

Cambridge TECHNICALS LEVEL 3

# HEALTH AND SOCIAL CARE

Cambridge  
TECHNICALS  
2016

Unit 11 – Career planning for health and social care  
DELIVERY GUIDE

Version 1

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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk). The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

So you want a career in health and social care? Considering a future career can seem daunting, yet exciting, with many possibilities spread out before you. Being able to identify what steps you need to take to lead to a particular career is key in securing your future. The understanding of possible roles, and the associated responsibilities, in addition to a full understanding of organisational structures within the health and social care sector could mean you are well-prepared for your future career.

This unit will support you in understanding the career pathways available to you and the requirements and attributes needed in order to succeed. You will explore the roles and responsibilities in health and social care sectors and consider the entry requirements and skills needed for different roles. You will look at the organisational structure and career pathways in the sector you want to pursue. You will then be able to make informed choices when considering your career pathway in health and social care.

### Unit 11 Career planning for health and social care

LO1	Know how organisations are structured in health, social care and child care
LO2	Understand the roles and responsibilities in health, social care and child care
LO3	Understand the personal impacts of working in health, social care and child care
LO4	Understand the concept of multi-disciplinary working in health, social care and child care

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite>

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2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Health and Social Care units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 11)	Title of suggested activity	Other units/LOs
LO1	What do we mean by health services, social services and child care services?	Unit 11 Career planning for health and social care LO3 Understand the personal impacts of working in health, social care and child care
	Who provides services for health, social care and child care?	Unit 9 Supporting people with learning disabilities LO3 Be able to support individuals with learning disabilities to plan their care and support
		Unit 11 Career planning for health and social care LO4 Understand the concept of multi-disciplinary working in health, social care and child care
		Unit 16 Supporting people with dementia LO3 Be able to support individuals with dementia to plan their care and support
		Unit 17 Supporting people with mental health conditions LO2 Be able to support individuals with mental health conditions to plan their care, treatment and support
		Unit 18 Caring for older people LO2 Be able to support older people to plan their care and support
	How is statutory provision organised?	Unit 3 Health, safety and security in health and social care LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 11 Career planning for health and social care LO2 Understand the roles and responsibilities in health, social care and child care
		Unit 21 Looked after children and young people LO1 Understand what is meant by looked after children and young people in the context of the health and social care sector
		Unit 24 Public health LO1 Understand systems for the protection and promotion of public health
	What are the roles of NHS Trusts?	Unit 3 Health, safety and security in health and social care LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 17 Supporting people with mental health conditions LO2 Be able to support individuals with mental health conditions to plan their care, treatment and support
	How does the voluntary sector contribute to supporting those who use services in your local area?	Unit 9 Supporting people with learning disabilities LO3 Be able to support individuals with learning disabilities to plan their care and support
		Unit 18 Caring for older people LO2 Be able to support older people to plan their care and support
LO2	What are the key features of roles/responsibilities in health, social care and child care?	Unit 1 Building positive relationships in health and social care LO1 Understand relationships in health, social care and child care environments
		Unit 2 Equality, diversity and rights in health and social care LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments
		Unit 3 Health, safety and security in health and social care LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 18 Caring for older people LO2 Be able to support older people to plan their care and support
		Unit 21 Looked after children and young people LO3 Know the responsibilities of those involved in the care of children and young people

This unit (Unit 11)	Title of suggested activity	Other units/LOs	
<b>LO2</b>	What do we mean by? .... Understanding the 'jargon' of careers development for health and social care and getting to grips with professional requirements	Unit 2 Equality, diversity and rights in health and social care	LO3 Understand how current legislation and national initiatives promote antidiscriminatory practice in health, social care and child care environments
	Careers in health and social care: skills and attributes	Unit 1 Building positive relationships in health and social care	LO2 Understand factors that influence the building of relationships
		Unit 2 Equality, diversity and rights in health and social care	LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted
		Unit 11 Career planning for health and social care	LO4 Understand the concept of multi-disciplinary working in health, social care and child care
		Unit 12 Promote positive behaviours	LO1 Be able to promote positive behaviour
		Unit 18 Caring for older people	LO2 Be able to support older people to plan their care and support
	What do different skills and personal attributes mean?	Unit 3 Health, safety and security in health and social care	LO4 Know how to respond to incidents and emergencies in a health, social care or child care environment
Unit 20 Principles of youth work		LO4 Be able to evaluate youth work practice	
<b>LO3</b>	Interviewing a practitioner to learn about the impacts of their job on them as individuals	Unit 1 Building positive relationships in health and social care	LO4 Be able to use communication skills effectively to build positive relationships in health, social care and child care environments
<b>LO4</b>	What do we mean by multi-disciplinary working in health, social care and child care?	Unit 17 Supporting people with mental health conditions	LO2 Be able to support individuals with mental health conditions to plan their care, treatment and support
		Unit 18 Caring for older people	LO2 Be able to support older people to plan their care and support
	How does a multi-disciplinary working process support the needs of people who need support/ services	Unit 1 Building positive relationships in health and social care	LO3 Understand how a person-centred approach builds positive relationships in health, social care and child care
		Unit 16 Supporting people with dementia	LO3 Be able to support individuals with dementia to plan their care and support
	Multi-disciplinary working in action – the basic principles	Unit 3 Health, safety and security in health and social care	LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 6 Personalisation and a person-centred approach to care	LO2 Understand what is meant by a person-centred approach to care LO3 Understand methods used to implement a person-centred approach
		Unit 11 Career planning for health and social care	LO2 Understand the roles and responsibilities in health, social care and child care
		Unit 21 Looked after children and young people	LO3 Know the responsibilities of those involved in the care of children and young people

This unit (Unit 11)	Title of suggested activity	Other units/LOs	
<b>LO4</b>	What are the benefits of multi-disciplinary working processes?	Unit 1 Building positive relationships in health and social care	LO3 Understand how a person-centred approach builds positive relationships in health, social care and child care
		Unit 16 Supporting people with dementia	LO3 Be able to support individuals with dementia to plan their care and support
		Unit 21 Looked after children and young people	LO4 Understand how the needs of children and young people in care are being met
	Multi-disciplinary working – what are the training and professional development needs?	Unit 11 Career planning for health and social care	LO1 Know how organisations are structured in health, social care and child care LO2 Understand the roles and responsibilities in health, social care and child care
		Unit 16 Supporting people with dementia	LO3 Be able to support individuals with dementia to plan their care and support
		Unit 17 Supporting people with mental health conditions	LO2 Be able to support individuals with mental health conditions to plan their care, treatment and support
		Unit 18 Caring for older people	LO2 Be able to support older people to plan their care and support

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Ambulance trusts</b>	They provide rapid response services for urgent and life-threatening conditions; this includes providing vehicles such as ambulances, cars, motorbikes and air ambulances as well as medical staff. They also organise non-emergency patient transport services.
<b>Care value base</b>	A set of values or principles which practitioners are expected to follow in their work in order to promote good practice. The care value base includes the need for practitioners to support individuals' rights, promote equality and diversity and maintain confidentiality of information.
<b>Children's trusts</b>	The original aim of children's trusts was to allow services in health, social care and education in local areas to work together to support all the different health, social and educational needs of children. Children's trusts today however are specialist NHS trusts; they provide support for the physical and mental health needs of children and young people in hospitals and in the community.
<b>Clinical Commissioning Groups</b>	Clinical Commissioning Groups collaborate with NHS England in order to purchase or commission local hospital and community health services, including provision for general practitioners.
<b>Codes of Practice</b>	Practitioners working in health, social care and child care are required to work to the standards set by the professional bodies that regulate their role/profession. The Nursing and Midwifery Council (NMC), for example, has a Code that sets out the professional standards of practice expected from nurses and midwives.
<b>CPD</b>	CPD stands for continuing professional development. It involves identifying the training needs of an employee with the aim of improving their workplace skills and competencies.
<b>Department for Education</b>	The government department responsible to the national government and to the public for education and children's services in England. It is in charge of teaching and learning for children in early years and primary schools, for young people under the age of 19 in secondary schools and further education colleges and for university education.
<b>Department for Communities and Local Government</b>	The government department responsible for ensuring that local communities and local government support the wellbeing of the local population. It provides local funding to each area in England with the aim of ensuring that the statutory services locally are properly provided. It is accountable to the national government for the policy decisions it makes regarding housing rules/regulations, fire services, racial equality and community cohesion/building strong communities.
<b>Department of Health</b>	The government department responsible to the national government and to the public for statutory health care provision for the UK. This department shapes the way this health care is provided.
<b>Domiciliary care</b>	Services provided to people in their own homes; domiciliary social care is provided by private sector organisations and domiciliary health care by community NHS services.
<b>Foundation trusts</b>	Are in charge of most hospitals in England. They are accountable to a board of governors; members of the public, staff and representatives of organisations the foundation trust works with are able to become governors. They are supposed to be self-governing and not managed by health authorities above them in the NHS.
<b>Guidance</b>	Official advice from professional bodies and organisations who have a role in checking/monitoring the quality of provision of services and support. Such official guidance is taken into account when the work of services and practitioners is being assessed, for example in inspections of a care home led by the Care Quality Commission.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
<b>Holistic approach</b>	Means the full physical, intellectual, social, emotional and cultural needs of a person are taken into account and supported when care needs are being assessed and provided. The holistic approach is based on the assumption that all these different needs are interlinked and so should be considered together.
<b>Integration</b>	Multi-disciplinary teams promote the provision of integrated support; this means that support is packaged together as a whole. The different sorts of support given are complementary to each other and do not overlap or clash in any way – duplication or repetition of support is avoided because those providing support are working together as a team.
<b>KSF (Knowledge and Skills Framework) dimensions</b>	Though officially applied only to jobs in health, the various dimensions in the KSF framework reflect the demands of working within posts across health, social care and child care. These demands are physical, mental and emotional and reflect the nature of the role and working conditions.
<b>Informal provision</b>	Care provided by individuals to people who need care; this care is unpaid and typically given by family, friends and neighbours. Examples include support given to an older person by their husband or wife, and child care given by a parent to their own child.
<b>Integrated health care</b>	Health care provided by different types of service working together to provide a co-ordinated package of health care that meets the full health needs of the person receiving care and ensures that there are no gaps in the support they receive; the aim is that when, for example, a person comes out of hospital, the hospital has worked closely with the services in the community to make sure that their needs are fully met once they are at home.
<b>Learning disability trusts</b>	Provide services for adults with learning disabilities; these services are delivered by a range of learning disability specialist professionals including physiotherapists, psychologists, psychiatrists, speech and language therapists, registered learning disability nurses and support staff.
<b>Legislation</b>	Laws passed by the national government through its Parliament; also known as Acts of Parliament. Legislation creates legal rights and responsibilities for organisations and individuals. Examples include the Children and Families Act 2014.
<b>Line manager</b>	A manager who directly supervises the work of a worker/professional.
<b>Local authorities</b>	Also known as local government; this means county councils, city corporations/governments and district or town councils; county and city governments are responsible for education, social care and child care. They are also in charge of services which affect the wellbeing of local people, such as fire and public safety, transport and refuse collection.
<b>Maintaining standards in health, social care and child care</b>	Services and individuals working in these services are required to meet standards of quality in the services they provide which are specified in laws, regulations and official guidance. Processes of quality assurance such as inspection regimes and official performance measures set by government monitor this quality and hold services and those working in those services to account.
<b>Mental health trusts</b>	Provide health and social care services for people with mental health problems such as depression and stress. These are provided through primary care, such as GP services. Support offered might include counselling and other psychological therapies, family focused support and general health screening.
<b>Mixed economy of care</b>	The way in which care is given through a mixture of public, voluntary/third sector, private or voluntary provision; those receiving care are likely to receive it from a combination of these different sectors. This means that statutory sector organisations may commission/buy in services from all sectors using a budget.
<b>Multi-disciplinary working</b>	Also known as partnership, inter-disciplinary or inter-agency working, it means groups of practitioners from different professions and/or services or agencies working together in order to meet the full needs of people who use services.
<b>National Health Service</b>	The UK's nationally run, statutory health care system, also known as the NHS, is a comprehensive system, providing health care free of charge to citizens of the UK.



Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
<b>NHS Trusts</b>	Provide health care services including both hospital- and community-based services; also may use their financial resources to fund/commission health care services from other services. There are different sorts of NHS Trusts including: foundation trusts, which provide hospitals; ambulance trusts, which provide ambulances; and mental health trusts, which provide mental health services.
<b>On call</b>	Some roles require members of staff to be available for work when they are needed; they will be reachable by telephone and will be required to come into work when required. Duty social workers for example may be 'on call' when in their own home and may be summoned to work at any time; typically this will be to deal with urgent situations.
<b>Redress</b>	Having rights enforced in order to get justice, including compensation, explanation, apology, changes in practice of practitioners and/or organisations and dismissals. Individuals and organisations may seek to have their rights enforced through an official complaints procedure, courts of law, tribunals, trade unions, professional bodies and regulatory bodies.
<b>Reflective practice</b>	Involves practitioners thinking about and evaluating their own work/practice. When doing so in a multi-disciplinary team input from different practitioners and from the person who uses services allows them to view their practice from different perspectives and challenge their assumptions.
<b>Regulations</b>	Rules with legal status set within a law. Regulations interpret the law and apply it in detail to different aspects of the law. An example is the Manual Handling Operations Regulations (2002) made under the Health and Safety at Work Act (1974)
<b>Regulatory body</b>	An organisation with responsibility for ensuring laws, regulations and standards set for provision of care and support are monitored and measured. The Care Quality Commission is an example of a regulatory body, responsible for ensuring health and social care services reach the required standards.
<b>Residential care</b>	Residential homes provide long-term care to adults or children who stay in a residential setting rather than in their own home or family home. The care given will vary depending on needs but will include personal care. Nursing homes provide medical care for complex health needs as well as personal care.
<b>Residential children's homes</b>	Residential homes for children; many of these children will be the responsibility of the local authority – they are described as being 'in care' because the legal responsibility for their care lies with their local authority not with their parents.
<b>Primary health care</b>	Health services which are accessed by self-referral; this means that the public can directly access these services themselves. Examples include the services offered by general practitioners, dentists and opticians.
<b>Private provision</b>	Those services provided by organisations which are run as businesses; they aim to make a financial profit and produce an income for their owners; they may be set up as businesses or run by self-employed practitioners; examples include private nurseries and self-employed child-minders.
<b>Professional body</b>	An organisation which regulates standards regarding practitioners for whom the body is responsible. Professional bodies make decisions about requirements for entry to their profession, including requirements for training and qualifications as well as for the quality of the work of the members of their body. They have the power to disqualify workers who fail to meet specified minimum standards.
<b>Professional registration</b>	Those working in roles in health, social care and early years are required to be registered as members of the professional body which regulates their profession. Occupational therapists, for example, must be registered with the Health and Care Professions Council (HCPC).
<b>Secondary health care</b>	Health care services which are accessed by professional referral; this means that a health care practitioner needs to refer a person to the service before they are able to use it. Secondary health care services are typically specialist health care services provided in a hospital setting.
<b>Sectors of care</b>	The care system is divided into four different sectors: statutory, voluntary/third sector, private and informal provision.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
<b>SENCO</b>	SENCO stands for Special Educational Needs Co-ordinator. A SENCO is responsible for the day-to-day operation of a nursery's or school's SEN policy. All schools and nurseries within the statutory sector must appoint a teacher to be their SENCO and have a policy for the provision of support for pupils with special educational needs.
<b>Special educational needs</b>	Children and young people who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age; extra support may be provided to them to help them to have the same learning opportunities as other children and young people.
<b>Standards</b>	It is important that provision meets the needs of the people who use health, social care and child care services. There are rules regarding the standard of service that those who use services are entitled to expect. These rules are provided in legislation and regulations as well as in guidance provided to practitioners.
<b>Statutory provision</b>	Those services which the government has a legal duty to provide; the description of them as statutory comes from the word 'statute', which means a law, also known as an Act of Parliament. All citizens have an enforceable right to these services.
<b>Term time only</b>	A condition of employment for some employees in schools and nurseries; it means that hours of work are only in school terms; pay is worked out on a pro rata basis meaning that employees are not paid for the periods of school holidays.
<b>Trade union</b>	An organisation for workers in particular work roles or professions, formed to protect and further their rights and interests.
<b>Tribunal</b>	Tribunals are part of the justice system; they are a type of court which hears legal actions being taken against individuals or organisations. Employment tribunals hear cases concerning claims by employees or those who have applied for jobs and make decisions in legal disputes around employment law such as for unfair dismissal or claims of discrimination.
<b>Voluntary/third sector provision</b>	Services provided by charities or other non-profit-making organisations not run by the government; they depend on raising funds from the public and government grants for their funding. They provide support and also may campaign in the interests of the groups in need of support that they represent. Examples include: Mind, for those with mental health problems; Age UK, for older people; and Scope, for those with cerebral palsy.
<b>Whistle-blowing</b>	Whistle-blowers are employees who make a complaint or disclosure of wrongdoing which is against the interests of the public and is occurring in the service they work in. They are legally protected so that employers cannot treat them unfairly because of their whistle-blowing.
<b>Workforce development</b>	Through effective partnership and multi-disciplinary working services are able to identify where and how their workforce could develop new skills and competences; resources can be shared across different professions and services within the team.
<b>Zero hours contract</b>	A contract of employment where there are no set and guaranteed working hours. Employees' hours of work will vary from week to week depending on the needs of their employer.

