Level 3 Health and Social Care: Principles and Contexts

Guidance For Teaching
Unit 1

UNIT 1: PRINCIPLES OF CARE AND SAFE PRACTICE WITHIN OUTCOME FOCUSED PERSON-CENTRED CARE

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.

It is strongly recommended that teachers teach topic areas 1.1 and 1.2 holistically.

Overview of content:

In this unit learners will gain knowledge and understanding of the professional responsibilities, roles and accountabilities of health and social care workers within the sector. They will learn about legislation, national policies, codes of conduct and professional practice that support health and social care workers in their roles. Learners will also gain knowledge of ethical issues and approaches when providing outcome focused person-centred care. They will also understand the importance of positive relationships, trust, effective communication and promoting quality care that is outcome focused person-centred care.

Assessment: This unit is assessed through a set assignment that consists of two tasks: writing a report and producing an information pack. Both tasks are based on case studies chosen by the learner. Two case studies are released at the start of each academic year. Learners will select which case study to use at the start of the assessment. Each case study provides learners with an insight into the principles of care and safe practice within outcome focused person-centred care. Learners will have a specified time in which to write their report, completing the work under supervised conditions within the centre.

Learners will have a recommended time in which to produce their information pack; this task does not need to be completed under supervision.

Centres can schedule the assessment at any time once the content of the unit has been delivered.

Unit 1: Principles of Care and Safe Practice Within Outcome Focused Person-Centred Care

Topic Area	Activities	Resources	Suggested homework / independent study
1.1 Professional responsibilities, roles and accountabilities of health and social care workers	Introduction to unit content and assessment methods. Learners to identify the differences between the roles and professional responsibilities of health and social care workers in a variety of health care and social care settings and be able to discuss these in class, giving examples. Learners to come up with a range of roles or careers within health and/or social care that they may aspire to progress onto. Discuss these roles and their professional responsibilities as a class. In groups, learners to research the roles and professional responsibilities that these roles and careers play in care and feedback to the class.	NHs Health Careers – find your health career quiz: https://www.healthcareers.nhs.uk/findyourcareer	WJEC online resources Learner to produce succinct four-sided A4 notes on topic covered during the week in their own words
	Discuss the core values and principles of care, why these are important and how they benefit the individual receiving care and support. Core values and principles of care to include: • putting service users first • improving care provision • improving health and inequalities focussing on wellbeing and prevention • reflecting on experiences • partnership and team working • learners to produce notes in the form of posters on the core values and principles of care.	https://www.nhsconfed.org/-/media/Confederation/Files/Wales-Confed/Wales-Employers/NHS_Core-Principles_8PP_leaflet_ENG.pdf?dl=1	WJEC online resources Learners to produce notes in the form of posters on the core values and principles of care

Following on from week 1 activities, discuss accountabilities of health and social care workers in taking responsibility for their actions, ensuring they are competent to do the activity they have been asked to perform. They should know and understand that failure to do so can result in disciplinary and/or legal action. Mind map how codes of practice/conduct support professional practice of health and social care workers, to include: • Code of Professional Practice for Social Care • The Health and Care Professions Council (HCPC) • The Nursing & Midwifery Council (NMC) • Non-regulatory, e.g. NHS Wales Code of Conduct for Healthcare Support Workers in Wales • Code of Practice for NHS Wales Employers. Learners to research two codes of practice/conduct linked to their career aspirations in detail, before summarising each comparing similarity. Learners should be able to identify the appropriate Code of Practice depending on whether they wish to work in health care or social care.	Code of Professional Practice for Social Care: https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf Code of Professional Practice for Social Care (video): https://www.youtube.com/watch?v=Tbl_VMmv7iQ The Health and Care Professions Council (HCPC): https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/ The Nursing & Midwifery Council (NMC): https://www.nmc.org.uk/standards/code/ NHS Wales Code of Conduct for Healthcare Support Workers: http://www.wales.nhs.uk/documents/Code_of_Conduct_for_Healthcare_Support_Workers_in_Wales.pdf Code of Practice for NHS Wales Employers http://www.wales.nhs.uk/documents/Code_of_Practice_for_NHS_Wales_Employers.pdf	WJEC online resources Research two examples of codes of practice and conduct Learner to produce succinct four-sided A4 notes on topic covered during the week in their own words
Learners to research individually/in pairs/groups regulatory bodies that set the requirements for professional development, to include: • registration • requiring workers to follow professional codes of conduct/practice • undertaking fitness to practice investigations and imposing sanctions as required • building the public's trust and confidence in the profession, valuing care workers, ensuring public safety and encouraging and supporting CPD • whistle blowing/voicing concerns. Learners to write a report on the above and take part in a group/class discussion on their findings.	Regulatory bodies websites (See links in resources section)	WJEC online resources Learners to complete report ready for class discussion

