

Unit 5: Introduction to duty of care in health, social care or children's and young people's settings

Unit code: H/601/5474
QCF Level 2: BTEC Specialist
Credit value: 1
Guided learning hours: 9

Unit aim

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Unit introduction

The unit will prepare individuals for working in the relevant sectors, providing them with an understanding of the duty of care which underpins their roles and responsibilities within their settings. Learners will examine the dilemmas which may arise between the duty of care and the rights of an individual to make choices and take acceptable risks. Learners will also examine why it is important that individuals know how to make complaints, the agreed procedures for making complaints and their own role in responding.

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 meaning of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role
2 Be aware of dilemmas that may arise about duty of care and the support available for addressing them	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3 Know how to respond to complaints	3.1 Explain why it is important that individuals know how to make a complaint 3.2 Explain the main points of agreed procedures for handling complaints 3.3 Describe own role in responding to complaints as part of own duty of care

Unit content

1 Understand the meaning of duty of care

Concept of 'duty of care': legal obligation; duty of care towards children and adults using services, colleagues and own self; requirement to work in best interest of child or adult using the service; care practice which is not detrimental to the health, wellbeing and safety of the child or adult; only carrying out care practice within own level of competence, role and responsibility

How the duty of care affects own work role: only carrying out duties for which you are competent and in own job description and declining care work which is not; being accountable for own decisions and actions; follow standard procedures in all aspects of work including use of resources and equipment; providing standards of care in line with principle and codes of practice of setting/service; need to observe confidentiality; need to be observant; importance of induction and regular updating of knowledge and skills; duty to report concerns (whistle-blowing)

2 Be aware of dilemmas that may arise about duty of care and the support available for addressing them

Dilemmas that may arise between the duty of care and an individual's rights: balance between health and safety and an individual's human rights and freedoms; concept of 'mental capacity'; rights of children to make choices about own care; tensions between individual choice and keeping safe from harm; conflict between confidentiality and need to share information in the interest of the individual or public safety

Where to get additional support and advice about how to resolve such dilemmas: mentor; tutor; line manager; Care Quality Commission; Ofsted; professional bodies eg The Association of Health Care Professionals (AHCP); unions eg Unison; Skills Councils eg Skills for Care; Skills for Health; Children's Workforce and Development Council

3 Know how to respond to complaints

Why it is important that individuals know how to make a complaint: protects legal rights of children and adults; to prevent bad practice; raise awareness with managers/regulatory bodies; to improve healthcare services for self and other users

The main points of agreed procedures for handling complaints: keeping records of complaint; identifying what went wrong; responding to complainant within agreed time; responding to the complaint eg apologising, putting things right (local resolution stage); informing complainant of rights/who to complain to when complaints are not resolved; role of local government ombudsman; reflecting on complaints to improve practice

Own role in responding to complaints as part of own duty of care: following policy and procedures of service/setting; listen carefully to what is said; acknowledge child's or adult's feelings; clarify problem; give advice on procedures for complaining; focusing on problem not personalities; know when and how to pass on complaints to line manager/complaints manager; reflect and if necessary change practice/undergo training

Essential guidance for tutors

Delivery

The unit should be delivered by a well-qualified tutor, preferably with experience of working in the relevant sector. Learners will require some taught input and will also benefit from the use of case studies together with the observation of training DVDs. Opportunities for discussion will enhance learning by clarifying understanding.

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 meaning of duty of care
Taught session; definition of the phrase 'duty of care'; class discussion on the effects of this on own role.
Observation of relevant DVD; class discussion.
Guest speaker; implementing the duty of care in a setting; question-and-answer session.
Assignment 1: A duty of care
Write an essay defining the term 'duty of care' and describing how this will affect your work role.
Learning outcome 2: Be aware of dilemmas that may arise about duty of care and the support available for addressing them
Taught session; potential dilemmas; class discussion.
Taught session; where to obtain additional advice and support in resolving dilemmas.
Assignment 2: What could go wrong?
Produce a leaflet which describes the potential dilemmas which may arise about a duty of care and explain where to obtain additional advice and support in reaching resolutions.
Learning outcome 3: Know how to respond to complaints
Taught session; why individuals should know how to complain; class discussion.
Taught session; the main points of agreed procedures for handling complaints; class working in groups with case studies to apply procedures; feeding back.
Taught session; own role in responding to complaints as part of a duty of care; class discussion.