# MISCONCEPTIONS


Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p><b>Differences between the different sectors of care – statutory, voluntary/third and private sectors</b></p>	<p>Learners may easily get confused about the differences between these sectors because of the marketisation of provision and the introduction of a mixed economy of care such that voluntary and private sector organisations have been commissioned to provide services within the statutory sector.</p> <p>Tutors could address this by providing an explanation of the role of statutory providers in commissioning/buying services from a range of providers across all three sectors.</p> <p>Learners could be asked to consider the perspective of a social worker or GP and shown how each of these commissions services from all sectors including the provision of direct payments in the case of social workers.</p>	<p>Organisation: Reach Resource Title: How is the voluntary sector different from other sectors? Website Link: <a href="https://reachskills.org.uk/knowledge-centre/support-volunteers/introduction-voluntary-sector/how-voluntary-sector-different">https://reachskills.org.uk/knowledge-centre/support-volunteers/introduction-voluntary-sector/how-voluntary-sector-different</a> Description: Shows the difference between the voluntary and other sectors of care.</p> <p>Organisation: Channel 4 Learning Resource Title: Who provides the care? Website Link: <a href="http://www.channel4learning.com/sites/gcsease/health/social/1_8_detail2.html">http://www.channel4learning.com/sites/gcsease/health/social/1_8_detail2.html</a> Description: Outlines the nature of the private, voluntary and informal sectors; further links then lead on to describe the role of the NHS.</p>
<p><b>The responsibilities of national and local government</b></p>	<p>The division between national and local government regarding responsibilities and funding for different services is complicated and changes frequently in response to shifts in government policy.</p> <p>Tutors could provide a simple outline of the main aspects of demarcation to clarify understanding of the basic principles surrounding devolution of power, centralisation and decentralisation, including the following:</p> <ul style="list-style-type: none"> <li>• Local government funding provides education services</li> <li>• Increasingly central government is providing funding directly to schools – those which become academies or that are free schools</li> <li>• NHS health services are funded and run by a national structure, not by local authorities</li> <li>• Local authorities are now responsible for public health services.</li> </ul>	<p>There is a lack of suitable website sources to provide the sort of straightforward and up-to-date explanation of 1–5 that learners need – the tutor could take the lead.</p> <p>A possible suggested source once learners' understanding of 1–5 is embedded is provided here:</p> <p>Organisation: The King's Fund Resource Title: Devolution: what it means for health and social care in England Website Link: <a href="http://www.kingsfund.org.uk/sites/files/kf/field/field_publication_file/devolution-briefing-nov15.pdf">http://www.kingsfund.org.uk/sites/files/kf/field/field_publication_file/devolution-briefing-nov15.pdf</a> Description: A briefing on the implications for health and social care of the tendency of current governments to devolve power from the centre.</p>


Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>The meaning of integrated health care in practice</b>	<p>Learners may need guidance in order to understand this concept; tutors could clarify by giving definitions so learners understand the difference between primary, secondary and tertiary care.</p> <p>Tutors could model examples of individuals receiving hospital care and their continuing care once they leave hospital to allow learners to apply the principles of integrated health care.</p>	<p>Organisation: The Nuffield Foundation Resource Title: What is integrated care? Website Link: <a href="http://www.nuffieldtrust.org.uk/sites/files/nuffield/publication/what_is_integrated_care_research_report_june11_0.pdf">http://www.nuffieldtrust.org.uk/sites/files/nuffield/publication/what_is_integrated_care_research_report_june11_0.pdf</a> Description: Outlines the nature of and need for better integration of care across the different sectors of health care.</p>
<b>Different forms of regulation and their role in ensuring that services meet standards set for care and support</b>	<p>Learners may not easily understand the nature of and differences between the different ways that standards are maintained.</p> <p>Tutors could introduce the subject of 'maintaining standards' by drawing on learners' likely understanding of what a law is, especially a criminal law.</p> <p>Tutors could then present the process of maintaining standards in a hierarchy or chart, moving from the broadest through to the most particular or applied:</p> <ol style="list-style-type: none"> <li>1. Legislation – laws set by the government and enforced in courts; breaking laws may involve criminal penalties, including imprisonment.</li> <li>2. Regulations – these are rules which may have the status of law and be made under the authority of a law – they are detailed and specialised aspects of a law.</li> <li>3. Guidance – official standards imposed on practitioners; they are set by professional and regulatory organisations as well as by government.</li> <li>4. Care value base – this is a set of ethical values and standards which although they lack official legal status, are reflected in the codes of practice set by the different professional organisations that regulate different types of practitioners; there is a separate value base for those working in early years; the care value base should be followed by all practitioners.</li> <li>5. Codes of practice – these are sets of 'instructions' about how you should conduct yourself and procedures or methods you should follow in your work as a practitioner; they are set by organisations that are in charge of regulating practitioners.</li> <li>6. Policies – may be set by government, though lack legal status; may also be set by the service a practitioner works for, in which case the practitioner is bound by these organisational policies.</li> <li>7. Procedures – detailed instructions regarding how tasks should be carried out in the workplace; these are particular to the workplace, practitioner and task.</li> </ol>	<p>Organisation: Health and Safety Executive Resource Title: Who regulates health and social care Website Link: <a href="http://www.hse.gov.uk/healthservices/arrangements.htm">http://www.hse.gov.uk/healthservices/arrangements.htm</a> Description: An overview of how organisations are regulated; it provides a link to the Care Quality Commission and to professional bodies across health and social care.</p>

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p><b>The ways that employment contracts can impact on an individual employee e.g. conditions of employment such as pay, holiday rights</b></p>	<p>In order to be able to understand the personal impacts of working in the sector learners will need to understand the different types of employment that are available; it is important that they understand the different conditions of employment provided in order to be able to describe the personal impacts of working in the sector.</p> <p>Tutors could outline the requirements of employers and agencies regarding pay, conditions of work, holiday rights and rights to sick pay and maternity pay, security of employment/any requirement to provide a minimum number of paid hours' work for:</p> <ul style="list-style-type: none"> <li>• Full- and part-time permanent contracts</li> <li>• Fixed-term contracts</li> <li>• Agency contracts</li> <li>• Zero hours contracts.</li> </ul>	<p>Organisation: Gov.uk Resource Title: Contract types and employer responsibilities Website Link: <a href="https://www.gov.uk/contract-types-and-employer-responsibilities/overview">https://www.gov.uk/contract-types-and-employer-responsibilities/overview</a> Description: Provides a simple outline written for employers of what they have to provide, what their duties are, regarding workers; it has links to all the different sorts of contracts of employment.</p>
<p><b>The difference between an individual's skills and attributes or qualities</b></p>	<p>Learners may struggle to understand the difference between skills and qualities when self-evaluating – describing their own skills and qualities and using evidence to show them.</p> <p>Tutors could provide a set of basic definitions of the meaning of 'skill' and 'attribute' in the context of job roles for learners to build on; learners could then watch a set of short videos of practitioners talking about their job roles in order to identify and describe the differences between the skills and attributes required for a range of job roles.</p>	<p>Organisation: Health Careers NHS Resource Title: Health Careers Website Link: <a href="https://www.youtube.com/c/healthcareers">https://www.youtube.com/c/healthcareers</a> Description: Provides links to a wide range of examples of videos of practitioners talking about their job roles within the NHS.</p>


Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p><b>The variety of multi-disciplinary working in health, social care and child care</b></p>	<p>Learners may struggle to comprehend the sheer variety of different sorts of teams found across health, social care and child care. They will encounter a great deal of complex terminology and 'jargon' in documentation describing multi-disciplinary working.</p> <p>Tutors could support learners by outlining key features of the approach and then provide one-to-one support and guidance as learners explore in smaller groups or individually their selected examples, helping them get to grips with and interpret their findings regarding these examples.</p>	<p>Organisation: Community Care Resource Title: Multi-disciplinary teams Website Link: <a href="http://www.communitycare.co.uk/2008/06/19/multidisciplinary-teams/">http://www.communitycare.co.uk/2008/06/19/multidisciplinary-teams/</a> Description: Article describing the basic features of the multi-disciplinary approach and links to a variety of different sorts of teams in social care and mental health including child mental health.</p> <p>Organisation: The Free Dictionary Resource Title: team Website Link: <a href="http://medical-dictionary.thefreedictionary.com/multidisciplinary+team">http://medical-dictionary.thefreedictionary.com/multidisciplinary+team</a> Description: Provides descriptions for different sorts of inter-disciplinary working which could be found in health, social care and child care.</p> <p>Organisation: NHS England Resource Title: MDT Development Website Link: <a href="https://www.england.nhs.uk/wp-content/uploads/2015/01/mdt-dev-guid-flat-fin.pdf">https://www.england.nhs.uk/wp-content/uploads/2015/01/mdt-dev-guid-flat-fin.pdf</a> Description: Page 12 of the document defines the multi-disciplinary approach and multi-agency working.</p>


