Cambridge TECHNICALS

OCR LEVEL 3 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

HEALTH AND SOCIAL CARE

WORKING IN THE SOCIAL CARE SECTOR

L/600/8972

LEVEL 3 UNIT 13

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

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LEVEL 3 UNIT 13

AIM OF THE UNIT

Multi-disciplinary working and sharing of crucial information within the social care sector is often referred to when high profile case studies are reported in the media. This unit will give learners the opportunity to understand the concept of multi-disciplinary working and the skills and attributes required to work effectively with others. It may be beneficial for learners considering a career within the social care sector to have an understanding of the current organisation and administration of social care services and this unit aims to give learners that knowledge and understanding. Legislation, accountability and roles and responsibilities in the social care sector will be explored giving learners valuable knowledge and understanding that may support them to make informed choices when considering possible career opportunities within the sector.

PURPOSE OF THE UNIT

Learners will explore career pathways in social care and the associated requirements in terms of both training/qualifications and skills. Learners will consider the importance of personal skills and attributes required to work as part of an effective team. Learners will look at the organisational structure of social care service provision, and then research roles and responsibilities within the social care sector. Learners will gain an understanding of team working and holistic approaches to service delivery. The promotion of multi-disciplinary working, which aims to ensure that individuals who use services can access a fully integrated service, will be explored by learners. Other benefits of an integrated service provision will be considered such as organisations within the sector working together to ensure valuable time and resources are not wasted through duplication. Policy and legislation relating to social care services will be examined, along with the role of regulation within the sector.

Learners undertaking this unit would benefit from having access to work-experience placements in the sector.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand potential careers in the social care sector	P1 explain the requirements for two different careers in the social care sector	M1 analyse the importance of personal attributes for potential careers in the social care sector	
2 Know how organisations are structured in the social care sector	P2 outline the overall structure of social care provision in home country		
3 Understand roles and responsibilities in the social care sector	P3 explain the roles and responsibilities of two overarching social care organisations	M2 explain the importance of leadership and management skills in the social care sector	D1 analyse the effectiveness of redress procedures in the social care sector
	P4 explain how two examples of legislation, policies or codes of practice have influenced social care provision		
4 Understand the concept of multi-disciplinary working in the social care sector.	P5 explain the role of workforce development in the social care sector		D2 evaluate the need for ongoing workforce development in the social care sector
	P6 explain two examples of multi-disciplinary working in social care	M3 assess the effectiveness of partnership working in the social care sector	

TEACHING CONTENT

1 Understand potential careers in the social care sector

- *Potential careers:* roles, (e.g. social worker, care home manager, care worker, support worker, domestic staff)

- *Requirements:* education and training, competence, knowledge, for example, basic anatomy/physiology, dietary understanding, safe food preparation, health and safety, first aid, moving and handling, anti-discriminatory practice, behaviour management; qualifications, e.g. NVQ, BTEC, GCSE/GCE, 14-19 Diploma, degree, professional registration

- Personal attributes, (e.g. ability to gain knowledge, initiative, confidence, empathy, ability to work with others; reliability, ability to take responsibility for self and others)

- Personal skills, (e.g. practical skills, interpersonal skills, communication, numeracy, literacy, organisational, IT).

2 Know how organisations are structured in the social care sector

- *Key elements of social care provision:* statutory, voluntary, private and informal provision; social services; NHS; strategic health authorities; Primary Care Trusts; primary healthcare; NHS trusts; secondary healthcare; integrated care; mental health trusts; children's trusts.

- *Social care:* settings and services, (e.g. residential care, domiciliary care, meals on wheels, home help, day care, foster care, hospital wards, day care units; how different settings provide for different needs).

