style-type: none"> • access problems and a lack of integration and prevention e.g. not being able to access services close to home or in a timely manner due to long waiting lists • an understaffed workforce and insufficient training • inadequate funding for certain services, e.g. mental health services • inadequate provision of services in certain parts of Wales, postcode lottery e.g. treatment of eating disorders. 		<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

	<p>Teacher led discussion on how health and social care professionals, organisations that provide services and Welsh Government promote the rights of individuals. (Link to unit 1, sections: 1.1, 1.3, 1.4)</p> <p>Learners to produce a leaflet for new students on how to promote the rights of individuals, to include:</p> <ul style="list-style-type: none"> • knowing the rights of individuals • informing individuals of their rights • actively demonstrating anti-discriminatory practice • adhering to professional standards and codes • upholding choice and well-being of individuals • upholding the principles of care 	<p>Unit 1 class notes</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
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Topic Area	Activities	Resources	Homework
<p>3.4 Promoting the rights of individuals</p>	<p>Teacher-led discussion on the approaches to promoting rights of individuals to improve their health and well-being, to include:</p> <ul style="list-style-type: none"> empowering individuals to make decisions that affect their lives encouraging self-determination informed consent a process for gaining permission from an individual before receiving treatment or care and support 	<p>Principles of Community Engagement for Empowerment: https://phw.nhs.wales/news/rules-of-community-engagement-relinquish-your-power-so-that-communities-can-take-control/principles-of-community-engagement-for-empowerment/</p> <p>Consent: patients and doctors making decisions together:</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<ul style="list-style-type: none"> reciprocal model, rights-based approach partnership working and governance policies and personal care and support plans complying with codes of conduct/practice encouraging active participation collaboration through co-production and community development developing critical consciousness access to education providing a voice through advocacy. <p>Learners to produce mind maps of each approach.</p>	<p>https://www.gmc-uk.org/-/media/documents/gmc-guidance-for-doctors---consent---english_pdf-48903482.pdf?la=en&hash=588792FBA39749E57D881FD2E33A851918F4CE7E</p> <p>Dewis – Care and Support Plans: https://www.dewis.wales/your-care-and-support-plan</p> <p>Social Care Wales – Co-production: https://socialcare.wales/hub/hub-resource-sub-categories/co-production</p> <p>Social Care Wales – Advocacy</p>	
	<p>Learners to work in pairs/small groups to research and produce a presentation (PowerPoint, Prezzi or academic poster) on strategies, initiatives and campaigns that promote the rights of individuals to improve health and well-being and how the strategy/initiative/campaign aims to achieve this:</p> <ul style="list-style-type: none"> Together for Mental Health – A Mental Health and Well-being Strategy for Wales (strategy) Public Health Wales: Working to Achieve a Healthier Wales (initiative) MIND – Time to Change Wales (run my third sector) 	<p>Together for Mental Health Wales https://gov.wales/sites/default/files/publications/2020-01/together-for-mental-health-delivery-plan-2019-to-2022.pdf</p> <p>Public Health Wales - Working to Achieve a Healthier Wales: https://phw.nhs.wales/about-us/our-priorities/</p> <p>MIND – Time to Change Wales: https://www.timetochangewales.org.uk/en/</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

	<ul style="list-style-type: none"> Alzheimer’s Society – Dementia Action plan for Wales (run by third sector). <p>Examples of strategies, initiatives, and campaigns above are time sensitive. A list of the latest strategies, initiatives and campaigns for promoting the rights of individuals to improve health and well-being are available at https://www.healthandcarelearning.wales/</p>	<p>Alzheimer’s Society – Dementia Action plan for Wales: https://www.alzheimers.org.uk/get-involved/our-campaigns/dementia-action-plan-wales</p>	
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<p>3.5 Legislation which underpins individual rights</p>	<p>Tutor-led discussion on legislation that underpins strategies and initiatives for promoting the rights of individuals to improve health and well-being (Link to unit 1: section 1.2)</p> <ul style="list-style-type: none"> Human Rights Act 1998 (HRA): made human rights available to everyone in the UK Children and Young Person’s Rights Measure 2011: places a duty on Welsh Ministers to have due regard to the UN Convention on the Rights of the Child (UNCRC) The Social Services and Well-being (Wales) Act 2014 requires Welsh Ministers to have due regard to UN Principles for Older Persons (OHCHR) <p>Learners to produce their own easy-read resource (e.g. poster or hand-out) on the application of the above legislation that underpins the strategies and initiatives listed.</p>	<p>Human Rights Act 1998: https://www.equalityhumanrights.com/en/human-rights/human-rights-act</p> <p>Rights of Children and Young Persons (Wales) Measure 2011: https://www.unicef.org.uk/wp-content/uploads/2017/09/Unicef-UK-Briefing-Child-Rights-Impact-Assessment-Wales-September-2017.pdf</p> <p>Social Services and Wellbeing (Wales) Act: https://socialcare.wales/hub/sswbact</p> <p>UN principles for Older Persons 1991: https://www.olderpeoplewales.com/en/about/un-principles.aspx</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<p>Tutor-led discussion on legislation that underpins strategies and initiative for promoting the rights of individuals to improve health and well-being:</p> <ul style="list-style-type: none"> The Equality Act 2010 requires Welsh Ministers to have due regard to the UN Convention on the Rights of Persons with Disabilities (CRPD) Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 applied in the Live Fear Free, Ask and Act initiatives to all those affected by all forms of violence against women, domestic abuse, and sexual violence Well-being of Future Generations (Wales) Act 2015 in relation to public bodies’ requirements for setting out well-being objectives, collaborative working, and accountability in line with the seven well-being goals. <p>Learners to produce their own easy-read resource (e.g. poster or hand-out) on the application of the above legislation that underpins the strategies and initiatives listed.</p>	<p>Equality Act 2010 in care services: https://www.nursingtimes.net/roles/nurse-managers/how-the-equality-act-affects-you-14-01-2011/</p> <p>UN Convention on the Rights of persons with Disabilities: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/345108/easy-read-un-convention.pdf</p> <p>Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015: http://www.legislation.gov.uk/anaw/2015/3/pdfs/anaw_20150003_en.pdf</p> <p>Live Fear Free: https://gov.wales/live-fear-free</p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

		<p>Ask and Act: https://gov.wales/sites/default/files/publications/2019-05/ask-and-act-10-principles.pdf</p> <p>Well-being of Future Generations Act: https://futuregenerations.wales/about-us/future-generations-act/</p>	
	<p>Prepare learners for controlled assessment – use sample NEA’s for unit 3 found on https://www.healthandcarelearning.wales/</p>		<p>WJEC online resources</p> <p>Own revision notes created throughout delivery of content</p>
<p>Controlled assessment</p>			