# SUGGESTED ACTIVITIES

<b>LO No:</b>	1		
<b>LO Title:</b>	Know how organisations are structured in health, social care and child care		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<p><b>What do we mean by health services, social care services and child care services?</b></p> 	<p>Learners need to know the different types of service provision and be able to recognise the different characteristics compared to the other types of service provision.</p> <p>Tutors could ask learners to work in pairs to make a table listing all the examples of services they are aware of. Then as a whole class learners could share the examples and draw up a list together on a whiteboard or slide presentation for the whole group to study.</p> <p>Tutors could then lead a discussion on the differences between these types of care; tutors could discuss the example of home care services for older people/people with disabilities and ask learners why this is classed as social care; they could ask learners to consider which services for children fall into which of the three categories.</p>	1 hour	Unit 11 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Who provides services for health, social care and child care?</b></p> 	<p>Tutors could ask learners to use a list of examples of different sorts of services. Learners should work in pairs to annotate for as many of the examples as possible answers to the following:</p> <ul style="list-style-type: none"> <li>• Who provides the service?</li> <li>• Do users of the service have to pay for it?</li> </ul> <p>Tutors could then get learners to identify and explore the key features of statutory, private, voluntary/ third sector and informal provision in each of the following contexts:</p> <ul style="list-style-type: none"> <li>• Health care</li> <li>• Social care</li> <li>• Child care.</li> </ul> <p>Learners could be directed to the following website links to clarify their understanding:</p> <p>Organisation: Channel 4 Learning Resource Title: Teachers' resources – Programme notes Website Link: <a href="http://www.channel4learning.com/sites/gcsease/health_social/programme_notes_2.html">http://www.channel4learning.com/sites/gcsease/health_social/programme_notes_2.html</a> Description: Provides examples of individuals using services from a range of sectors.</p> <p>Organisation: Channel 4 Learning Resource Title: Who provides the care? Website Link: <a href="http://www.channel4learning.com/sites/gcsease/health_social/1_8_detail2.html">http://www.channel4learning.com/sites/gcsease/health_social/1_8_detail2.html</a> Description: Provides a description of different sectors of care.</p> <p>In completing this activity tutors could use a suitable scenario to help inform discussion; a suggested scenario is provided below:</p> <p>Scenario: Susan is 95 years old, is extremely frail and lives at home with her adult son. Her son, who is not working, is her official carer. They live in a flat provided by the local council and Susan receives a government pension and has no savings. Susan receives support in dressing and washing each day from Kingfisher Home Care Services and attends a lunch club each week at her local Age Concern centre. What sector do ALL the different sorts of support/service she receives fall into? Who pays for the service/support?</p>	1.5 hours	Unit 9 LO3 Unit 11 LO4 Unit 16 LO3 Unit 17 LO2 Unit 18 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How is statutory provision organised?</b></p>	<p>The aim of this lesson is to introduce learners to the division of roles/responsibilities for different sorts of provision within government. Learners should use internet research to find out about the roles of the following:</p> <ul style="list-style-type: none"> <li>• Department of Health</li> <li>• Department for Education</li> <li>• Department for Communities and Local Government</li> <li>• Local government.</li> </ul> <p>Learners could work in groups to do this; each group would find out about one government department.</p> <p>They could present the findings of their research to the group; they could do this through a slide presentation that could include the roles/duties, an example of a logo (e.g. NHS or local authority logo) and quotes showing what the Department itself says about its role/vision statement. For the group researching local government roles, some general information and then example logo/quotes from a particular local authority could be used, as well as information from the central government department for local government.</p> <p>The following website links are recommended for this learner task:</p> <p>Organisation: Department of Health Resource Title: About us Website Link: <a href="https://www.gov.uk/government/organisations/department-of-health/about">https://www.gov.uk/government/organisations/department-of-health/about</a> Description: An explanation of the role of the Department of Health.</p> <p>Organisation: Department for Education Resource Title: About us Website Link: <a href="https://www.gov.uk/government/organisations/department-for-education/about">https://www.gov.uk/government/organisations/department-for-education/about</a> Description: An explanation of the role of the Department for Education.</p> <p>Organisation: Department for Communities and Local Government Resource Title: About us Website Link: <a href="https://www.gov.uk/government/organisations/department-for-communities-and-local-government/about">https://www.gov.uk/government/organisations/department-for-communities-and-local-government/about</a> Description: An explanation of the role of the Department for Communities and Local Government.</p> <p>Organisation: Department for Communities and Local Government Resource Title: Statutory duties placed on local government Website Link: <a href="https://data.gov.uk/dataset/statutory-duties-placed-on-local-government">https://data.gov.uk/dataset/statutory-duties-placed-on-local-government</a> Description: Explanation of the statutory framework binding local government.</p> 	2 hours	Unit 3 LO3 Unit 11 LO2 Unit 21 LO1 Unit 24 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How is the National Health Service Structured?</b></p>	<p>Learners need to understand the structure of the National Health Service to give them an understanding of how services are provided and how staff operate within these structures.</p> <p>Tutors could provide an introductory outline of the way the NHS is structured.</p> <p>The following link provides details of the current structure/roles:</p> <p>Organisation: Department of Health  Resource Title: Guidance: The health and care system explained  Website Link: <a href="https://www.gov.uk/government/publications/the-health-and-care-system-explained/the-health-and-care-system-explained">https://www.gov.uk/government/publications/the-health-and-care-system-explained/the-health-and-care-system-explained</a>  Description: Provides details of the current structure of the health and care system, including an interactive chart.</p>  <p>Tutors could then ask learners to study the interactive chart provided by the government's official website which comprehensively displays the roles of all organisations within the system.</p>	2 hours	



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What are the roles of NHS Trusts?</b></p>	<p>The aim of this lesson is to provide learners with knowledge/understanding of the roles of NHS Trusts – the different sorts of Trust, what they do within the system, Trusts in the learners’ local area.</p> <p>Learners could be asked to begin by finding out about the different sorts of Trust including:</p> <ul style="list-style-type: none"> <li>• How they are managed</li> <li>• What they provide</li> <li>• Types of practitioner who work in them.</li> </ul> <p>They could use the following link to the NHS Choices website in order to do this:</p> <p>Organisation: NHS Choices Resource Title: NHS authorities and trusts Website Link: <a href="http://www.nhs.uk/nhsengland/thenhs/about/pages/authoritiesandtrusts.aspx">http://www.nhs.uk/nhsengland/thenhs/about/pages/authoritiesandtrusts.aspx</a> Description: Provides a summary of the overall organisational structure of the health service, including links to descriptions of different sorts of NHS Trust.</p> <p>Learners could then find out about the local Trusts in their local/county area – their names and what health services they provide. They could begin by searching the A-Z on the link on the NHS Choices website:</p> <p>Organisation: NHS Choices Resource Title: Authorities and Trusts Website Link: <a href="http://www.nhs.uk/servicedirectories/pages/nhstrustlisting.aspx">http://www.nhs.uk/servicedirectories/pages/nhstrustlisting.aspx</a> Description: An A–Z of the different NHS Trusts in the country.</p> <p>Learners could follow this up by carrying out an interview with a manager in a local Trust to find out about how the Trust is run, its accountability within the structures of the NHS and funding arrangements.</p>	2 hours	Unit 3 LO3 Unit 17 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How does the voluntary sector contribute to supporting those who use services in your local area?</b></p>	<p>Learners get the opportunity in this activity to find out about the support offered in their local area by voluntary organisations. They are tasked with using national and local sources to find out how voluntary/third sector organisations provide services/support in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Older people</li> <li>• Children 'in need'.</li> </ul> <p>Working in small groups, learners will be able to choose how to contribute – the groups should produce a leaflet, a piece of extended writing/essay evaluating the role of the sector and materials such as cue cards or slide presentation suitable for a short presentation to the whole group together with their tutor.</p> <p>Suggested resource links are provided below:</p> <p><b>Mental health:</b> Mind, the national voluntary group supporting those with mental health problems, provides an extensive website detailing what it does as well as local provision links:</p> <p>Organisation: Mind Resource Title: What we do Website Link: <a href="http://www.mind.org.uk/about-us/what-we-do/">http://www.mind.org.uk/about-us/what-we-do/</a> Description: Outlines the activities Mind is involved in and support it provides.</p> <p>Organisation: Mind Resource Title: Our local Mind network Website Link: <a href="http://www.mind.org.uk/about-us/local-minds/">http://www.mind.org.uk/about-us/local-minds/</a> Description: Provides interactive links to allow users to access details about local branches of Mind.</p> <p>Rethink, the national voluntary group supporting those with mental health problems and campaigning and supporting regarding negative attitudes, provides an extensive website detailing what it does as well as local provision links:</p> <p>Organisation: Rethink Resource Title: About Rethink Mental Illness Website Link: <a href="https://www.rethink.org/about-us">https://www.rethink.org/about-us</a> Description: Outlines the aims and range of activities of Rethink.</p>	3 hours	Unit 9 LO3 Unit 18 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How does the voluntary sector contribute to supporting those who use services in your local area? (continued)</b></p>	<p>Organisation: Rethink Resource Title: Services &amp; Groups Website Link: <a href="https://www.rethink.org/services-groups">https://www.rethink.org/services-groups</a> Description: Allows users to browse a regional map interactively in order to access details about Rethink activities in local areas.</p> <p>The National Alliance of Voluntary Sector Mental Health Providers represents the perspective of the voluntary sector in its work in mental health:</p> <p>Organisation: National Alliance of Voluntary Sector Mental Health Providers Resource Title: News &amp; features Website Link: <a href="http://www.mhpf.org.uk">http://www.mhpf.org.uk</a> Description: Provides links to a wide range of articles discussing current issues relevant to mental health provision and support.</p> <p><b>Older people:</b> Age UK provides a wide range of commercial services but also day centres which have a very important role in supporting older people in local areas; they work closely with other sectors e.g. chiropody provided in one of their local centres; their website shows their activities and also local organisations in relevant links:</p> <p>Organisation: Age UK Resource Title: About Us Website Link: <a href="http://www.ageuk.org.uk/about-us/">http://www.ageuk.org.uk/about-us/</a> Description: Provides links giving details of 'Who we are' and 'What we do'.</p> <p>Organisation: Age UK Resource Title: What we do near you Website Link: <a href="http://www.ageuk.org.uk/about-us/local-partners/">http://www.ageuk.org.uk/about-us/local-partners/</a> Description: Explains the type of activities branches of Age UK are involved in in local areas.</p> <p>Be a Friend offers befriending services throughout the UK, linking volunteers with older people to befriend:</p> <p>Organisation: Be a Friend Resource Title: About us Website Link: <a href="http://www.beafriendtoday.org.uk/about-us/">http://www.beafriendtoday.org.uk/about-us/</a> Description: Explains the aims of the service the organisation offers and reasons for it.</p>		





Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How does the voluntary sector contribute to supporting those who use services in your local area? (continued)</b></p>	<p>The <i>Guardian</i> article in the link below explains and evaluates the role of the voluntary sector in older people's services:</p> <p>Organisation: The Guardian  Resource Title: Providing effective preventative services for older people  Website Link: <a href="http://www.theguardian.com/social-care-network/2014/jan/23/preventative-services-older-people-third-sector">http://www.theguardian.com/social-care-network/2014/jan/23/preventative-services-older-people-third-sector</a>  Description: Explains and evaluates the role of the voluntary sector in older people's services.</p> <p><b>Children 'in need'</b></p> <p>The Big Project website provides numerous links to a full range of voluntary groups working with children:</p> <p>Organisation: The Big Project  Resource Title: Charities &amp; Volunteering  Website Link: <a href="http://www.thebigproject.co.uk/links_charities.htm">http://www.thebigproject.co.uk/links_charities.htm</a>  Description: A comprehensive index of links to a wide range of charities including those relevant to children.</p> <p>The NSPCC has a wide range of interests in children's services and support; details are given on their website including of studies done:</p> <p>Organisation: NSPCC  Resource Title: NSPCC  Website Link: <a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>  Description: Home page of NSPCC; provides links to show the campaigning work, examples of child abuse, services and resources provided by the NSPCC.</p> <p>Organisation: LawAndParents  Resource Title: The role of the NSPCC  Website Link: <a href="http://www.lawandparents.co.uk/nspcc-and-parents.html">http://www.lawandparents.co.uk/nspcc-and-parents.html</a>  Description: Explains the formal responsibilities of the NSPCC.</p> <p>4Children is a national charity that promotes the working of the voluntary sector with the statutory: for example in children's centres:</p>		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How does the voluntary sector contribute to supporting those who use services in your local area? (continued)</b></p>  	<p>Organisation: 4Children  Resource Title: Engaging the Voluntary &amp; Community Sector in Children's Centre Commissioning  Website Link: <a href="http://www.4children.org.uk/Programmes/Detail/Engaging-VCS-in-Childrens-Centre-Commissioning">http://www.4children.org.uk/Programmes/Detail/Engaging-VCS-in-Childrens-Centre-Commissioning</a>  Description: Explains the role of the organisation in supporting the involvement of the voluntary sector in the running of children's centres.</p> <p>Learners could also use local sources e.g. local newspapers and directories and their own/other people's local knowledge to get further details on local provision.</p>		

# SUGGESTED ACTIVITIES

<b>LO No:</b>	2		
<b>LO Title:</b>	Understand the roles and responsibilities in health, social care and child care		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>What are the key features of roles/responsibilities in health, social care and child care?</b>	<p>The aim of this session is to introduce learners to the nature of work in health, social care and child care, to get them to reflect on the key features of this area of employment and to consider the similarities and differences between the three areas.</p> <p>Tutors could begin by asking learners to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What kind of person do you think you need to be to work successfully in a role in health, social care or child care?</li> <li>• In what way does the nature of the work lead to different requirements of you personally compared to work in a business environment – and are there any similarities?</li> </ul> <p>Learners could then be asked to work in groups; each group member should individually research two job roles in one of the areas of health, social care or child care; within the group job roles in each of the three areas should be covered.</p> <p>Each group member could present to their group a summary grid for their two jobs showing job roles/tasks, skills and personal qualities needed and qualification requirements.</p> <p><b>Health care:</b>            Organisation: Health Careers            Resource Title: Explore roles            Website Link: <a href="https://www.healthcareers.nhs.uk/explore-roles">https://www.healthcareers.nhs.uk/explore-roles</a>            Description: A–Z of links to careers in health care; details entry and training requirements, personal characteristics and skills requirements, career development and the nature of the role.</p> <p><b>Social care:</b>            Organisation: Skills for Care            Resource Title: Help for career advisors            Website Link: <a href="http://www.skillsforcare.org.uk/Care-careers/Think-Care-Careers/Teachers-and-Careers-Advisors/Help-for-career-advisors.aspx">http://www.skillsforcare.org.uk/Care-careers/Think-Care-Careers/Teachers-and-Careers-Advisors/Help-for-career-advisors.aspx</a>            Description: A ‘question and answer’ format that explains what a career in social care involves, how to prepare for such a career and what the opportunities are.</p> <p>The link below from the same website gives an A–Z of particular job roles; it provides details of the role, skills needed and case study videos:</p>	1.5 hours	Unit 1 LO1 Unit 2 LO1 Unit 3 LO3 Unit 18 LO2 Unit 21 LO3



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What are the key features of roles/responsibilities in health, social care and child care? (continued)</b></p>  	<p>Organisation: Skills for Care Resource Title: Job types available Website Link: <a href="http://www.skillsforcare.org.uk/Care-careers/Think-Care-Careers/Jobs/Job-types-available.aspx">http://www.skillsforcare.org.uk/Care-careers/Think-Care-Careers/Jobs/Job-types-available.aspx</a> Description: An A–Z index of links providing detailed descriptions of different careers in social care.</p> <p><b>Child care/education:</b> Organisation: National Careers Service Resource Title: A to Z index of job profiles Website Link: <a href="https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx">https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx</a> Description: A–Z index of links to careers, offering detailed descriptions of roles, skills/qualification requirements and opportunities.</p>		
<p><b>What do we mean by? .... Understanding the 'jargon' of careers development for health and social care and getting to grips with professional requirements</b></p>  	<p>The aim of this session is to consolidate learners' understanding of the key concepts in career planning/development:</p> <ul style="list-style-type: none"> <li>• Qualification requirements</li> <li>• Competences</li> <li>• Skills/core skill requirements</li> <li>• The difference between skills and attributes</li> <li>• Professional registration</li> <li>• Continuing professional development</li> <li>• Regulatory legislation</li> <li>• Codes of Practice</li> <li>• Care value base.</li> </ul> <p>Tutors could get learners to apply their knowledge/understanding by using any of the website links given in the activity above to identify each of the aspects given in the bulleted list above for a chosen job role.</p>	2 hours	Unit 2 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Careers in health and social care: skills and attributes</b></p>	<p>The aim of this session is to provide learners with an understanding of the reasons why specified skills and attributes are required for particular job roles in health and social care.</p> <p>Learners could read through the scenarios below, each based on a different person who uses services. Learners could then be asked to choose a scenario of interest to them and provide an explanation of the following:</p> <ul style="list-style-type: none"> <li>• The role of each practitioner in supporting the person</li> <li>• Why the role/tasks they carry out will support the person</li> <li>• The personal skills needed to support the person</li> <li>• Why these skills are needed</li> <li>• The personal qualities or attributes required to be effective in providing that support</li> <li>• Why these qualities are required.</li> </ul> <p>They could provide their explanation in:</p> <ul style="list-style-type: none"> <li>• a set of spidergrams</li> <li>• a grid linking roles, skills, qualities and how each supports</li> <li>• an extended written explanation.</li> </ul> <p>Scenario 1: Megan is a 40-year-old woman who has schizophrenia; she lives alone and does not work; she manages her condition because she takes medication daily to prevent her becoming psychotic. Occasionally she decides she no longer needs her medication, that it is controlling her and that she will stop taking it. She then starts hearing voices and having hallucinations; she also stops eating and sleeping properly and is unable to safely look after herself or conduct herself socially around others. She requires detention in hospital once her condition deteriorates like this. Roles: community psychiatric nurse, occupational therapist, GP, social worker.</p> <p>Scenario 2: Abdal is 85 years old. He has recently moved back to his daughter and son-in-law's house, where he lives, following a hip replacement operation which led to a stay in hospital. When he was in hospital he told staff that he was very lonely following the death of his wife but that he expects to be more mobile following his hip replacement and would like to get out and do more activities. Roles: nurse, district nurse, GP, hospital social worker, physiotherapist.</p> <p>Scenario 3: Steven is 3 years old and attends a nursery class at his local primary school. He is a very lively child whose intellectual development is in advance of most children of his age in his class. He is often rather restless and has difficulty settling and concentrating when completing play activities. He is overweight for his age, and living in a flat with no garden. His mother says that she is very busy and does not take him to play outside very often and so he lacks confidence in outdoor play areas in the nursery. His nursery class contains about fifteen children from the ages of 3 to 4. Some have just started nursery, others are getting ready to move to the Reception class. Roles: early years teacher, classroom assistant, school nurse, health visitor.</p>	1.5 hours	Unit 1 LO2 Unit 2 LO2 Unit 11 LO4 Unit 12 LO1 Unit 18 LO2





Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What do different skills and personal attributes mean?</b></p>	<p>The aim of this activity is to allow learners to clarify what different skills and attributes actually mean and to begin to reflect on their own skills and attributes.</p> <p>Tutors could provide the group with one set of A5 size cards, each with a skill or attribute named on one side – all those listed in Learning Outcome 2.3 and 2.4 could be listed. Tutors could task the group to work together to complete on the back of a card a description of what the skill or attribute actually means – key ideas, examples etc.</p> <p>Tutors could then review the completed activity with the group, asking them to decide as a group how they want to present the information on the cards to the tutor and whole group.</p> <p>Tutors could conclude by asking the group to reflect on their own individual contributions to this activity.</p> <p>Using this reflection as a stimulus, each member of the group could then be tasked with writing a short self-evaluation – an explanation of what they think their personal skills and personal qualities are.</p>	1.5 hours	Unit 3 LO4 Unit 20 LO4



