

Unit 4 - Working in Health and Social Care

Unit aims	This unit aims to develop an understanding of the key features involved in delivering safe and consistent services in health and social care. This unit looks at fundamental principles, such as person centred practice and safeguarding and protection, as well as effective working relationships and communication, that underpin the work of all health and social care workers.		
Unit level	3		
Unit code	K/618/4170		
GLH	80		
Credit value	15		
Unit grading structure	Pass, Merit and Distinction		
Assessment guidance	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
Learning outcomes The learner will:	Assessment criteria The learner can:		
	Pass	Merit	Distinction
1. Understand person centred working.	1.1 Define person centred practice. 1.2 Analyse how person centred ways of working contribute to continuity of care. 1.3 Describe the role of safeguarding and protection in person centred practice. 1.4 Explain the benefits of positive risk taking for individuals accessing services.	1M1 Analyse how the 6 Cs of care underpin person centred practice.	1D1 Analyse why it is important for health and social care workers to demonstrate person-centred values throughout their working practice.
2. Understand the use of effective communication in health and social care provision.	2.1 Describe the role of communication in health and social care. 2.2 Explain methods of communication used in health and social care. 2.3 Identify barriers to communication in health and social care. 2.4 Describe information handling and recording procedures. 2.5 Explain the principles and practices relating to confidentiality in health	2M1 Evaluate factors that can influence the maintenance of confidentiality in health and social care.	2D1 Evaluate strategies used in health and social care settings to overcome barriers to communication.

	and social care		
3. Know how to reduce the spread of infection.	3.1 Explain the cause and spread of infection. 3.2 Explain the importance of preventing and controlling the spread of infection. 3.3 Explain how to reduce the spread of infection.	3M1 Analyse how an outbreak of infection would be managed in a health and social care setting.	3D1 Assess how risk assessment can contribute to reducing the spread of infection in a health and social care setting.
4. Understand working relationships in health and social care.	4.1 Describe different working relationships in health and social care settings. 4.2 Explain the role of an advocate in supporting individuals accessing services. 4.3 Explain why it is important to work in partnership with others. 4.4 Evaluate the role of teams in providing a co-ordinated approach to service delivery.	4M1 Analyse how team leadership can address challenges faced by teams in health and social care.	
5. Understand the principles of care planning.	5.1 Explain the purpose of care planning. 5.2 Outline roles and responsibilities involved in the care planning process. 5.3 Describe how to ensure the individual is involved in all stages of care planning and review.	5 M1 Analyse ways to overcome barriers to implementing care plans	5 D1 Critically review the challenges of developing care plans that meet the needs of the individual and their agreed outcomes.
6. Understand the safe administration of medication.	6.1 Describe common types of medication and their effects, and potential side effects. 6.2 Explain the different routes of medicine administration. 6.3 Describe how to administer medication safely and in line with current legislation and		6 D1 Analyse standard precautions for infection control for the administration of medication.

	<p>guidelines.</p> <p>6.4 Explain the records to be completed for the storage, administration and disposal of medication.</p>		
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Indicative Content

1 Understand person centred working.

- Ways of working which puts the person at the centre of all care service provision, taking into account their individuality, beliefs, wishes, abilities and preferences.
- Consistency, ongoing review, responsive to change, knowledge of care needs, recording of needs agreed
- Positive risk taking, prevention, protection, duty of care, skills development in a protected environment, choice, inclusion
- Amending objectives, monitoring achievement, support options, changing level of support, achievement, support, impact on self esteem
- 6C's (Care, Compassion, Competence, Communication, Courage, Commitment).
- Agreed ways of working, involvement, inclusion, decision making, self-management, self care, duty of care, continuity of care service delivery