Topic Area	Activities	Resources	Suggested homework / independent study
1.2 Legislation, national policies, codes of conduct and professional practice and how these impact on outcome focused provision in Wales and the UK	Discuss why legislation is important in the health and social care sector and the impact that current legislation has on health and social care provision, including: • how legislation links to national frameworks, guidance and practice, policy development implementation and its impact on outcome focused provision in Wales and the UK • strategic priorities for health and well-being in Wales compared to England, Scotland and Northern Ireland • similarities and differences in legislation across different UK nations. Learners to make notes from discussion. Discuss how the Welsh Government works to improve health and well-being and reduce inequalities in health through legislation. Learners could be given the sample case studies for unit 1 NEA found on healthandcarelearning.wales website to discuss how legislation protects the individual accessing care in the case study and their families.	https://www.gov.uk/guidance/devolution-of-powers-to-scotland-wales-and-northern-ireland Sample NEA's for unit 1 found on healthandcarelearning.wales website Measuring health inequalities: http://www.publichealthwalesobservatory.wales.nhs.uk/measuring-inequalities-2016-overview Addressing Health Inequalities in Wales: https://lshubwales.com/news/addressing-health-inequalities-wales	WJEC online resources Learner to produce succinct four-sided A4 notes on topic covered during the week in their own words
	Tutor-led discussion on the principles of More than just words: Follow on Strategic Framework for Welsh Language Services in Health, Social Services and Social Care 2016-2019. ***Guest speaker:* Welsh Language Offices, LHB** Learners to produce their own easy-read resource (e.g. poster or hand-out) on how Welsh Government works to improve health and well-being through More than just words.	Mwy na geiriau https://careinspectorate.wales/more-just-words-follow-strategic-framework-welsh-language-health-social-services-and-social-care YouTube videos – More than just words My Language, My Health – Welsh Language Commissioner inquiry report: http://www.comisiynyddygymraeg.cymru/English/Publications%20List/Health%20inquiry%20full%20report.pdf	WJEC online resources Learner to produce in their own words succinct four-sided A4 short revision notes on topic covered during the week

	Tutor-led discussion on the principles of The Regulation and Inspection of Social Care (Wales) Act 2016 and The Well-being of Future Generations Act (Wales) 2015. Learners to produce their own easy-read resource (e.g. poster or hand-out) on how Welsh Government works to improve health and well-being through, The Regulation and Inspection of Social Care (Wales) Act 2016 and The Well-being of Future Generations Act (Wales) 2015.	The Regulation and Inspection of Social Care (Wales) Act 2016: https://socialcare.wales/hub/regulation-and-inspection Well-being of Future Generations Act: https://futuregenerations.wales/about-us/future-generations-act/	WJEC online resources Learner to produce in their own words succinct four-sided A4 short revision notes on topic covered during the week
	Tutor-led discussion on the principles of The Social Services and Well-being (Wales) Act 2014 and Declaration of Rights for Older People in Wales (2014). Learners to produce their own easy-read resource (e.g. poster or hand-out) on how Welsh Government works to improve health and well-being through The Social Services and Well-being (Wales) Act 2014 and Declaration of Rights for Older People in Wales (2014).	Social Services and Wellbeing (Wales) Act: https://socialcare.wales/hub/sswbact What does the Act mean for me? (video): https://www.youtube.com/watch?v=-Ci5WByP6Gw Older People's Commissioner for Wales: https://www.olderpeoplewales.com/en/ageism/declaration-of-the-rights-of-older-people.aspx	WJEC online resources Learner to produce in their own words succinct four-sided A4 short revision notes on topic covered during the week
	Tutor-led discussion on the principles of the Equality Act 2010, The Mental Capacity Act 2005 and associated Code of Practice, Deprivation of Liberty Safeguards. Learners to produce their own easy-read resource (e.g. poster or hand-out) on how Welsh Government works to improve health and well-being through the Equality Act 2010, The Mental Capacity Act 2005 and associated Code of Practice, Deprivation of Liberty Safeguards.	Equality Act 2010 in care services: https://www.nursingtimes.net/roles/nurse-managers/how-the-equality-act-affects-you-14-01-2011/ Mental Capacity Act 2005: • https://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/overview/ • https://socialcare.wales/service-improvement/the-mental-capacity-act-and-deprivation-of-liberty-safeguards-dols	WJEC online resources Learner to produce in their own words succinct four-sided A4 short revision notes on topic covered during the week