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What job role in health, social care or child care would suit me best?</b></p>	<p>The aim of this session is to allow learners to choose a job role in health, social care or early years of interest to them.</p> <p>Tutors could support learners one-to-one in assessing their values, interests, qualities and skills in detail before settling on a role that is of interest to them as a possible future career.</p> <p>Learners could be encouraged to complete a vigorous self-assessment in order to gather evidence to allow them to be able to show how far they have the skills, values and attributes/qualities required in a chosen job role.</p> <p>An online self-assessment tool is provided by the NHS careers website; it provides self-assessment tools suitable for all careers – those in social and child care as well as in health:</p> <p>Organisation: Health Careers Resource Title: Self assessment Website Link: <a href="https://www.healthcareers.nhs.uk/career-planning/planning-your-career/self-assessment">https://www.healthcareers.nhs.uk/career-planning/planning-your-career/self-assessment</a> Description: Outlines exercises or tools to use to carry out self-assessment.</p> <p>Next learners could use online careers search engines to make a choice of one job role of interest to them. They could if they wish draw up a short list of three and analyse their choices using the criteria below:</p> <ul style="list-style-type: none"> <li>• Nature of the work</li> <li>• Who you would work with</li> <li>• Study and training requirements.</li> </ul> <p>Information on these aspects is available on the NHS careers website link below – roles in health, social care and child care are included:</p> <p>Organisation: Health Careers Resource Title: Exploring your options Website Link: <a href="https://www.healthcareers.nhs.uk/career-planning/planning-your-career/exploring-your-options">https://www.healthcareers.nhs.uk/career-planning/planning-your-career/exploring-your-options</a> Description: Gives advice on ways to explore career options.</p>	2 hours	




Title of suggested activity	Suggested activities	Suggested timings	Also related to				
<p><b>Showing you have 'what it takes' for a role in health, social care or child care</b></p>  	<p>The aim of this session is to enable learners to gather evidence to be able to analyse their own skills, values and attributes in relation to the job role decision they made in the activity above i.e. a job they want to do.</p> <p>Learners could be tasked to compile a full record of the skills, qualities and interests or values required for the job; suggested sources for this task are:</p> <p>Organisation: National Careers Service  Resource Title: Here for you: Advice online, over the phone, face-to-face  Website Link: <a href="https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx">https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx</a>  Description: Provides links to the full range of advice offered by this service including a skills test.</p> <p>Organisation: Prospects  Resource Title: Looking for that perfect career?  Website Link: <a href="https://www.prospects.ac.uk/">https://www.prospects.ac.uk/</a>  Description: Provides a quiz to link the user's skills and personality to suitable job roles.</p> <p>Tutors could then ask learners to produce a summary grid of each aspect of these requirements on a large, A3 size paper and then to annotate the grid with details about if/how they possess the aspect required.</p> <p>A checklist of areas for the learner to consider for evidence could be provided:</p> <table border="1" data-bbox="521 981 1447 1412"> <thead> <tr> <th data-bbox="521 981 1012 1018">Area of my life:</th> <th data-bbox="1019 981 1447 1018">Evidence of skill/quality:</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 1023 1012 1412"> <ul style="list-style-type: none"> <li>• Work placements</li> <li>• Part-time/paid work experience</li> <li>• Activities in school/college e.g. role in organising prom</li> <li>• Activities in supervised learning sessions e.g. in making presentations, organising a health promotion campaign</li> <li>• In relationships within family e.g. role in supporting a grandparent</li> <li>• In relationships with peers</li> <li>• In pursuing studies e.g. perseverance in subjects/tasks that are challenging</li> </ul> </td> <td data-bbox="1019 1023 1447 1412"></td> </tr> </tbody> </table> <p>Learners could then be tasked to produce a personal statement of their suitability for the specified job role.</p>	Area of my life:	Evidence of skill/quality:	<ul style="list-style-type: none"> <li>• Work placements</li> <li>• Part-time/paid work experience</li> <li>• Activities in school/college e.g. role in organising prom</li> <li>• Activities in supervised learning sessions e.g. in making presentations, organising a health promotion campaign</li> <li>• In relationships within family e.g. role in supporting a grandparent</li> <li>• In relationships with peers</li> <li>• In pursuing studies e.g. perseverance in subjects/tasks that are challenging</li> </ul>		2 hours	
Area of my life:	Evidence of skill/quality:						
<ul style="list-style-type: none"> <li>• Work placements</li> <li>• Part-time/paid work experience</li> <li>• Activities in school/college e.g. role in organising prom</li> <li>• Activities in supervised learning sessions e.g. in making presentations, organising a health promotion campaign</li> <li>• In relationships within family e.g. role in supporting a grandparent</li> <li>• In relationships with peers</li> <li>• In pursuing studies e.g. perseverance in subjects/tasks that are challenging</li> </ul>							

# SUGGESTED ACTIVITIES


<b>LO No:</b>	<b>3</b>		
<b>LO Title:</b>	<b>Understand the personal impacts of working in health, social care and child care</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Learning about different types of contract of employment and how they affect individuals</b>	<p>Tutors could provide an introduction/overview to the typical nature and pattern of different sorts of contract and employment found in health, social care and child care. They could include the following:</p> <ul style="list-style-type: none"> <li>• The legal right of employees to a written contract of employment</li> <li>• Permanent and temporary contracts</li> <li>• Zero hours contracts</li> <li>• Term time only contracts.</li> </ul> <p>Learners could be encouraged to consider the differing needs of individuals at different life stages and in different situations.</p> <p>Learners could be tasked to come up with a written set of answers to the following questions by the end of the session:</p> <ol style="list-style-type: none"> <li>1. Why might it be important for a person to have a permanent contract?</li> <li>2. Why/when do employers typically offer a temporary contract to employees?</li> <li>3. What are the financial, social, mental and physical impacts on an individual of having a temporary contract?</li> <li>4. What are the financial and other challenges of being on a zero hours contract?</li> <li>5. Is there an 'ideal' contract of employment?</li> </ol> <p>In order to answer these questions the following scenarios could be used:</p> <p>Sandra is a single mother with three children aged 8 to 15. She is currently working on a zero hours contract as a domiciliary care worker for a local care company; she is told what her hours will be two weeks in advance.</p> <p>Nadia is a catering manager at a local hospital; she is responsible for the running of the catering services. She works full-time and mainly within office hours. She lives with her husband who also works at the hospital as a physiotherapist; their children are at university.</p> <p>Charlotte works as a teacher in an infant school; she has two children of infant school age who attend the school she works at. She works two days a week. She is not married but lives with her partner who has his own business.</p>	1 hour	









Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Making work 'pay'</b>	<p>The aim of this session is to build learners' understanding regarding financial remuneration by getting them to research details about pay, pay scales, any/regular pay increases and employer pensions for a range of different types of roles.</p> <p>Tutors could begin by explaining:</p> <ul style="list-style-type: none"> <li>• The differences between salaried posts and paid by hours worked posts</li> <li>• The different types of pay scale provision e.g. national pay scales, structured with progression following appraisal, negotiable,</li> <li>• Annual pay increases e.g. in line with official inflation levels</li> <li>• What employers' pensions are, contributory aspects, pension benefits</li> <li>• The characteristic differences regarding all the above between the statutory, private and voluntary sectors.</li> </ul> <p>Learners could then be asked to work in groups to produce a fact sheet suitable for use at a Careers Fair on pay and pensions for careers in health, social or child care. Suggested websites for this task are:</p> <p>Organisation: Health Careers Resource Title: Agenda for change – pay rates Website Link: <a href="https://www.healthcareers.nhs.uk/about/careers-nhs/nhs-pay-and-benefits/agenda-change-pay-rates">https://www.healthcareers.nhs.uk/about/careers-nhs/nhs-pay-and-benefits/agenda-change-pay-rates</a> Description: A comprehensive summary of pay scales for job roles in the NHS.</p> <p>Organisation: NHS Employers Resource Title: Medical pay Website Link: <a href="http://www.nhsemployers.org/your-workforce/pay-and-reward/pay/medical-pay">http://www.nhsemployers.org/your-workforce/pay-and-reward/pay/medical-pay</a> Description: Provides details of conditions of employment and rates of pay for doctors and dentists working within the NHS.</p> <p>Organisation: Unison Resource Title: NHS Pension Scheme Website Link: <a href="https://www.unison.org.uk/get-help/knowledge/pensions/nhs-pension-scheme/">https://www.unison.org.uk/get-help/knowledge/pensions/nhs-pension-scheme/</a> Description: An explanation of the features of the pension scheme provided to employees in the NHS.</p> <p>Organisation: PayScale Human Capital Resource Title: Social Worker Salary Website Link: <a href="http://www.payscale.com/research/UK/Job=Social_Worker/Salary">http://www.payscale.com/research/UK/Job=Social_Worker/Salary</a> Description: Provides a search engine providing details of rates of pay and progression for different jobs linked to particular employers e.g. social worker.</p>	1.5 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Making work 'pay' (continued)</b></p> 	<p>Organisation: Prospects Resource Title: Browse job profiles Website Link: <a href="https://www.prospects.ac.uk/job-profiles/">https://www.prospects.ac.uk/job-profiles/</a> Description: A search engine providing detailed information on responsibilities, qualification requirements and career prospects for different jobs.</p> <p>Organisation: Unison Resource Title: Local Government Pension Scheme Website Link: <a href="https://www.unison.org.uk/get-help/knowledge/pensions/local-government-pension-scheme/">https://www.unison.org.uk/get-help/knowledge/pensions/local-government-pension-scheme/</a> Description: An explanation of the features of the pension scheme provided to employees in local authorities.</p> <p>Organisation: PayScale Human Capital Resource Title: Child Care / Day Care Worker Salary Website Link: <a href="http://www.payscale.com/research/UK/Job=Child_Care_%2f_Day_Care_Worker/Hourly_Rate">http://www.payscale.com/research/UK/Job=Child_Care_%2f_Day_Care_Worker/Hourly_Rate</a> Description: Provides a search engine providing details of rates of pay and progression for different jobs linked to particular employers e.g. child care worker.</p> <p>Organisation: NASUWT: The Teachers' Union Resource Title: Teachers' Salaries in England and Wales, including London and the Fringe. Website Link: <a href="http://www.nasuw.org.uk/TrainingEventsandPublications/NASUWTPublications/Publications/TeachersSalaries2007-2010/">http://www.nasuw.org.uk/TrainingEventsandPublications/NASUWTPublications/Publications/TeachersSalaries2007-2010/</a> Description: Provides details of teachers' salaries.</p> <p>Organisation: Teachers' Pensions Resource Title: Starting out Website Link: <a href="https://www.teacherspensions.co.uk/members/your-scheme/starting-out.aspx">https://www.teacherspensions.co.uk/members/your-scheme/starting-out.aspx</a> Description: An explanation of the features of teachers' pensions for those entering the profession.</p>		