Topic and suggested assignments/activities and/assessment
Assignment 3: Complaints Produce an information sheet explaining the importance of individuals knowing how to complain, the main points of agreed procedures for handling complaints and your own role in responding as part of a duty of care.

Assessment

Assessment for this unit may be in a variety of formats and the suggested programme may be adapted to meet either local needs or the needs of particular groups of learners. Tutors should ensure that learners fully explain the importance of complaints procedures as part of a duty of care. It is also essential that learners present evidence of agreed procedures rather than opinions, and show recognition of their own role. Tutors should ensure that the correct operative verbs are used throughout assessments, for example "explain" and "describe".

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	A duty of care	You are applying for promotion and as part of the application process you are asked to write an essay on the duty of care and its effect on your role in delivering support and care.	Essay
2.1, 2.2	What could go wrong?	You have received your promotion and your manager has asked you to produce a leaflet for new staff on the potential dilemmas which could arise between a duty of care and the rights of individuals in the setting.	Leaflet
3.1, 3.2, 3.3	Complaints	As part of your new role you have been asked to produce an information sheet on aspects of making complaints.	Information sheet

Essential resources

Learners will require full access to library facilities including relevant text, professional magazines and journals, ICT and CDROM. Access to examples of agreed procedures (non-confidential) would also be of support to learners.

Indicative resource materials

Textbooks

Carter P — *Lippincott's Textbook for Nursing Assistants: A Humanistic Approach to Caregiving Second Edition* (Wolters, Kluwer, 2008) ISBN 9780781766852

Nolan Y — *NVQ/SNVQ Level 2, Health and Social Care Candidate Handbook* (Pearson Education, 2008) ISBN 9780435466985

Common Induction Standards (Adult Social Care) Handbook for Employees available at www.reading.gov.uk/

Journals

Community Care magazine

The Nursing Times magazine

Websites

www.nursingtimes.net The Nursing Times magazine

www.scie.org.uk Social Care Institute for Excellence

Unit 6: Understand the role of the social care worker

Unit code: A/602/3113
QCF Level 2: BTEC Specialist
Credit value: 1
Guided learning hours: 9

Unit aim

This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

Unit introduction

This unit gives individuals an understanding of the role of a social care worker in a variety of settings. Learners will investigate the differences between a working relationship and a personal relationship and consider the different working relationships to be encountered in social care settings. The unit examines the importance of adhering to the agreed scope of the job role and provides an understanding of what is meant by agreed ways of working. The importance of full and up-to-date details of these is emphasised in the unit. Partnership working is examined in detail, together with the skills and approaches to support the learner in resolving conflicts. The unit also examines how and when to access advice and support about working in partnership and the resolution of conflicts.

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 working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in social care settings
2 Understand the importance of working in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Outline what is meant by agreed ways of working 2.3 Explain the importance of full and up-to-date details of agreed ways of working
3 Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with others 3.2 Identify ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts

Unit content

1 Understand working relationships in social care settings

Working relationship: a relationship with a work colleague; the nature of a professional relationship; concept of team-working; working within agreed guidelines; working towards common goals with a shared purpose; a business relationship

Personal relationship: a relationship with a friend, family member or within a social group; interpersonal relationship; romantic relationship; based on love, liking, family bond or social commitment

Different working relationships in health and social care settings: relationships between co-workers (eg colleagues); between worker and manager (eg supervisory); relationships within teams (eg care-planning team); between different health and social care workers (eg nurse and care assistant); relationships between different professionals (eg health and social care worker and legal advocate); professional relationships with others (eg families of individuals)

2 Understand the importance of working in ways that are agreed with the employer

Adhere to the scope of the job role: job description as part of a contract of employment; legal responsibility; defined roles and responsibilities; professional commitment; understanding expectations of the job; understanding professional boundaries and working within professional limitations; accountability; used as a means of assessing performance within the job (eg for appraisal purposes)

Agreed ways of working: access full and up-to-date policies and procedures that relate to the responsibilities of the specific job role eg health and safety, safeguarding, equal opportunities and inclusive working, security; implement agreed ways of working eg in relation to infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling

3 Understand the importance of working in partnership with others

Partnership working: importance of professional relationships with team members, colleagues, other professionals, individuals and their families; importance of communication; agreed ways of sharing information; concept of power sharing and empowerment; nature of professional respect; understanding different roles and responsibilities; different professional expectations; multi-agency and integrated working; improving partnership working through effective communication and information sharing; collaboration and team-working; multi-agency team meetings and conferences; main principles of 'No Secrets' (2000) for multi-agency working in health and social care

