

## Unit 4 - Working in Health and Social Care (K/618/4170)

### Level 3

**Related Qualifications:** ATHE level 3 Diploma in Health and Social Care (603/6568/7) 2020 version

### Assignment

There are fundamental, essential principles that underpin the work of all health and social care practitioners and it is vital that workers understand and know how to apply these aspects which are key to service provision. For example, person centred practice, effective communication and safeguarding and protection.

The Study Skills used, developed and assessed through this assignment are as follows:

- Critical thinking
- Planning, organising and time management
- Research
- Gathering information, note taking and summarising
- Analysis
- Written skills
- Academic skills, including referencing
- Application of IT skills
- Reflection

### Task 1

For this task, you are applying for a role within a local health and social care organisation. You are required to **prepare a training resource** for the interview which includes the following:

- A definition of person centred practice.
- An analysis of how person centred ways of working contribute to continuity of care.
- A description of the role of safeguarding and protection in person centred practice.
- An explanation of the benefits of positive risk taking for individuals accessing services.

### **Extension activities:**

To gain a merit grade you must also:

- Analyse how the 6 Cs of care underpin person centred practice.

To gain a distinction grade you must also:

- Analyse why it is important for health and social care workers to demonstrate person-centred values throughout their working practice.

Learning outcomes and assessment criteria

LO1 AC 1.1, 1.2, 1.3, 1.4, 1M1, 1D1

### **Task 2**

Communication is a process to make contact with others to understand their needs and requirements. Communication involves sending and receiving messages in a continuous cycle which is repeated and becomes an important part of all relationships.

**Using a health and social care setting** you are either familiar with, or have seen in the media, **assess the methods of communication used** by people accessing the service and people working there.

**Prepare a report**, in which you:

- Describe the role of communication in health and social care.
- Explain methods of communication used in health and social care.
- Identify barriers to communication in health and social care.
- Describe information handling and recording procedures.
- Explain the principles and practices relating to confidentiality in health and social care.

### **Extension activities:**

To gain a merit grade you must also:

- Evaluate factors that can influence the maintenance of confidentiality in health and social care.

To gain a distinction grade you must also:

- Evaluate strategies used in health and social care settings to overcome barriers to communication.

Learning outcomes and assessment criteria

LO2 AC2.1, 2.2, 2.3, 2.4, 2.5, 2M1, 2D1

### Task 3

For people accessing health and social care services infections can be serious, and in some cases, life-threatening. Regular contact with staff, others using the service, family, and friends all mean infection can easily be passed around, so it is vital to ensure everything is done to help prevent infection occurring.

You have been tasked with **preparing a training guide for staff new to the health and social care sector**. In the guide you are asked to:

- Explain the cause and spread of infection.
- Explain the importance of preventing and controlling the spread of infection.
- Explain how to reduce the spread of infection

#### Extension activities:

To gain a merit grade you must also:

- Analyse how an outbreak of infection would be managed in a health and social care setting

To gain a distinction grade you must also:

- Assess how risk assessment can contribute to reducing the spread of infection in a health and social care setting

Learning outcomes and assessment criteria

LO3 AC3.1, 3.2, 3.3, 3M1, 3D1.

### Task 4

**Using a health and social care organisation of your choice**, for example a care home or healthcare setting, **carry out an analysis and review** of their approaches to partnership working. **In your review** you should:

- Describe different working relationships in health and social care settings
- Explain the role of an advocate in supporting individuals accessing services.
- Explain why it is important to work in partnership with others.
- Evaluate the role of teams in providing a co-ordinated approach to service delivery.

#### Extension activities:

To gain a merit grade you must also:

Analyse how team leadership can address challenges faced by teams in health and social care.

Learning outcomes and assessment criteria

LO4 AC 4.1, 4.2, 4.3, 4.4, 4M1.

### Task 5

There are many different kinds of care plans used in health and social care, but they all have the same purpose, which is to ensure that the person gets the same care at all times, to ensure that the care given is recorded and to support the person to identify, manage and, hopefully, meet their needs, wishes and preferences.

You are supporting a person new to the service you work at, and you are involved in preparing their care plan. The person is very anxious, and not at all sure of what is

involved in the care planning process. Prepare for them a **short information leaflet**, in which you:

- Explain the purpose of care planning.
- Outline roles and responsibilities involved in the care planning process.
- Describe how to ensure the individual is involved in all stages of care planning and review.

#### **Extension activities:**

To gain a merit grade you must also:

- Analyse ways to overcome barriers to implementing care plans

To gain a distinction grade you must also:

- Critically review the challenges of developing care plans that meet the needs of the individual and their agreed outcomes

Learning outcomes and assessment criteria

LO 5 AC 5.1, 5.2, 5.3, 5M1, 5D1

#### **Task 6**

Supporting the safe and correct administration of medication is a key function of the roles of many carers working in the health and social care sector. **Reflect on an occasion when you or someone you know were prescribed medication. Carry out research to enable you to complete an account** relating to this person's medication, and more broadly to the administration of medication. **In your account**, you must:

- Describe common types of medication and their effects, and potential side effects
- Explain the different routes of medicine administration.
- Describe how to administer medication safely and in line with current legislation and guidelines.
- Explain the records to be completed for the storage, administration, and disposal of medication.