	Tutor-led discussion on the principles of The Children Act 2004, Human Rights Act 1998, UN Convention on the Rights of the Child 1990, UN Convention on the Rights of Persons with Disabilities, UN Principles for Older Persons 1991. Learners to produce their own easy-read resource (e.g. poster or hand-out) on how Welsh Government works to improve health and well-being through The Children Act 2004, Human Rights Act 1998, UN Convention on the Rights of the Child 1990, UN Convention on the Rights of Persons with Disabilities, UN Principles for Older Persons 1991.	The Children Act 2004: https://learning.nspcc.org.uk/child-protection-system/wales/ Human Rights Act 1998: https://www.equalityhumanrights.com/en/human-rights/human-rights-act UN Convention on the Rights of the Child 1990: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ 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 UN principles for Older Persons 1991: https://www.olderpeoplewales.com/en/about/un-principles.aspx	WJEC online resources Learner to produce in their own words succinct four-sided A4 short revision notes on topic covered during the week

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1.3 Ethical issues and approaches when providing outcome focused care	Discussion on a range of ethical issues and approaches when providing outcome focused care – learners could use the sample case studies for unit 1 NEA found on the healthandcarelearning.wales website to discuss ethical issues arising in the case studies. Learners to produce their own easy-read notes on: • duty of care • duty of candour • ethical frameworks for decision making and principles to include equality, diversity and choice • best interest decision making for those who lack capacity.	Duty of care: https://www.rcn.org.uk/get-help/rcn-advice/duty-of-care Duty of candour: https://socialcare.wales/cms_assets/file-uploads/SCW-DutyofCandour-ENG-V01.pdf	WJEC online resources Learner to produce in their own words succinct four-sided A4 short revision notes on topic covered during the week
	Learners to produce their own easy-read notes on: • managing confidentiality when sharing information, e.g. General Data Protection Regulation (GDPR), Welsh Accord for Sharing Personal information (WASPI) – when information can be shared, why and with whom • why confidentiality is important and how this relates to the common law and legislative framework • respecting diversity and equality • managing services and resource allocation • supporting mental and emotional well-being.	GDPR: https://ico.org.uk/for-organisations/guide-to-data-protection/ Welsh accord for Sharing Personal Information: http://www.waspi.org/home NMC Code (Confidentiality): https://www.nmc.org.uk/standards/code/ http://www.wales.nhs.uk/governance-emanual/equality-diversity-and-human-rights Supporting patient mental and emotional well-being: https://www.nhsconfed.org/-/media/Confederation/Files/Publications/Documents/Investing-in-emotional-and-psychological-wellbeing-for-patients-with-long-term-condtions-16-April-final-for-website.pdf	WJEC online resources Learner to produce succinct four-sided A4 short notes on topic covered during the week in their own words

Topic Area	Activities	Resources	Suggested homework / independent study
1.4 The importance of developing positive relationships, trust and effective communication with individuals	The methods and skills required to develop positive relationships and trust, to include: • building trust • establishing positive relationships with colleagues and management, when providing and requesting information • establishing positive relationships with individuals, families and carers, and respecting their values and beliefs • providing person-centred care to individuals through ensuring the opportunities, knowledge, skills and confidence they need to effectively manage, and make informed decisions about, their own health and well-being • valuing individuals and giving them choices • communicating effectively using questioning, paraphrasing, reflecting, achieving change, empowering individuals and may include challenging (where necessary). • Learners to be given some sample pen pictures/scenarios and discuss how communication could be improved with each individual in the pen picture/scenario	Building patient trust: https://www.pharmaceutical-journal.com/eye-care/how-to-build-and-maintain-trust-with-patients/20201862.article?firstPass=false Building trust between social care and health organisations: https://www.skillsforcare.org.uk/Documents/Leadership-and-management/Workforce-commissioning/Building-trust-between-social-care-and-health-organisations.pdf Person-centred care: https://healthinnovationnetwork.com/system/ckeditor_assets/attachments/41/what_is_person-centred_care_and_why_is_it_important.pdf Communicating with service users: https://socialcare.wales/service-improvement/effective-communication-with-people-with-dementia	WJEC online resources Learner to produce succinct four-sided A4 short notes on topic covered during the week in their own words
	The methods and skills required to develop effective communication and understand the importance of this, to include: • how to engage individuals in conversations – 'What Matters Conversations' • initiatives such as 'Hello my name is' adopted by the NHS • language preferences: 'More than just words' – the Active offer, Cymraeg 2050	What matters conversations: https://futuregenerations.wales/aop/ensure-you-are-having-what-matters-conversations/ #hellomynameis: https://www.hellomynameis.org.uk/	WJEC online resources Learner to produce succinct four-sided A4 short notes on topic covered during the week in their own words

