



Accredited

**OCR LEVEL 3  
CAMBRIDGE TECHNICAL  
CERTIFICATE/DIPLOMA IN  
HEALTH AND  
SOCIAL CARE**

**SUPPORT WORK IN SOCIAL CARE**

**L/600/9006**

**LEVEL 3 UNIT 25**

**GUIDED LEARNING HOURS: 30**

**UNIT CREDIT VALUE: 5**

# SUPPORT WORK IN SOCIAL CARE

L/600/9006

LEVEL 3 UNIT 25

## AIM OF THE UNIT

Caring for others is usually the responsibility of a wide variety of people and not just one individual. A team working together can provide seamless care that meets the needs of the people who use the services and provides positive outcomes for all involved. Whilst direct care workers, such as nurses, physiotherapists and care assistants do their job, a whole group of equally vital roles are also part of the team providing support. The aim of this unit is to provide learners with the knowledge and understanding of the role of non-direct care workers and their importance within a team.

## PURPOSE OF THE UNIT

The purpose of this unit is to introduce learners to the roles of non-direct care workers in a variety of settings. Although the purpose of different roles may vary between workers, e.g. between the office worker and the gardener, the skills required and the underlying principles of the job remain the same. The unit is based on the '*Knowledge Set for workers not involved in direct care*' produced by '*Skills for Care*', which provides consistency to the underpinning knowledge required for those working in care settings who are not themselves direct social care workers.

Regardless of the role learners may currently carry out or intend to carry out in the future, an understanding of the contribution made by non-direct care workers is crucial for the smooth running of any team in a health and social care setting. Consistently high quality, person-centred care is the aim of all workers and knowledge of how this is achieved by an effective team is fundamental to achieving this aim.

Learners will learn about the interpersonal skills required by all workers within the health and social care sector; both direct and non-direct workers. Developing skills such as effective communication as well as an understanding of team working provides a foundation for any type of work and ensures that all those working with people who use services are receiving a consistently high standard of care. Learners are encouraged to practise the skills they are taught and to reflect upon their own performance. Learners need to understand the importance of supervision for non-direct care workers and the value it has for both the individual worker and the setting itself.

Maintaining health, safety and security is considered in order to provide the learner with knowledge and understanding of the basic requirements of these key areas when working within the health and social care sector. This includes the importance of hygiene, cleanliness and the safe disposal of dangerous substances. Relevant legislation is covered in relation to these areas and learners are supported in looking at ways in which various workers apply these laws in their settings.

This unit will be useful to learners intending to progress to higher education or intending to work in the health and social care sector, particularly in the role of a non-direct care worker. It has links with other units within the course such as unit 1 Developing effective communication in health and social care, unit 39 Infection prevention and control and units 6 and 26 Personal and professional development in health and social care.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner will:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know roles which are involved in non-direct care in social care environments	P1 Identify roles of non-direct care workers		
	P2 Outline the interpersonal skills required for non-direct care workers		
2 Know the importance of teamworking in care environments	P3 Explain the role of non-direct care workers in the operation of a team		
3 Understand the role of workers not involved in direct care in maintaining health, safety and security	P4 Explain the role of non-direct care workers in maintaining health, safety and security in the caring environment	M1 compare the roles of different non-direct care workers in maintaining health, safety and security in the caring environment	
	P5 Explain the importance of supervision and management in the development of non-direct care workers	M2 compare the supervision and management needs of different non-direct care workers	D1 Analyse the possible effects of inadequate supervision and management on the development of non-direct care workers

## TEACHING CONTENT

### 1 Know roles which are involved in non-direct care in social care environments

- *Social Care environments*, (e.g.):
  - Residential care homes
  - Nursing homes
  - Supported or sheltered housing
  - Day care centres
  - Individual's home).
- *Roles*:
  - Office staff; e.g. administrator, receptionist
  - Maintenance, e.g. gardener, cleaner
  - Security Staff
  - Driver
  - Caterer.
- *Interpersonal skills required for non-direct care workers*
  - Verbal communication skills
    - Speaking skills (e.g. tone, pace, non-judgemental language)
    - Listening skills
    - Use of jargon/slang.
  - Non-verbal communication skills
    - Body language and gestures
    - Dress and presentation
    - Personal space.
  - Application of care values
    - Maintaining confidentiality
    - Promoting equality and diversity
    - Promoting individual rights and beliefs.