#### **Extension activities:**

To gain a distinction grade you must also:

- Analyse standard precautions for infection control for the administration of medication.

Learning outcomes and assessment criteria

LO 6 AC 6.1, 6.2, 6.3, 6.4, 6D1

## Guidelines for assessors

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take into account any extension work completed by the learners. The suggested evidence listed below is how learners can demonstrate that they have met the required standards.

<b>Task number</b>	<b>LOs and AC</b>	<b>Suggested evidence PASS</b>	<b>Suggested additional evidence MERIT</b>	<b>Suggested additional evidence DISTINCTION</b>
1.	LO1 -1.1, 1.2, 1.3, 1.4, 1M1, 1D1	The learner must show they understand person-centred practice and the effect it has on people accessing services, and on the provision of services. Learners must present an analysis of the way person centred ways of working contribute to continuity of care, for example consistency, ongoing review, responsive to change, knowledge of care needs and the recording of needs agreed by all parties involved. Learners are also required to examine the benefits to individuals of positive risk taking, for example providing choice and supporting development.	Learners must engage with the 6Cs to enable them to analyse their role in service provision and delivery. The 6C's (Care, Compassion, Competence, Communication, Courage, Commitment) provide guidance in relation to what can be expected from health and social care staff.	Learners must analyse why it is important for health and social care workers to demonstrate person-centred values throughout their working practice. Responses should include inclusion, the promotion of choice and independence.
2.	LO2 -2.1, 2.2, 2.3, 2.4, 2.5, 2M1, 2D1	The learner must identify the role and function of communication in health and social care, for example to exchange information, share feelings and express views, citing methods to support this, for example BSL, verbal and non-verbal communication. Learners must also explain how to overcome identified	Learners must provide an evaluation of factors influencing the maintenance of confidentiality in health and social care. The level of risk involved and the needs of	Learners must evaluate the strategies used in health and social care settings to overcome barriers to communication. This should include the methods identified previously.

		<p>barriers to communication, which could involve the use of the methods cited.</p> <p>Learners must also provide a full explanation of the practice and role of information handling and confidentiality. The principles of confidentiality must be fully explained</p>	individuals must be cited.	
3.	LO3 - 3.1, 3.2, 3.3, 3M1, 3D1	Learners must include an explanation how infection is caused and spread, for example infected food and water-borne diseases. Learners will provide a detailed explanation of why preventing and controlling the spread of infection is important, for example to prevent illness, escalation, or loss of reputation, to include how this can be achieved.	Using content from the previously answered tasks, learners should analyse how an outbreak of infection would be managed in a health and social care setting. For example isolating, barrier nursing, closure, deep clean.	Linking to previous content, learners are asked to assess how risk assessment can contribute to reducing the spread of infection in a health and social care setting, for example through identification of potential hazards, risk management and harm reduction.
4.	LO4 - 4.1, 4.2, 4.3, 4.4, 4M1	Learners will describe the role and function of different working relationships in health and social care settings, for example carers, family, external practitioners. This could include the role of the advocate, or be presented as a separate response, to include supporting inclusion and involvement. Learners will provide an explanation of the value of partnership working in health and social care and how teams can help facilitate a co-ordinated approach to service delivery. This should include identifying	With links to Pass content, learners should provide an analysis of how team leadership addresses challenges faced by teams in health and social care. for example, the provision of focus, motivating team members and having a positive approach.	

		the best outcomes, efficiency, and effectiveness.		
5.	5-5.1, 5.2, 5.3	Learners will provide a detailed explanation of the purpose of care planning, to include the meeting of specific needs, decision making and inclusion. Linked to this process, learners will then detail who is likely to be involved in the care planning process, for example carers, relatives and advocates, and how they can ensure the individual is fully involved in the decision making process, for example through the use of effective communication.,	Learners will carry out an analysis of methods of overcoming barriers to implementing care plans which could include risk assessment and accessing the necessary resources.	Learners will draw on their existing response to complete a review the challenges of developing care plans that meet the needs of the individual and their agreed outcomes. Examples should include duty of care, inclusion, and safeguarding.
6.	6-6.1, 6.2, 6.3, 6.4	Learners will use their own experiences to enable them to demonstrate understanding of the role, function, route, and side effects of common types of medication. Examples should include antibiotics and analgesics. Learners will provide a detailed description of how medication should be safely administered and the records to be completed; for example infection control measures, name checks and the completion of Medicine Administration Record (MAR) charts		Using their case study material, learners should analyse standard precautions for infection control for the administration of medication.