**Task example for Level 2 Health and Social Care: Core Course**

**Unit 001: Principles and values of health and social care (adults)**

**Learning Outcome 1.2: How rights-based approaches relate to health and social care**

In your role as a health and social care worker, you will be supporting individuals who come from different backgrounds, religions and cultures. This work is underpinned by the principles and values you learnt about in the last section, along with the rights:

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

This task will help you learn about how rights-based approaches relate to health and social care.

**Learning activity**

**Legislation and national policies** have developed over time to support the rights of all citizens. Find links to resources and legislation on the [Social Care Wales website](https://socialcare.wales/learning-and-development/resources-and-legislation#section-37647-anchor). Look up the easy read versions of these to help you understand the main points and then;

* select two of the pieces of legislation in the table below
* identify the rights they support and promote
* write a short summary of how they do this.

|  |  |  |
| --- | --- | --- |
| **Legislation / national policy** | **Rights**  | **How does the legislation or national policy support and promote these rights?** |
| Social Services and Well-Being (Wales) Act 2014  |  |  |
| Equality Act 2010 |  |  |
| Human Rights Act 1998 and associated conventions and protocols such as the UN Convention on the Rights of Persons with Disabilities; the UN Principles for Older Persons 1991; and the Declaration of the Rights of Older People in Wales (2014) |  |  |
| Mental Health Act (1989), Code of Practice for Wales (2008) and the Mental Health (Wales) Measure (2010) |  |  |
| Mental Capacity Act 2005 and associated Code of Practice |  |  |
| Deprivation of Liberty Safeguards  |  |  |
| Welsh Language Act 1993; Welsh language measure (2011) and Mwy na Geriau, Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2103) |  |  |

**To differentiate between the language ability levels and to encourage your students to use the Welsh language you could set the following requirements:**

**Awareness:** Learners will need to demonstrate their awareness of the legal right of Welsh speakers to communicate in Welsh if they so wish. Ask them to write (in English) what action they could take to ensure that their service users maintain their rights.

**Understanding**: This task recommends that learners read the easy read versions of the legislation. Ask them to try reading and understanding the Welsh version first rather than turning immediately to the English. They can highlight any unfamiliar words.

If this is too difficult for some, they could identify the rights in Welsh and explain how the legislation supports and promotes the rights in English.

**Confidence**: These learners should be able to understand the easy read versions of legislation and therefore be able to complete this straightforward task without difficulty. Perhaps some will prefer to write the summary in English.

**Fluency:** Complete the task in Welsh.

When possible, encourage your learners to help each other. If they are working in groups, in an ideal scenario, try to ensure that there is one fluent or confident Welsh speaker in each group to help the others with simple vocabulary or pronunciation.

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