### 2 Know the importance of team-working in social care environments

- *The roles within a team*
  - Managers
  - Health and Care workers
  - Non-direct care worker colleagues
  - Other professionals (e.g. activities organiser, occupational therapist)
  - Volunteers.
- *The purpose of team-working*
  - Definition of a team
  - Providing an integrated service
  - Provide a safe and inclusive service
  - Building effective relationships.
- *Lines of communication within a team*
  - Supervision
  - Maintaining confidentiality
  - Reporting concerns (e.g. abuse or neglect)

- Whistle-blowing
- POVA – protection of vulnerable adults.
- *The importance of supervision and management in the development of non-direct care workers*
- *The purpose of supervision and management*
  - To promote and maintain good practice
  - To provide support to the non-direct care worker
  - To ensure training is appropriate and up to date
  - To provide time for the worker to reflect upon their work.
- *The process of supervision and management*
  - Build relationship
  - Agreed regular times or ongoing
  - Provide constructive feedback
  - Develop action plans.
- *The value of supervision and management*
  - Improved working relationships
  - Improved relationships with people who use services
  - Support for the non-direct care worker in areas of difficulty
  - Improved morale and self-esteem for worker
  - Feel valued appreciated and respected
  - Improve worker retention rates.

### 3 Understand the role of workers not involved in direct care in maintaining health, safety and security

- *Maintain health in the caring environment*
  - Follow hand hygiene procedures
  - Maintain high levels of cleanliness (personal, equipment, materials etc)
  - Use appropriate personal protective equipment (PPE).
- *Maintain safety in the caring environment*
  - Safe storage and disposal of waste products e.g. sharps, clinical, household, soiled laundry, medicines and confidential records
  - Safe storage and use of substances hazardous to health
  - Safe storage and use of equipment (e.g. knives and domestic appliances, gardening tools, motor vehicles etc).
- *Maintain security in the caring environment*
  - Monitor callers (e.g. delivery people)
  - Ensure unsafe areas are out of bounds (e.g. store rooms, sheds etc)
  - Ensure entry and exit procedures are followed (e.g. signing in/out, use of ID cards).

- *Apply relevant legislation (e.g.*
  - Health and Safety at Work Act 1974
  - Data Protection Act 1998
  - Food Safety Act 1990
  - The Environmental Protection (Duty of Care) Regulations (1991)
  - RIDDOR 1995
  - Care Standards Act 2000
  - COSHH 2002
  - Health Protection Agency Bill
  - Hazardous Waste Regulations 2005
  - Food hygiene Regulations 2006).

## DELIVERY GUIDANCE

### **LO1 Know roles which are involved in non-direct care in social care environments**

Initial identification of the various roles is essential before looking at the other content of the unit. Learners need to have a good understanding of the roles of non-direct care workers before considering the skills required in their role. This could be achieved by asking small groups to investigate a role each and presenting their findings back to the class. This way, learners can build up a portfolio of a variety of roles within the sector. Role play scenarios could then be used by the groups to practise the interpersonal skills and to receive feedback from their peers. Listening skills can be demonstrated by asking learners to sit back to back and one person being given a card containing an arbitrary shape which they have to describe to their partner. The partner needs to draw the shape they are being described. A comparison between the two should highlight to the pair the effectiveness of their communication skills.

Scenarios can be used to give learners an opportunity to practise applying the care values in some real-life situations. Learners can keep a log of their areas of confidence and competence, their improvements in understanding and the skills they feel they need to develop. Scenarios are available in many of the textbooks listed below or can be developed by using examples from the learners work placements. For example, as the gardener you see Mrs S wandering around the garden or Mr J tells the receptionist he does not like the food he is being offered but he would rather she didn't pass this on.

### **LO2 Know the importance of team-working in social care environments / LO3 Understand the role of workers not involved in direct care in maintaining health, safety and security**

Once learners are familiar with the various roles, the importance of team working can be looked at by putting learners into small group, each containing a variety of workers. The groups can then reflect upon ways the team can work together, the difficulties that may arise and the benefit of working as a team. Each group can then discuss their ideas with another group and debate any areas of difference. These discussion points can then be recorded and added to the learners' portfolios.

Inviting non-direct care workers into the classroom could benefit learners and give them an opportunity to ask about the role and team-working skills. The importance of supervision could also be discussed with guest speakers; either workers or managers. Alternatively, learners could interview workers in their workplace. Visits will clearly need to be authorised before taking place. If neither of these is possible then learners can use a variety of case studies to identify the ways that the workers maintain health, safety and security within a variety of settings. Questions that cover the breadth and depth of knowledge that learners are required to know can be used to determine their understanding.

Legislation can be introduced by asking learners to identify the areas that they feel would need to be covered by law and that all workers must follow. Current Acts can then be discussed in relation to what the learners themselves have developed. Scenarios can also be used for learners to identify the relevant legislation and the correct procedures to follow for given situations in the areas of health, safety and security e.g. a cleaner has come across a bed of unwashed laundry, a driver has met a visitor on the doorstep of the setting.

Understanding of legislation can be developed further if learners are encouraged to read the relevant sections and summarise the main points. Legislation can be found in many of the textbooks named below and on a number of websites. Making posters that summarise each Act to display around the classroom will help remind learners of key issues as they proceed. Interactive IT games such as 'blockbusters' can be used to ensure the appropriate Act can be related to the given requirements, for example 'which R says major injuries must be reported? Answer: RIDDOR'.

