



Oxford Cambridge and RSA

Unit title:	Empowering users of health and social care services
Unit number:	12
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	D/601/1598

UNIT AIM AND PURPOSE

This unit will enable learners to analyse the ways in which services promote and maximise the rights of users of health and social care, while also promoting their participation and independence. Learners will explore how individuals may be at risk of harm and will have the opportunity to analyse the ways in which these risks are managed. Learners will also review and evaluate the practice applied to the administration of medication.

This unit will provide a core understanding and knowledge of the rights of users of health and social care as well as ways of promoting these rights and encouraging independence. The unit further encourages learners to develop a transferrable-skill set beneficial to roles within both health and social care.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO)	Pass
The Learner will:	The Learner can:
<p>LO1 Understand how the design and review of services promotes and maximises the rights of users of health and social care services</p>	<p>1.1 explain how current legislation and sector skills standards influence organisational policies and practices for promoting and maximising the rights of users of health and social care services</p> <p>1.2 analyse factors that may affect the achievement of promoting and maximising the rights of users of health and social care services</p> <p>1.3 analyse how communication between care workers and individuals contribute to promoting and maximising the rights of users of health and social care services</p>
<p>LO2 Understand how to promote the participation and independence of users of health and social care services</p>	<p>2.1 explain factors that may contribute to loss of independence, non-participation and social exclusion for vulnerable people</p> <p>2.2 analyse how organisational systems and processes are managed to promote participation and independence of users of health and social care services</p> <p>2.3 analyse the tensions that arise when balancing the rights of the individual to independence and choice against the care provider's duty to protect</p>

<p>LO3 Understand the responsibility of managing and monitoring risks in health and social care settings</p>	<p>3.1 use a case study from a health or social care setting to identify the extent to which individuals are at risk of harm</p> <p>3.2 analyse the effectiveness of policies, procedures and managerial approach within a health or social care setting for promoting the management of risks</p>
<p>LO4 Understand how good practice in the administration of medication is essential for users of health and social care services</p>	<p>4.1 review current legislation, codes of practice and policy that apply to the handling of medication</p> <p>4.2 evaluate the effectiveness of policies and procedures within a health and social care setting for administering medication</p>

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3)	Distinction Criteria (D1, D2, D3)
(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

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

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand how the design and review of services promotes and maximises the rights of users of health and social care services	
Current legislation	(e.g. Equality Act, Mental Health Act, National Occupational Standards)
Relevant organisational policies	(e.g. equality and diversity, equal opportunities, confidentiality, autonomy and independence, complaints, privacy and dignity)
Practices	(e.g. roles and responsibilities, registration, inspection and monitoring, accountability, service provision)
Factors	Service users (e.g. communication/language skills, mental health problems, attitudes and beliefs) Practitioners (e.g. imbalance of power, differing expectations, lack of shared understanding, time pressures, tokenism) Organisations (e.g. policies and procedures, systems, leadership and management)
Communication	Personal (e.g. empathy, clarity, tone, pace, reflective listening, proximity) Professional (e.g. supporting service user to make own decisions, privacy and confidentiality, use of service users' preferred method – either sign language or use of translator) Procedural (e.g. timely, monitoring and feedback acted upon, up-to-date written records accurate and secure, involvement in research, commissioning and running of services).

LO2 Understand how to promote the participation and independence of users of health and social care services

Factors	(e.g. mental capacity, physical capacity, discrimination, availability of services)
Organisational systems and processes	(e.g. referral, accessibility, allocation of funds, recruitment/selection/development procedures, implementing and monitoring regulatory frameworks)
Tensions	(e.g. risk management versus individual autonomy, expectations of family/friends versus resources of the care provider).

LO3 Understand the responsibility of managing and monitoring risks in health and social care settings

Risk of harm	(e.g. physical, emotional, self-harm, financial, exploitation)
Policies	(e.g. confidentiality, equality and diversity, safeguarding)
Procedures	(e.g. inter-agency working, information sharing, whistleblowing, feedback and complaints, risk assessment)
Managerial approach	(e.g. matrix management, micromanagement, macromanagement, laissez-faire).

LO4 Understand how good practice in the administration of medication is essential for users of health and social care services

Current legislation, codes of practice and policy	(e.g. relating to ordering, storage, safe administration, self-medication, record keeping and disposal, regular audit and review)
Evaluation considerations	(e.g. ethics, clarity, beneficence, non-maleficence, resources, costs, review/update, role of Care Quality Commission, role of the National Patient Safety Agency).

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include researching current practices aimed at promoting the rights and managing risks of users within a health or social care setting. Discussions with service managers and users of health and social care services may be beneficial for this as well as investigating the policies and procedures applied to the administration of medication.

Learners will benefit from being encouraged to exercise autonomy and judgement to develop actual or proposed organisational system or process that promote participation and independence of users of a health and social care service.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, current policies and procedures for administering medication within a health and social care setting could be used to allow learners to evaluate their effectiveness.

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project-portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Banks, S. *Ethics and Values in Social Work* (BASW Practical Social Work Series), Palgrave Macmillan, 2006. ISBN: 978-1403994202

Brack, G. *Medicines management for nursing practice: Pharmacology, patient safety, and procedures*, OUP Oxford, 2013. ISBN-13: 978-0199697878

Dalrymple, J & Burke, B. *Anti-Oppressive Practice: Social Care and the Law*, Open University Press, 2006. ISBN: 978-0335218011

Koprowska, J. *Communication and Interpersonal Skills in Social Work* (Transforming Social Work Practice Series) Learning Matters, 2010. ISBN-13: 978-1844456109

Walton, A & McKibbin, J. *Leadership and Management in Health and Social Care: Level 5 (Leadership & Management)*, Heinemann, 2012. ISBN-13: 978-0435075149

Wilks, T. *Advocacy and Social Work Practice*, Open University Press, 2012. ISBN-13: 978-0335243037

Journals

British Medical Journal

British Journal of Healthcare Management

British Journal of Social Work – Oxford Journals

Ethics and Social Welfare – Routledge

Health Service Journal – EMAP

Journal of Medical Ethics

Websites

www.cqc.org.uk – Care Quality Commission

www.nice.org.uk – National Institute for Clinical Excellence (NICE)

www.nmhdu.org.uk – National Mental Health Development Unit

www.npsa.nhs.uk – National Patient Safety Agency

www.nmc-uk.org – Nursing and Midwifery Council

www.scie.org.uk/publications/guides/guide45/empowerment.asp - Social Care Institute for Excellence (SCIE)

Signposting to other units within the qualification

Unit 1: Communicating in health and social care organisations

Unit 3: Health and safety in the health and social care workplace

Unit 4: Managing quality in health and social care

Unit 13: Safeguarding in health and social care

Unit 25: Supporting independent living