2 Understand why effective communication is important in health and social care provision.

- one-to-one, groups, formal, informal, between colleagues, between professional and people
- using services, communication with professionals, multi-agency working, multi-professional working
- verbal, body language, written, formal, informal, use of technology, augmentative approaches. text messaging, written, oral, signing, symbols, touch, music and drama, objects of reference, art, technology, British Sign Language, Makaton, Braille, objects of reference, finger spelling, communication passports, human and technological aids to communication, variation between cultures
- data protection, recording, reporting, storage, confidentiality, sharing information
- use of information, stating purpose of information, when to share information and who with, safe storage
- the purpose of information, level of risk, who information is shared with, safeguarding, content of information
- staff training, assessment of need, preferred method, promoting rights, confidentiality, defusing aggression, assertiveness, appropriate verbal/non-verbal communication, building relationships, appropriate environment, attitude, confidence

3 Know how to reduce the spread of infection.

- Agents of infection e.g. bacteria, virus, parasites, fungi, reservoirs of infection, to include other people, organisms, spore formation, carriers of infection e.g. water-borne diseases, vector-borne diseases, human contact, raw/infected food
- Harm reduction, safeguarding prevention of further outbreak, loss of reputation, illness, fine/legal action, prevention
- Training, monitoring and supervision, awareness of processes and procedures, handwashing, reporting and recording, risk assessment, sanitiser, use of protective equipment e.g. overalls,

gloves, understanding and using interpersonal skills, purpose, correct practice for application, use and disposal.

- Reporting and recording mechanisms, risk assessment, closure, initiate relevant infection prevention control measures, recording of timeline of events, restriction of movement, decontamination of affected area/s
- Harm reduction, safety, identification of risk, closure of infection area/s, management of identified risk/s, control measures

4 Understand working relationships in health and social care

- Health and social care workers, carers, family/friends, colleagues, key agencies and professionals include agencies offering support with health care, social care, personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists.
- To facilitate social inclusion, person-centred; active partner, empowerment participation, reducing inequalities of opportunity, respect, choices; issues and dilemmas
- Best outcomes for individuals concerned, o reduce duplication, consistency of delivery, effective and efficient use of resources, use of specialist expertise and knowledge, advice, guidance, sharing of knowledge, safeguarding
- Consistency and continuity of service, sharing of roles, allocation of tasks, identification of knowledge and skills, cascading of knowledge and skills, mentoring, information sharing as appropriate
- Role of leader, role modelling, knowledge of issues, risk assessment, identification of actions to be taken, training, shadowing, accessing resources

5 Understand the principles of care planning.

- individual plans documenting preferences and requirements for care and support, negotiation and consultation in empowering individuals, making decisions and choices, to document an individual's needs, evaluating plans to assess effectiveness of meeting individual needs, holistic approach to meeting the needs and preferences of individuals
- team members and colleagues, advocates, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual
- Including the individual in all planning and review, not talking over them or about them, behaving positively, looking at what they can do instead of what they cannot do
- Use of effective communication, accessing resources, consultation, inclusive communication, respect individuals' choices, listen and respond to questions and concerns, responding to any questions and concerns, working to resolve conflicts, seeking extra support and advice where necessary, specialist support
- With reference to situations which are distressing or traumatic, potentially harmful or unsafe, likely to have serious implications, consequences, involving confidential information, involving complex communication, supporting cognitive needs

6 Understand legislation, policy and procedures relevant to administration of medication.

- Statutory requirements in relation to mental health, mental capacity, children/young people and medicines, national service frameworks and other country specific guidance relevant to country of study including the relevant updates and changes; policies, local and national, risk assessment in medicine management
- Analgesics, antibiotics, antidepressants, antipsychotics, anti-inflammatories, sedatives, vaccines.

- Buccal, enteral, inhalable, infused, intramuscular, intrathecal, intravenous, nasal, ophthalmic oral, otic, rectal, subcutaneous, sublingual, topical, transdermal
- Checks carried out in relation to medication, patient, name checks, correct medication, correct dosage, correct time, medication in date, route to be used, eaten/not eaten as require, consent
- Analyse standard precautions for infection control for the administration of medication.
- Use of personal protective equipment (PPE), hand washing, correct disposal of items used, reporting and recording, risk assessment
- Records of receipt of medication, Medicine Administration Record (MAR) charts, disposal records, storage records