The importance of supervision and management can be studied using a variety of methods such as case studies and scenarios. Each scenario could provide a number of possible answers to the question "As the supervisor of this person, what would you do?" Learners can decide in pairs which response is the most appropriate before comparing their answers to other people in the group. Other questions such as 'what would happen if this person did not receive supervision/management?' could also be used.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Criteria	Assignment title	Scenario	Assessment
P1, P2	Roles and skills involved in non-direct care in social care environments.	You are on work placement and you have been asked to put together a set of training sessions for non-direct care workers. You must devise a set of training resources that cover the objectives and that can be used over four or five sessions. Your pack should contain all the relevant materials that will be used during each session as well as materials for participants to take away following the sessions.	Set of training materials – ICT presentations, booklets, handouts, posters etc.
P3	The importance of team-working in care environments.		
P4, M1,	The role of workers not involved in direct care in maintaining health, safety and security.		
P5, M2, D1	The importance of supervision and management.		

The learning outcomes can be met through one whole assignment that can be broken down into smaller tasks if desired. The evidence can be presented as a set of training materials chosen by the learner. Although learners are not required to actually present their training sessions, the materials should be sufficient to do so. This will include a session plan, materials and summaries of main points covered.

Session one will need to include the roles of non-direct care workers (P1) and the interpersonal skills required for non-direct care workers (P2). Training materials can include ICT presentations with speaker notes or any other resource. Learners can present interpersonal skills as a training manual which includes practise tasks for their audience plus a summary of the important points.

Session two will need to include the role of non-direct care workers in the operation of a team. The roles within the team will need to be explained and not simply described in order to meet the requirements of P3. This evidence could be presented as an ICT presentation with speaker notes, a set of handouts or booklet. Examples should be included to highlight various issues.

Session three will need to explain the role of non-direct care workers in maintaining health, safety and security in the caring environment. All three areas should be covered to meet the requirements of P4. A comparison of two different non-direct care workers in maintaining health and safety and security in the caring environment will need to be included in order to meet the requirements of M1. This evidence could be presented as handouts or booklet format. Legislation may be presented as posters. If scenarios are used as a training

resource, learners will need to include acceptable responses to any questions posed.

Session four will need to explain the importance of supervision and the management in the development of non-direct care workers in order to meet the requirements of P5. Learners will need to compare the supervision and management needs of two different non-direct care workers in order to meet the requirements of M2. The results of inadequate supervision and management in the development of non-direct care workers will need to be analysed in order to meet the requirements of D1. Handouts and worksheets can be used to highlight the purpose, the process and the value of supervision and management. Case studies and scenarios with questions may be provided as a training resource if they include acceptable responses to any questions and issues raised.

## RESOURCES

### Textbooks

Hood, H (2006) *Applied Health and Social Care: AS Student Book – OCR*, OUP Oxford, ISBN: 9781843038405

Hutchings, S., Hall, J., and Lovelady, B (2003) *Teamwork: A guide to Successful Collaboration in Health and Social Care* Speechmark Publishing Ltd, ISBN 9780863882760

Michie, V (2007) *Working in Care Settings: Common Induction Standards 2nd Edition*; Nelson Thornes; ISBN: 9780748781584

Michie, V., Morris, C., Baker, L. and Collier, F. (2011) *Level 3 Health and Social Care Diploma*; Hodder Education; ISBN 9781444120677

Moonie, N., (2005) *AS Health and Social Care (Double Award)*; Heinemann, ISBN: 9780435453701

Nolan, Y., Pritchatt, N. and Railton, D., (2011) *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)*; Heinemann; ISBN: 9780435031978

Stretch, B (2005) *GCE AS Level Health and Social Care Double Award (OCR)*; Heinemann, ISBN: 9780435453589

### Journals

*Carer*

*Care Weekly*

*Health & Social Care in the Community*

*Older People and Human Rights – AgeUK*

### Websites

**[www.nhs Careers.nhs.uk](http://www.nhs Careers.nhs.uk) – Careers guidance**

**[www.cqc.org.uk](http://www.cqc.org.uk) – Care Quality Commission**

**[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Executive**

**[www.legislation.gov.uk](http://www.legislation.gov.uk) – National Archives of Government legislation**

### DVDs

*Effective communication* – [www.bvs.co.uk](http://www.bvs.co.uk)

*Effective hand hygiene* – [www.bvs.co.uk](http://www.bvs.co.uk)

*Food Hygiene in the care home* – [www.bvs.co.uk](http://www.bvs.co.uk)

*Infection control in the care home* – [www.bvs.co.uk](http://www.bvs.co.uk)

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 3:** Health, safety and security in health and social care

**Unit 13:** Working in the social care sector

## LINKS TO NOS

**Partial coverage:**

**HSC32 Promote, monitor and maintain health, safety and security in the work environment**

a – Monitor and maintain the safety and security of the working environment

b – Promote health and safety in the working environment



## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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