3 Understand roles and responsibilities in the social care sector

- *Overarching organisations:* professional bodies, (e.g. Sector Skills Councils (Skills for Care, Care Council for Wales, Northern Ireland Social Care Council), General Social Care Council, Commission for Social Care Inspection; Social Care Institute for Excellence)

- *Roles and responsibilities:* for workforce development, (e.g. raising standards, improving experiences of service users, ensuring adequately trained, qualified and competent workforce, registration, inspection, reporting, developing and promoting good practice; codes of practice, social care register; to encourage approaches that help people to achieve their full potential; to optimise individual and team contributions to individually focused care; to facilitate flexibility in workforce planning; to support service redesign, the extension of existing roles and the development of new roles; to establish frameworks that increase transferability of competence and qualifications;

Continuing Professional Development; continuing professional competence; transition; succession planning; National Occupational Standards; ways of monitoring performance)

- *Legislation/guidance:* care value base; legislation/regulations; national minimum standards; organisational policies and procedures; charters; codes of practice; terms and conditions

- *Accountabilities:* to, (e.g. professional body, line manager

  Redress: procedures for complaints (internal, external); hearings/tribunals; trade unions/professional associations; regulatory bodies; whistle blowing)

- *Leadership and management:* (e.g. recruitment, selection and retention; induction, team building, allocating tasks; empowerment; monitoring performance, appraisal, monitoring training needs, promoting continuous professional development, role model).

4 Understand the concept of multi-disciplinary working in the social care sector

- *Working in partnership:* concept, (e.g. multi-agency working, users of services/carers involved in planning/decision making, Primary Care Trusts liaising with NHS trusts/social services/charitable organisations)

- *Benefits/purpose*: (e.g. holistic approach, identify common aims and objectives, promote integration, reduce duplication, skill mixes, pool resources, maximise expertise, ensure a consistent approach)

- *Workforce development:* training needs, meetings, resources, Continuing Professional Development, reflective practice

- *Working in teams:* methods of working, needs of individuals, roles of team members, sharing good practice, mentoring and supervision, holistic approach, multi-disciplinary teams.

DELIVERY GUIDANCE

It would benefit learners undertaking this unit to have access to work experience placements within the sector, to allow them to have some relevant firsthand experience. Care workers and professionals working within the multi-disciplinary work force could offer valuable input as guest speakers.

LO1 Understand potential careers in the social care sector

Learners should have access to a range of job descriptions related to particular posts within the health sector. Job descriptions for posts within large social care organisations are often accessible via the internet. Learner tasks such as matching job titles to descriptions of roles and responsibilities will support learners to gain information about experience, qualifications and skills required for the relevant posts.

Guest speakers who currently work within the health sector could offer valuable insight into their roles and responsibilities within the sector. It would be particularly beneficial for learners to gain an understanding, from workers within the sector, of the personal skills and attributes needed to be effective practitioners. This contribution particularly related to personal attributes such as communication and interpersonal skills would support learners to complete the merit criterion. A learner task to write part of a job description related to personal skills and attributes might help to consolidate learners understanding.

LO2 Know how organisations are structured in the social care sector

Learners might benefit from guest speakers who work in the local social care sector talking about their area of provision and describing how it fits into the national organisational structure within the country. Learners could be encouraged to research a local social care setting or services and present back to the whole group as to how it fits into the national structure. Small groups of learners could research social care provision within their home county, and make information posters which could then be displayed or presented to the whole group. Learners could be encouraged to collect information leaflets available from Citizen Advice Centres or local health centres. Often local councils have informative websites containing relevant information about services available, and national organisations such as social care direct have comprehensive websites detailing the range of services offered, therefore learners may benefit from undertaking internet research. Television documentaries, news items

or video clips of service provision can be used to support learners understanding of relevant services.

LO3 Understand roles and responsibilities in the social care sector

The roles and responsibilities of overarching organisations such as Sector Skills Council, General Social Care Council etc could be given to groups of learners to research and present the information back to the whole group of learners. The consideration of roles and responsibilities and National Occupational Standards could be undertaken by learners by means of independent research on the internet where there is up-to-date information available. Advising learners to use government and professional body websites would be preferable.www.skillsforcare.org.uk has information relevant to this unit.

Learners need to gain an understanding of a full range of roles and responsibilities which support improving experiences of service users. Tutors need to ensure learners have an understanding of the importance of staff within the sector being adequately trained and qualified. Learners need to have an understanding of the necessity for a competent workforce who is appropriately lead and managed. The registration, inspection, and reporting process needs to be understood by learners and professionals working within the sector with some supervisory or management responsibility might be an excellent source of information. Learners might gain some understanding of the importance of training, team working and the need for a flexible workforce if they have the opportunity to undertake work placements whilst undertaking this unit.

