



Accredited

**OCR LEVEL 2  
CAMBRIDGE TECHNICAL  
CERTIFICATE/DIPLOMA IN  
HEALTH AND  
SOCIAL CARE**

**INDIVIDUAL NEEDS IN  
HEALTH AND SOCIAL CARE**

**M/600/6874**

**LEVEL 2 UNIT 3**

**GUIDED LEARNING HOURS: 30**

**UNIT CREDIT VALUE: 5**

# INDIVIDUAL NEEDS IN HEALTH AND SOCIAL CARE

M/600/6874

LEVEL 2 UNIT 3

## AIM OF THE UNIT

Every day in life we make choices which directly affect our health and wellbeing. Some choices we make are considered to be positive factors and can affect our lives in a good way, however, other choices may be seen as negative factors and may have a harmful impact on our lives. Choices may include what we eat, how we challenge ourselves to learn new things, or how much effort we put into making friends. There are a wide range of factors which directly affect the health and wellbeing of all individuals. Some factors which affect our health and wellbeing are often beyond our control, such as the environment we live in, the life stage we are going through or disabilities and/or illness. The aim of this unit is to give learners knowledge of the main factors which affect our lives along with an understanding of how to support an individual's health and wellbeing by being able to recognise any needs they may have.

## PURPOSE OF THE UNIT

Being able to recognise and support the needs of people who use services is an important role of health and social care practitioners. Learners will assess the needs of individuals by looking at aspects of an individual's life and the choices that they make. How an individual's needs change according to their life stage will be explored along with how to sensitively support these needs. Learners will be introduced to Maslow's hierarchy of needs and will have the opportunity to consider both the lower and higher levels of need.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner will:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know everyday needs of individuals	P1 outline the everyday needs of individuals		
2 Understand factors that influence the health and needs of individuals	P2 explain factors which affect the everyday needs of individuals		
3 Be able to plan to meet the health and wellbeing needs of an individual	P3 carry out an assessment of the health and wellbeing of an individual	M1 interpret the findings of the assessment of the health and wellbeing of an individual	D1 justify the methods used to gain information about an individual when carrying out an assessment
	P4 produce a plan for improving the health and wellbeing of an individual		D2 explain how progress in meeting targets for improving the health and wellbeing of an individual could be monitored

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### 1 Know everyday needs of individuals

- Maslow's hierarchy of needs, basic and higher level needs,
- Physical needs: necessity of food, water, sleep, shelter and warmth, exercise, safety and security
- Intellectual needs: mental activity, learning, achievement
- Emotional needs: importance of relationships, affection, love, self-concept, respect
- Social needs: importance of family, friends, community; sense of belonging
- Spiritual needs: personal beliefs, religion
- Changing needs in relation to life stages: infancy, childhood, adolescence, adulthood, later adulthood.

### 2 Understand factors that influence the health and needs of individuals

- Socio-economic: factors (e.g. social class, employment, culture, living conditions, income, education)
- Physical: factors (e.g. genetic inheritance, disability, sensory impairment, age, gender)
- Environmental (e.g. water and sanitation, pollution)
- Lifestyle factors (e.g. personal hygiene, diet, exercise, smoking, substance misuse, stress, working pattern, sexual practices, social and community networks)
- Health factors (e.g. infection, injury, mental health, presence of chronic disorder).

### 3 Be able to plan to meet the health and wellbeing needs of an individual

- *Needs*: taking into account as appropriate (e.g. physical, social, emotional, intellectual; health needs to plan to improve an individual's health e.g. losing weight, giving up smoking, reducing alcohol intake)
- *Assessment of general health and wellbeing*: questioning to obtain information relevant to health and wellbeing (e.g. in an interview, using a questionnaire; physical measurements e.g. height, weight, pulse rate, respiration rate on exertion); interpretation (e.g. factors relevant to the individual contributing positively and negatively to health and wellbeing; calculation of BMI; state of health as indicated by physical measurements)
- *Action Plan*: setting short term and longer term targets for improving health and wellbeing; ways in which targets could be met; monitoring progress in meeting targets.

## DELIVERY GUIDANCE

As this unit challenges learners to relate their understanding of individuals needs to Maslow's hierarchy of needs theory, it will be beneficial to introduce Maslow's theory at the start of the unit and continue to make reference to it throughout the unit. Learners could be asked to discuss and record their views on Maslow's theory. Towards the end of the unit, learners could be asked to reflect on their learning and decide if their views have changed as a result of their increased awareness.

### **LO1 Know everyday needs of individuals**

The tutor could begin by introducing the range of needs, physical, intellectual, emotional and social and given a couple of examples of each during the delivery. Learners could then be split into small groups, and given one category - physical, intellectual, social or emotional, and asked to identify individuals' needs within this category. Learners could also suggest how particular needs not being met might affect an individual. The learners could present their ideas from the group activity back to the whole group.