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How to scrutinise job opportunities – what does this job offer me?</b></p> 	<p>The aim of this session is to put learners in a position to be able to scrutinise the details of advertised job vacancies to understand what they offer and what they demand of the individual. They could study examples for roles reflecting their personal interests.</p> <p>Choosing three vacancies using details provided on agency and employer websites, learners could produce a summary grid showing:</p> <ul style="list-style-type: none"> <li>• Pay</li> <li>• Contract status e.g. part/full-time, temporary/permanent</li> <li>• Working hours</li> <li>• Working conditions</li> <li>• 'Perks'</li> <li>• Qualification requirements – professional qualification body membership</li> <li>• Responsibilities.</li> </ul> <p>In order to carry out this task, learners could be encouraged to study:</p> <p>Employment agency search engines:</p> <p>Organisation: Indeed Resource Title: Find Jobs Website Link: <a href="http://www.indeed.co.uk/">http://www.indeed.co.uk/</a> Description: A search engine allowing searches of jobs available against job titles and locations of vacancies.</p> <p>Jobs advertised by employers directly (not through agencies); learners could study the vacancies advertised on their local newspaper websites – for example <i>The Leicester Mercury</i>:</p> <p>Organisation: Leicester Mercury Resource Title: Education, Teaching &amp; Training Jobs in Leicester Website Link: <a href="http://jobs.leicestermercury.co.uk/jobs/education-teaching-and-training/">http://jobs.leicestermercury.co.uk/jobs/education-teaching-and-training/</a> Description: List of current job vacancies in the local area.</p>	1.5 hours	


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>A day in the life of my chosen work role</b></p>  	<p>In this session learners could be tasked with drawing up a 'day in the life of' for a role of their choosing. Their day could set out timings and activities from the start of the working day to the end. Below are details of recommended website links:</p> <p>Organisation: Health Careers Resource Title: Health visitor Website Link: <a href="https://www.healthcareers.nhs.uk/explore-roles/public-health/health-visitor">https://www.healthcareers.nhs.uk/explore-roles/public-health/health-visitor</a> Description: A detailed description and video on the work of a health visitor.</p> <p>Organisation: The Open University Resource Title: Try A Day in the Life of a Social Worker Website Link: <a href="http://www.open.edu/openlearn/body-mind/social-care/social-work/try-day-the-life-social-worker">http://www.open.edu/openlearn/body-mind/social-care/social-work/try-day-the-life-social-worker</a> Description: Provides an interactive video showing day in the life of a social worker.</p> <p>Organisation: daynurseries.co.uk Resource title: A day in the life of a nursery nurse Website Link: <a href="http://www.daynurseries.co.uk/news/article.cfm/id/1565428/a-day-in-the-life">http://www.daynurseries.co.uk/news/article.cfm/id/1565428/a-day-in-the-life</a> Description: Provides a detailed transcript of an interview with a nursery nurse.</p>	1.5 hours	
<p><b>How does working in a role in health, social care or child care affect an individual?</b></p>  	<p>The aim of this session is to encourage learners to reflect on and evaluate how the various roles they have learnt about in the above sessions are likely to affect the person who carries them out across all aspects of their wellbeing.</p> <p>Tutors could lead a whole group discussion to encourage learners to reflect on the possible physical, mental, emotional and social impacts that different roles in health, social care or child care are likely to have on the practitioner as an individual.</p> <p>Following this discussion, learners could work in small groups to produce a presentation to be delivered to the whole group evaluating the likely physical, mental, emotional and social impacts on the individual of a job role of their choice. They could deliver this using a slide presentation or whiteboard.</p>	2 hours	



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p data-bbox="159 240 504 395"><b>Interviewing a practitioner to learn about the physical, mental, emotional and social impacts of their job on them as individuals</b></p>  	<p data-bbox="524 240 1601 300">In this session learners could be tasked with planning and carrying out an interview with a practitioner in health, social care or child care.</p> <p data-bbox="524 336 1601 427">They could use ideas from the previous sessions to draft an interview schedule; they could be prepared for this activity through tutor guidance regarding the ethical demands of research through personal interview – confidentiality, informed consent, sensitivity etc.</p> <p data-bbox="524 464 1601 523">Questions could cover the financial, social, physical, mental and emotional impacts that the interviewee believes their job has on individuals who hold that role.</p> <p data-bbox="524 560 1601 619">Learners could be tasked with producing a transcript of the interview and their own summary interpretation.</p>	1.5 hours	Unit 1 LO4



# SUGGESTED ACTIVITIES

<b>LO No:</b>	4		
<b>LO Title:</b>	Understand the concept of multi-disciplinary working in health, social care and child care		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>What do we mean by multi-disciplinary working in health, social care and child care?</b>	<p>The purpose of this session is to introduce learners to the concept of multi-disciplinary working.</p> <p>Learners could be asked to work in pairs to write what they know about multi-disciplinary working – how they would define it or examples of it – using mini-whiteboards/tablets to hold up for the whole group to share.</p> <p>Once tutors have clarified the extent of learner understanding they could provide input to include the following:</p> <ul style="list-style-type: none"> <li>• Terminology used: e.g. multi-disciplinary working, partnership working</li> <li>• Practitioners of different types working together</li> <li>• Different sorts of service working together: inter-agency working</li> <li>• Holistic approach to supporting those who use services</li> <li>• Links to government policy for ‘joined up’ services.</li> </ul> <p>To review learning, tutors could introduce examples of situations where services have been shown to fail service users and have led to the call for collaborative working – child abuse ‘scandals’; patients leaving hospital with lack of continuing care. Learners could be asked to discuss how effective multi-disciplinary and multi-agency working could have prevented these situations.</p> <p>The following sources are suggested:</p> <p>Organisation: NSPCC            Resource Title: Child protection in the UK: Case reviews published in 2015            Website Link: <a href="https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/2015/">https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/2015/</a>            Description: Lists examples of child abuse cases for 2015 handled by the NSPCC in its official role, with summaries of the facts of these cases and recommendations made.</p> <p>Organisation: BBC News            Resource Title: Haringey Council failed to prevent another child being abused            Website Link: <a href="http://www.bbc.co.uk/news/uk-england-london-24484148">http://www.bbc.co.uk/news/uk-england-london-24484148</a>            Description: A report on a case of child abuse and the failings of Haringey Council in handling it.</p>	1.5 hours	Unit 17 LO2 Unit 18 LO2





Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>How does a multi-disciplinary working process support the needs of people who need support/services?</b></p> 	<p>Tutors could consolidate learning from session 1 and introduce learners to the processes and benefits of multi-disciplinary working by providing a case study scenario for learners to consider; learners could be asked to analyse how both the person needing support and the practitioner would benefit if practitioners and services worked together:</p> <p>Suggested case study scenario:</p> <p>Molly is 15 years old. She is in year ten at school, studying for her GCSEs, and believes she is two months pregnant. She has told her form tutor that she is pregnant but no one else. Molly says she wants to keep her baby. Her form tutor suspects that the father of Molly's unborn child is a boy also in year ten who Molly has been seeing. Molly's mother is a single mother who has problems with alcohol and drug taking and who has had support from social workers in the past because of concern over her problems in supporting her children.</p>	1 hour	Unit 1 LO3 Unit 16 LO3
<p><b>Multi-disciplinary working in action – the basic principles</b></p>	<p>The aim of this session is to build learners' knowledge and understanding of the processes of multi-disciplinary working.</p> <p>Learners could be asked to work in small groups. They could be given the task of producing a summary guide that explains what should happen at each stage in the care planning process. Tutors could provide learners with a set of A4 size cards and ask them to note on these details of what happens at each of the following stages of care planning:</p> <ol style="list-style-type: none"> <li>1. Assessment of needs</li> <li>2. Agreeing aims</li> <li>3. Producing a plan</li> <li>4. Monitoring the plan</li> <li>5. Review.</li> </ol> <p>Groups could choose a particular area to focus on and embed into their guide details of terminology and processes which show the perspective of one of the following:</p> <ul style="list-style-type: none"> <li>• Health and social care for adult or older person</li> <li>• Child care – social and/or educational need e.g. child at risk of harm, child with special needs.</li> </ul> <p>Organisation: The Education Forum Resource Title: The Care Planning Cycle Website Link: <a href="http://www.educationforum.co.uk/Health/careplanning.htm">http://www.educationforum.co.uk/Health/careplanning.htm</a> Description: A description of the stages in the care planning cycle. Includes an interactive quiz allowing learners to match key terms and stages to definitions.</p>	2 hours	Unit 3 LO3 Unit 6 LO2, LO3 Unit 11 LO2 Unit 21 LO3