Legislation and guidance is best taught through tutor presentation and links between practice and legislation/guidance should be made clear to learners. Organisational policies and procedures could be introduced by guest speakers working within organisations, who should emphasise the importance of complying with policies and procedures to ensure care values; national standards etc. are maintained by organisations and practitioners working within the sector. Information on legislation, codes of practice and operational standards could be included within learners' research into the responsibilities of organisations.

Learners need to understand the need for practitioners within the sector to ensure their continuing professional development (CPD) and continuing professional competence, to keep up to date with changes in legislation and practice. This could be introduced by asking learners to

consider all the ways to undertake CPD e.g. training courses internal/external, being a member of a professional body, reading current health related journals.

Learners could gain an understanding of leadership and management, including recruitment, selection continuing professional development from guest speakers involved in recruitment within the sector, or by tutors and/or learners gathering information about vacant positions within the sector and considering the differing processes for selection. Managers or individuals with responsibility for recruitment and work force development from settings such as day care centres or residential homes are often a good source of knowledge. Their input as guest speakers might support learners understanding of the importance of having an effective workforce that keeps up to date with changes within the sector and the importance of team working and sharing of good practice etc.

Accountability and redress (or whistle blowing policies) should also be discussed to enable learners to understand both the importance of maintaining standards and the consequence to organisations of their performance not meeting identified standards. (identified through inspection or investigation of a complaint made against the organisation) Cases highlighted by the media where care has been perceived to be below minimum standards could be used to generate discussion, e.g. older adults not being cared for adequately within a care home.

LO4 Understand the concept of multi-disciplinary working in the social care sector

P6, M3 The benefits of working in partnership/multi-disciplinary working would be best explored by learners within work placements where they may be able to see examples of this holistic approach being put into practice. Learners could present their own experiences of multi-disciplinary working within placements to the whole group to stimulate discussion of the range of benefits of this approach. Guest speakers could also contribute to learners' understanding by giving valuable accounts of the positive outcomes for individuals and organisations when working in partnership with other service providers. Case studies highlighted in the media could be used to give learners a full understanding of the need to ensure muliti-disciplinary working is undertaken responsibly by all service providers to best support people who use services.

Case studies could be used to allow learners to identify the range of professionals or services an individual might require and the benefits of team working to support these needs should be considered by learners. For example an older adult with limited mobility lives alone but needs support to continue living alone; such as help with bathing and food preparation. This older adult has to attend a number of hospital appointments each month and needs access to transport. Learners should consider the range of social care professionals who may support this older adult to continue to live independently.

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

This unit is best assessed through learners' written assignments however the use of personal accounts and observations from placements would allow learners the opportunity to relate theory to practice.

L01

P1 – Learners produce job descriptions for a range of roles within the social care sector. Qualifications, training and personal attributes should be explained. Learners could research information from the internet and use notes and information gathered from guest speakers.

M1 – For this criterion learners could use the job descriptions they have compiled as a basis for analysing the importance of the personal attributes they have explained.

L02

P2 – Learners could evidence this criterion with a large poster, by identifying and briefly stating where relevant organisations fit into the overall structure.

LO3

P3 and P4 – Could be combined within a written assignment to allow learners to link the legislation/policies/codes of practice that they have chosen to explain, to the roles and responsibilities of two overarching health organisations. This approach would require learners to demonstrate clear understanding of the impact of the legislation, codes of practice etc on the identified organisations.

M2 and D1 – Could fit well together within an assignment leading on from P3/P4 as both of the criteria link soundly to responsibilities and codes of practice.

LO4

P5 and D2 – Require learners to explain the role of workforce development and give an evaluation of the need for ongoing workforce development within the social care service; this could be best evidenced within a written assignment. Learners could use evidence from job descriptions and information from guest speakers to support their understanding.

P6 and M3 – An explanation of two examples of multi-disciplinary working in social care along with an assessment of the effectiveness of this approach might be covered within a case study style assignment. This would allow learners to discuss how certain needs are effectively met through a multi-disciplinary approach for the benefit of individuals and organisations.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 2: Equality, diversity and rights in health and social care

Unit 8: Personal and professional development in health and social care

Unit 26: Exploring personal and professional development in health and social care

LINKS TO NOS

Partial coverage:

HSC3111 Promote the equality, diversity, rights and responsibilities of individuals

a – Promote the rights and interests of individuals

b – Promote the equal treatment of individuals

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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