Unit 9: Understand how to handle information in social care settings

Unit code: Y/602/3118

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 9

Unit aim

This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting. This unit is aimed at those who are interested in, or new to, working in social care settings.

Unit introduction

This unit will introduce learners to the standards required for handling information in social care settings. Learners will investigate the legislation that relates to the recording, storage and sharing of information and develop an understanding of the need to have accurate and valid systems within the workplace. Staff have a responsibility to maintain confidentiality with regard to information and records, as part of a duty of care. Learners will examine methods of secure storing and the actions to take if there are concerns regarding issues of security or mishandling of information.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the need for secure handling of information in social care settings	1.1	Identify the legislation that relates to the recording, storage and sharing of information in social care
		1.2	Explain why it is important to have secure systems for recording and storing information in a social care setting
2	Know how to access support for handling information in social care settings	2.1	Describe how to access guidance, information and advice about handling information
		2.2	Outline what actions to take when there are concerns over the recording, storing or sharing of information

Unit content

---

1 **Understand the need for secure handling of information in social care settings**

Secure handling of information: relevant legislation relating to the recording, storage and sharing of information in health and social care, eg relating to data protection, confidentiality, safeguarding children and vulnerable adults, and disability discrimination; the importance of having secure information systems, ensuring necessary safeguards and appropriate uses of personal information, eg issues relating to human rights, the duty of confidentiality as part of the duty of care, accuracy, retention; availability and disposal of information issues relating to secure recording of information, eg systems of manual recording, security of electronic recording, confidentiality of information; issues relating to secure storage of information, eg security of stored electronic data, safety of stored manual information, access to secure information; issues relating to sharing information, eg freedom of information, principles of confidentiality, agreed ways of inter-agency and multi-agency/integrated working

2 **Know how to access support for handling information in social care settings**

Access support: awareness of agreed ways of working, policies, procedures and codes of practice for handling information; understanding roles and responsibilities in relation to handling information; seek permission from the appropriate people to access records where needed; importance of staff training for support on issues relating to the secure handling of information eg Information Governance Training

Actions to take when there are concerns: individual measures eg staff training, CRB checks and vetting procedures, staff supervision and management; system measures, eg electronic audit trails, encrypted passwords, information checking systems, agreed ways of working with specific policies and procedures; physical measures, eg secure storage, CCTV

Agreed ways of working for handling information: importance of keeping legible, accurate, complete and up-to-date records; recording or passing on information about individuals' needs and preferences eg language and communication; reporting accurate and sufficient information to the appropriate people, eg about activities undertaken, any problems encountered and action taken sharing relevant information, eg relating to any signs and symptoms that indicate changes in individuals' condition or care needs; share information with individuals to enable understanding of why and what has been reported or recorded; ensure the security of access to records and reports according to legal and organisational procedures, ethical codes or professional standards

Essential guidance for tutors

Delivery

This unit should be delivered by a well-qualified and experienced tutor who has both knowledge and understanding of the issues involved. Emphasis should be placed on the essential nature of confidentiality and the adherence to agreed procedures and protocols. Learners would benefit from witnessing examples of relevant storage and recording systems which may be accessible without breaching confidentiality or the security of settings. Examples of relevant documents and blank records would also be beneficial. Tutors should ensure that learners understand the agreed procedures for electronic storing of records, including the use of encrypted passwords and security codes for access, where relevant.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand the need for secure handling of information in social care settings
Taught session; relevant legislation, data protection and confidentiality, issues of safeguarding. Learners to take notes.
Taught session; inter-agency working, procedures for sharing information, safety of manually stored information. Learners in groups examining examples of recording documents and pro formas. Class discussion.
Taught session and demonstration; electronic storing of information, use of secure/encrypted passwords, protocols and procedures. Class discussion.
Assignment 1: Keeping information safe   Produce a leaflet which identifies key legislation and explains the importance of having secure systems for recording and storing information in health and social care.
Learning outcome 2: Know how to access support in handling secure information in social care settings
Taught session; accessing support, policies and procedures, agreed ways of working, importance of staff training. Class discussion.
Taught session; actions to take when there are concerns; staff training, CRB checks and vetting procedures.
Guest speaker; ethical codes and professional standards.

Topic and suggested assignments/activities and/assessment
Assignment 2: What should I do if?
Produce an information sheet which describes how to access guidance, information and advice about handling information, and which outlines actions to take when there are concerns over the recording, storing or sharing of information.
Review of unit and programme of assignments.

Assessment

Assessment may be in a variety of forms for this unit and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners show a clear understanding of the issues which surround the handling and secure storing of information and that they are able to apply this to examples where relevant. Application of relevant legislation is necessary in order for learners to demonstrate the serious nature of adhering to agreed procedures. Tutors should ensure that the correct operative verbs are included in all assessments, for example describe, outline and explain.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Keeping information safe	You have begun to work at a day centre for older people with dementia and have become concerned at the lack of guidance on the handling and storing of personal information. You have asked if you could produce a leaflet for staff and have gained permission.	Leaflet
2.1, 2.2	What should I do if?	The manager is impressed with your leaflet and has asked if you would also produce an information sheet about accessing guidance, information and advice when there are concerns.	Information sheet

Essential resources

Learners will require full access to library facilities including relevant text, professional journals and magazines, ICT and CDROM. A guest speaker on accessing advice and guidance will be of benefit to learners, as will access to relevant documentation.

Indicative resource materials

Textbooks

Burgess C Pritchatt N and Shaw C — *S/NVQ Level 2 Health and Social Care: Easy Steps* (Heinemann, 2007) ISBN 9780435465278

Journals

Community Care
The Nursing Times

Websites

www.cqc.org.uk	Care Quality Commission
www.publicguardian.gov.uk	Office of the Public Guardian