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Multi-disciplinary working in action – the basic principles (continued)</b></p>  	<p>Organisation: NHS Choices Resource Title: Care and support plans Website Link: <a href="http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/care-plans.aspx">http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/care-plans.aspx</a> Description: Provides a description of what a care plan should include and how care plans for social care are reviewed.</p> <p>Organisation: NHS Choices Resource Title: Assessing your care and support needs Website Link: <a href="http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/assessment-care-needs.aspx">http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/assessment-care-needs.aspx</a> Description: Provides a description of the assessment stage in care planning. It provides a health and social care context.</p> <p>Organisation: Social Care Institute for Excellence Resource Title: Report 70: The Mental Capacity Act (MCA) and care planning Website Link: <a href="http://www.scie.org.uk/publications/reports/70-mental-capacity-act-and-care-planning/">http://www.scie.org.uk/publications/reports/70-mental-capacity-act-and-care-planning/</a> Description: An explanation of the features of care planning within the context of mental capacity.</p> <p>Organisation: Oxfordshire County Council Resource Title: Oxfordshire Early Intervention Service Website Title: <a href="https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/aboutyourcouncil/planspublications/caypp/localityworking/overviewcaftacprocess.pdf">https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/aboutyourcouncil/planspublications/caypp/localityworking/overviewcaftacprocess.pdf</a> Description: Provides a table showing the process of intervention for children and families who need support.</p>		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What are the benefits of multi-disciplinary working processes?</b></p>  	<p>The aim of this session is to get learners to consider the benefits of multi-disciplinary working to both service users and practitioners. Tutors could deliver input on the main areas of benefit around the template of guided content provided below.</p> <p>Benefits to practitioners:</p> <ul style="list-style-type: none"> <li>• Sharing of information/understanding: they understand the needs of the service user better, more quickly</li> <li>• Shared responsibility – feeling emotionally supported</li> <li>• Facilitation of clear agreement and precise definition of each practitioner’s role</li> <li>• Opportunity to learn from each other about aspects of a condition/need – considering the perspective of other practitioners</li> <li>• Regular and effective communication prevents duplication – of tasks, assessments, communications with service user; saves time, effort etc</li> <li>• Facilitation of involvement of the person who uses services and any informal carers – this allows practitioner to provide personalised care and maximise the strengths and support of these individuals.</li> </ul> <p>Benefits to those who use services:</p> <ul style="list-style-type: none"> <li>• Empowerment e.g. to take a leading role in setting the aims for the team</li> <li>• Becoming and feeling part of a team – emotional support</li> <li>• Reassurance that all practitioners are sharing the same set of aims</li> <li>• Confidence that practitioners hold the responsibility, as a team, to communicate with each other regarding the logistics and other aspects of care that each need to know about what, when, how etc</li> <li>• Seamless co-ordination of appointments and treatment – no clashes</li> <li>• Team meetings and multi-disciplinary processes support the service user, their carer and others (e.g. their employer) to have a meaningful involvement</li> <li>• Treatments and support work together, are adapted or tailored to ensure holistic wellbeing – all needs are met, no need is met at the expense of another e.g. painkillers which meet physical needs but which hinder a child’s learning.</li> </ul> <p>Tutors could review learning by asking learners to write an explanation of benefits to practitioners and those who use services put in the context of either health care, social care or child care.</p>	1 hour	Unit 1 LO3 Unit 16 LO3 Unit 21 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Multi-disciplinary working – what are the training and professional development needs?</b></p>	<p>The aim of this session is to provide learners with insight into the implications of multi-disciplinary working for the workforce in terms of the need to develop teamwork skills including the need to share resources, engage in reflective practice and understand the processes by which partnership working is to be delivered.</p> <p>Tutors could introduce the session by clarifying the following in the context of partnership working/ multi-disciplinary teams in health, social care and child care:</p> <ul style="list-style-type: none"> <li>• Continuing professional development</li> <li>• Sharing resources</li> <li>• Reflective practice</li> <li>• Sharing good practice</li> <li>• Mentoring</li> <li>• Supervision</li> <li>• Teamwork skills</li> <li>• Team work roles</li> <li>• CAF – Common Assessment Framework</li> <li>• TAC – Team Around the Child in CAF</li> <li>• Team ‘leader’ e.g. key practitioner in Common Assessment Framework for services working with children.</li> </ul> <p>Learners could be tasked with applying the relevant content from the bulleted list given above for one area of provision; the areas of provision they could choose with suggested website links are provided below.</p> <ul style="list-style-type: none"> <li>• Social care for children e.g. child protection</li> <li>• Residential settings for children</li> <li>• Secondary health care settings.</li> </ul> <p>Organisation: Coram Children’s Legal Centre  Resource Title: Common Assessment Framework  Website Link: <a href="http://www.protectingchildren.org.uk/cp-system/child-in-need/caf">http://www.protectingchildren.org.uk/cp-system/child-in-need/caf</a>  Description: Provides a description of the legal requirements regarding the use of the Common Assessment Framework for services/practitioners working with children.</p> <p>Organisation: Centre for Child and Family Research, Loughborough University  Resource Title: Exploration of the costs and impacts of the Common Assessment Framework  Website Link: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184025/DFE-RR210.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184025/DFE-RR210.pdf</a>  Description: A study of CAF in practice carried out as part of an academic study.</p>	2 hours	Unit 11 LO1, LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Multi-disciplinary working – what are the training and professional development needs? (continued)</b></p>  	<p>Organisation: Nursing Times Resource Title: Teambuilding 1: How to build effective teams in healthcare Website Link: <a href="http://www.nursingtimes.net/roles/nurse-managers/teambuilding-1-how-to-build-effective-teams-in-healthcare/5083723.fullarticle">http://www.nursingtimes.net/roles/nurse-managers/teambuilding-1-how-to-build-effective-teams-in-healthcare/5083723.fullarticle</a> Description: An article explaining how to build an effective health care team and the features of a successful health care team.</p> <p>Organisation: National Centre for Excellence in Residential Child Care Resource Title: Promoting good quality care through teamwork and effective leadership Website Link: <a href="http://docplayer.net/5552987-Promoting-good-quality-care-through-teamwork-and-effective-leadership.html">http://docplayer.net/5552987-Promoting-good-quality-care-through-teamwork-and-effective-leadership.html</a> Description: A discussion of Tuckman’s teamwork theories in the context of residential child care.</p> <p>Organisation: Royal College of General Practitioners Resource Title: Stepping forward: Commissioning principles for collaborative care and support planning Website Link: <a href="http://www.rcgp.org.uk/clinical-and-research/our-programmes/~/_media/Files/CIRC/Care%20Planning/stepping-forward-web-061015a.ashx">http://www.rcgp.org.uk/clinical-and-research/our-programmes/~/_media/Files/CIRC/Care%20Planning/stepping-forward-web-061015a.ashx</a> Description: Provides a detailed study of the principles of collaborative working in health and social care in guiding the commissioning of services.</p>		
<p><b>Local examples of multi-disciplinary working in practice – their role, importance and effectiveness</b></p>	<p>The purpose of this session is to enable learners to independently research two examples of multi-disciplinary working in their local area.</p> <p>Tutors could begin the session by allowing learners to reflect back on what they have learnt in the previous sessions in this Learning Outcome and consider how and why multi-disciplinary working is important and effective.</p> <p>In order to stimulate ideas and frame discussion it is recommended that tutors show this video using a ‘cartoon’ approach to ‘sell’ the benefits of partnership working to GPs – it is highly effective in showing its value and importance:</p> <p>Organisation: Royal College of General Practitioners Resource Title: Collaborative care and support planning Website Link: <a href="http://www.rcgp.org.uk/clinical-and-research/our-programmes/collaborative-care-and-support-planning.aspx">http://www.rcgp.org.uk/clinical-and-research/our-programmes/collaborative-care-and-support-planning.aspx</a> Description: A video explaining the benefits of collaborative care planning addressed to general practitioners.</p>	4 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Local examples of multi-disciplinary working in practice – their role, importance and effectiveness (continued)</b></p>  	<p>To provide a social care and child care context this video could then be shown; it shows the importance of partnership working regarding support of children and young people including interviews with head teachers.</p> <p>Organisation: Education not Limited  Resource Title: Every Child Matters and &amp; Multi-Agency Working  Website Link: <a href="https://www.youtube.com/watch?v=sGRYCC6lFRg">https://www.youtube.com/watch?v=sGRYCC6lFRg</a>  Description: A video exploring the importance of partnership working for children and young people.</p> <p>Learners could then be tasked with independently researching a local example of multi-disciplinary working; suggested examples include:</p> <ul style="list-style-type: none"> <li>• SEN support department in their school or in a local special school</li> <li>• Team working in a children's centre</li> <li>• Care for older people in their local area</li> <li>• Community mental health services.</li> </ul> <p>Options for carrying out research include:</p> <ul style="list-style-type: none"> <li>• To independently source website information</li> <li>• To apply their local knowledge</li> <li>• To carry out a practitioner or service user interview</li> <li>• To make a trip to the service.</li> </ul> <p>Learners could produce a report based on their chosen example, outlining its purpose and how multi-disciplinary working is put into practice together with an evaluation of the benefits of this form of working.</p>		



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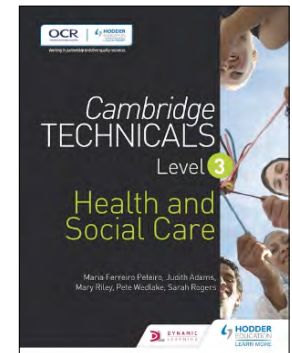
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