Resolving conflicts: skills and approaches needed for resolving conflicts eg managing stress, remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour, avoid threatening others, paying attention to the feelings being expressed as well as the spoken words of others, being aware of and respectful of differences, developing a readiness to forgive and forget, having the ability to seek compromise, seeking resolution,

being specific with communication, trying not to exaggerate or over-generalise, avoiding accusations, importance of active listening

Access support and advice: knowing how and when to access support and advice about partnership working eg in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, professional limitations or expectations, understanding professional boundaries; understanding agreed ways of working for seeking out support; knowing how to access support eg through manager or supervisor, professional organisation, independent advisory organisations; knowing how and when to access support and advice about resolving conflicts eg in relation to professional disagreements, issues with individuals or their families, conflict with colleagues or managers; knowing how to access support eg through mentoring support, employment counselling, independent advisory organisations, trade unions

Essential guidance for tutors

Delivery

The unit should be delivered by a suitably qualified and experienced tutor who has an understanding of partnership working within the sector and resolving conflicts between working partners. Learners will require some taught input but opportunities for role play, simulated activities and discussion will enhance learning and provide opportunities to examine issues in detail.

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 working relationships in social care settings
Taught session; differences between working and personal relationships; class discussion.
Taught session; different working relationships in health and social care; class discussion.
Assignment 1: Professional relationships Produce a leaflet explaining the differences between working and personal relationships and describing the different types of working relationships in social care.
Learning outcome 2: Understand the importance of working in ways that are agreed with the employer
Taught session; adhering to the scope of the job role; groups discussing various job-role descriptions and feeding back conclusions.
Taught session; agreed ways of working with learners making notes.
Taught session; implementing ways of working. Class discussion.
Assignment 2: The job role Produce a set of information sheets that describe the importance of adhering to the scope of your agreed job role, outline what you understand by 'agreed ways of working' and explain the importance of having full and up-to-date details of these
Learning outcome 3: Understand the importance of working in partnership with others
Taught session on partnership working. Class discussion, (session 1).
Taught session on partnership working. Class discussion, (session 2).

Topic and suggested assignments/activities and/assessment
Taught session; conflicts that may arise. Class discussion.
Taught session; resolving conflicts; learners working with case studies to demonstrate understanding and feedback.
Simulated activities/role play to apply the skills and approaches learned previously. Class plenary.
Guest speaker; accessing support and advice; question-and-answer session.
Assignment 3: Working partners Produce a report that includes all of the following: <ol style="list-style-type: none"> The importance of working in partnership with others (explanation). Ways of working that will help to improve partnership working (identification). Skills and approaches for resolving conflicts (identification). Sources of help and support in partnership working and resolving conflicts (explanation).
Review of unit and programme of assignments.

Assessment

The assessments for this unit may take a variety of forms, and the suggested programme may be adapted to meet local needs or to meet the needs of particular groups of learners. Tutors should ensure that learners demonstrate a clear and objective understanding of the importance of partnership working with reference to the course content, rather than unjustified opinions. Learners may produce a list of the ways of working which will improve partnership working and also the skills and approaches required to resolve conflicts. A full explanation of the sources of help and support and how they are of assistance in supporting partnership working and resolving conflicts is required in order to meet the unit requirements. Tutors should ensure that the correct operative verbs are included in all assessments, for example outline, identify, explain and describe.

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	Professional relationships	Your manager has noticed your excellent presentation skills and has asked you to produce a leaflet on the differences between personal and working relationships for learners who are coming into social care for work experience.	Leaflet
2.1, 2.2, 2.3	The job role	As part of their qualification, learners on work experience are required to obtain information on aspects of the job role in adult social care.	Information sheets
3.1, 3.2, 3.3, 3.4	Working partners	As a senior care worker in a day centre for adults with learning disabilities, you have been asked by the city council to produce a report on partnership working and the resolving of conflicts in adult social care.	Report

Essential resources

Learners will require full access to library facilities including relevant text, professional journals and magazines, ICT and CDROM. Presentations from members of the social care profession dealing with conflict resolution would be of benefit to learners.

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

Glasby J and Dickinson H — *Partnership Working in Health and Social Care (Better Partnership Working)* (Policy Press, 2008) ISBN 9781847420169

Journals

The Community Care magazine

The Nursing Times

Websites

www.puttingpeoplefirst.org.uk

Putting People First

www.skillsforcareanddevelopment.org.uk

Sector Skills Council for Care and Development