The life stages knowledge should be tutor-led. The use of media/visual representation may support learners to see the physical changes that take place through the life stages. Using internet clips or DVD's of individuals within each life stage may support learners in understanding the challenges individuals face within each stage, e.g. children choosing healthy food options, adolescents feeling accepted within a group, older adults keeping warm in the winter. Learners could produce posters showing the changing needs of individuals within each life stage.

### **LO2 Understand factors that influence the health and needs of individuals**

Factors that influence the health of individuals may be best introduced by asking the learners to consider if any of the factors (identified within teaching content of LO2) have affected their own lives in any way. (Due to the sensitive nature of this topic, learners may prefer to make these considerations on an individual rather than group basis). A tutor led discussion could then investigate each of the factors and considering how and why these may impact on an individual's health and wellbeing. Learners could produce fact sheets identifying why each factor influences the health and/or the needs of individuals.

### **LO3 Be able to plan to meet the health and wellbeing needs of an individual**

This may be a good opportunity to get a health and social care professional to come and talk to learners about planning to meet the health and well being needs of individuals. Early years practitioners may be able to add valuable input regarding the development of plans to meet the needs of babies and young children. Learners need to be given information about the ways assessment of an individual's needs could be undertaken. Tutors could introduce appropriate research methods which could be used by learners to assess individual's needs, for example questionnaires or one to one interviews. Pro-forma questionnaires and one-to-one interview questions could be compiled by learners to enable them to gain relevant information needed to make an assessment of an individual's needs (please refer to OCR's guidance on research methodology). The questionnaire pro-forma and interview questions compiled by learners could form the basis for the assessment. The need for a sensitive approach to questioning when assessing individual needs should also be discussed with learners.

Learners need to understand how to use the information to make a plan to improve an individual's wellbeing. The plan must include ways to support individuals to make these changes.

Cards with a suggested change of, for example, lifestyle (improved diet, giving up smoking or the need to take more exercise) could be passed round the group and learners asked to suggest ways to implement changes. Small groups of learners could then make a plan for one of the identified changes, using the ideas learners have suggested on the cards.

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

### L01

- P1** This would be best assessed by means of a table to include the PIES needs of individuals within each life stage. As the level of information required for this criterion is 'outline' a table containing the appropriate information would be suitable. See example below:

Life stage	physical	intellectual	emotional	social
infancy				
childhood				
adolescence				
adulthood				
later adulthood				

### L02

- P2** Case studies could be given to learners, outlining some factors (physical, intellectual, emotional and social) which affect the health and needs of individuals. Learners could consider this given information and explain how each of the factors affects the health and/or needs of the individuals within each case study. For example an adolescent injured in an accident needs to use a wheelchair, or an older adult loses their sense of hearing.

### L03

- P3** Learners will be required to assess the needs of an individual, please note that this assessment will relate only to general health and wellbeing of the chosen individual. The individual could be the learner themselves or a family member. Confidentiality must be agreed and the individual must consent to allowing personal information to be recorded. The learner should compile a questionnaire or interview questions – or use the list created when undertaking the class task during delivery of P3/P4 to gain the relevant information.
- P4** Learners should produce a written plan with an outline of the changes suggested.
- M1** Learners should interpret the information gained from the assessment of an individual, for example an adult assessed as having a high BMI or who eats a diet high in fat may benefit from eating a balanced diet containing foods from the range of food groups.
- D1** Learners need to justify the methods they used to gain information from an individual about their health and wellbeing. Learners must explain the benefits of each research method they used when gaining relevant information from an individual.
- D2** Learners need to explain methods that could be used as monitoring tools or techniques, for example using statistics including weights/measures or asking individuals to complete a questionnaire which allows improvements in health to be recognised.

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 1:** Communication in Health and Social Care

**Unit 5:** Vocational Experience in a Health or Social Care Setting

**Unit 6:** Cultural Diversity in Health and Social Care

**Unit 7:** Anatomy and Physiology for Health and Social Care

**Unit 8:** Human Lifespan Development

**Unit 10:** Health and Social Care Services

**Unit 11:** The Impact of Diet on Health

## LINKS TO NOS

**Partial coverage of:**

**HSC23 Develop your knowledge and practice**

b – Use new and improved skills and knowledge in your work

**HSC24 Ensure your own actions support the care, protection and well-being of individuals**

a – Relate to and support individuals in the way they choose

b – Treat people with respect and dignity

c – Assist in the protection of others



## CONTACT US

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

We're always happy to answer questions and give advice.

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