	• practical application of communication and interpersonal skills, speaking clearly using simple sentences and avoiding jargon • understand different types of communication: body language, gestures, facial expressions, written communication including images, pictures and symbols, verbal, non-verbal, digital, British Sign Language, Makaton, Braille • understanding the environment when communicating with individuals. • Learners work in pairs and participate in role plays of different scenarios that they may come across when working in health and social care, identifying how they could provide effective communication Strategies and initiatives listed above are time sensitive: *a list of the latest strategies and initiatives for promoting the rights of individuals to improve health and well-being is available at: www.healthandcarelearning.wales*	Active offer (social care): https://gov.wales/sites/default/files/publications/2019-04/delivering-the-active-offer-information-pack-social-services-and-social-care.pdf Active offer (healthcare): http://www.wales.nhs.uk/sites3/Documents/415/A%20active%20offer%20information%20pack%20-%20Health%20-%20FINAL1.pdf Communication strategies: http://www.healthliteracyplace.org.uk/tools-and-techniques/communication-strategies/ Makaton: https://www.makaton.org/	

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1.5 How to promote quality care that is outcome focused	Learner-led discussion around the sample case studies for unit 1 NEA found on healthandcarelearning.wales website to discuss: • that quality of care means assisting an individual to achieve their personal outcomes by providing the care and support they need, when and where they need it, in an affordable, safe and effective manner • the role care workers have in delivering quality care and support that is outcome focused. • Learners to identify where they can find out the responsibilities of care workers.	Sample NEA's for unit 1 found on healthandcarelearning.wales website Social Care Wales - Understanding an outcomes approach: https://socialcare.wales/service-improvement/understanding-an-outcomes-approach Knowing what really matters to people (video): https://socialcare.wales/resources/knowing-what-really-matters-to-people-by-lucy-warren-social-worker	WJEC online resources Learner to produce succinct four-sided A4 short notes on topic covered during the week in their own words
	Learners to produce revision resources to reinforce that outcome focused care ensures: • strengths based approach to care and support and inclusion • person-centred care and support • what individuals can do with their own skills, strengths, abilities and network • individuals' voices are heard, listened to and acted upon in providing care and support; they are equal partners in the decisions • empowerment of individuals including self-awareness, self-care and advocacy services • service provision in health and social care, which is seamless, meets the needs of individuals and is delivered as close to home as possible.	Sample NEA's for unit 1 found on healthandcarelearning.wales website Strength-based approaches to working with individuals: https://www.iriss.org.uk/resources/insights/strengths-based-approaches-working-individuals Care Act guidance on Strengths-based approaches: https://www.scie.org.uk/strengths-based-approaches/guidance	WJEC online resources Learner to produce succinct four-sided A4 short notes on topic covered during the week in their own words
	Learners to produce revision resources on: • safeguarding is everyone's responsibility, with each professional individual and organisation required to do everything they can to ensure that the well-being of children and adults at risk are protected from abuse, improper treatment, neglect or harm.	Social Care Wales, All-Wales Basic Safeguarding Training Pack: https://socialcare.wales/learning-and-development/safeguarding	

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	Learners to produce revision resources to reinforce that current challenges and benefits are addressed through: • engagement strategies to involve individuals to improve their own health and well-being • supporting prevention and early intervention • government changes • health and social care economics • role of mixed economy of care • additional treatments • joint information, advice and assistance services • seasonal priorities. Learners to discuss examples of these and be able to apply examples to different situations	Welsh Government – A Healthier Wales: our Plan for Health and Social Care: https://gov.wales/sites/default/files/publications/2019-10/a-healthier-wales-action-plan.pdf Prevention and early intervention: https://socialcare.wales/cms_assets/hub-downloads/Principles-Resource-Guide_March-17.pdf	WJEC online resources Learner to produce in their own words succinct four-sided A4 short revision notes on topic covered during the week
	Prepare learners for controlled assessment – use sample NEAs for unit 1 found on healthandcarelearning.wales website or past assignments published on the WJEC secure website www.wjecservices.co.uk.	WJEC online resources Own revision notes created throughout delivery of content
	Controlled assessment	