



Oxford Cambridge and RSA

Unit title:	Principles of health and social care practice
Unit number:	21
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	Y/601/1566

UNIT AIM AND PURPOSE

This unit will enable learners to implement principles of support in health and social care, while considering the impact of regulatory frameworks on organisation policy and practice. Learners will also explore how theory can be used to enhance health and social care practice.

This unit will provide a core understanding and knowledge of principles of support in health and social care, and further encourage learners to contribute to the development and implementation of health and social care organisational policy.

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:
LO1 Understand how principles of support are implemented in health and social care practice	1.1 explain how principles of support are applied to ensure that individuals are cared for in health and social care practice 1.2 outline the procedure for protecting clients, patients, and colleagues from harm 1.3 analyse the benefit of following a person-centred approach with users of health and social care services 1.4 explain ethical dilemmas and conflict that may arise when providing care, support and protection to users of health and social care services
LO2 Understand the impact of policy, legislation, regulation, codes of practice and standards on organisation policy and practice	2.1 explain the implementation of policies, legislation, regulations and codes of practice that are relevant to own work in health and social care 2.2 explain how local policies and procedures can be developed in accordance with national and policy requirements 2.3 evaluate the impact of policy, legislation, regulation, and codes of practice on organisational policy and practice

<p>LO3 Understand the theories that underpin health and social care practice</p>	<p>3.1 explain the theories that underpin health and social care practice</p> <p>3.2 analyse how social processes impact on users of health and social care services</p> <p>3.3 evaluate the effectiveness of inter-professional working</p>
<p>LO4 Be able to contribute to the development and implementation of health and social care organisational policy</p>	<p>4.1 explain own role, responsibilities, accountabilities and duties in the context of working with those within and outside the health and social care workplace</p> <p>4.2 evaluate own contribution to the development and implementation of health and social care organisational policy</p> <p>4.3 make recommendations to develop own contributions to meeting good practice requirements</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 principles of support are implemented in health and social care practice	
Principles of support	(e.g. equality and diversity, human dignity and worth, empowerment, empathy, social justice, informed choice, safety, confidentiality, integrity, accessibility, beneficence and non-maleficence, risk (such as risk assessment, right of individuals to take risks))
Protection procedures	(e.g. policies, personalised care planning, risk assessment and management, raising an alert, making a referral, partnership working, record keeping)
Benefit of person-centred approach	(e.g. improved physical health, improved psychological health, empowerment, media perception)
Ethical dilemmas and conflict	(e.g. welfare of client versus welfare of public, choice of individual versus rights of others, gaining informed consent, limitations of confidentiality, financial resources)
LO2 Understand the impact of policy, legislation, regulation, codes of practice and standards on organisation policy and practice	
Policies, legislation, regulations and codes of practice	As relevant to own work in health and social care
Implementation	Organisation (e.g. research), interpretation (e.g. translation), and application (e.g. coordination)
Development of local policies and procedures	(e.g. establish local demographics, creation of working documents, consultation and agreement with stakeholders, modified to meet the specific requirements of organisations)
Benefits	(e.g. improved services, standardisation, clear expectations, protection of staff and service users, redress)
Disadvantages	(e.g. cost, period of transition, burden of administration, service closure).

LO3 Understand the theories that underpin health and social care practice

Theories	(e.g. developmental theories, psychodynamics, psychosocial theories, behaviourism, social systems theory, communication theories)
Social processes	(e.g. values and attitudes through socialisation, education, employment, health, class, gender, culture, sexuality, distribution of resources and opportunities)
Impact	(e.g. dominant and subordinate groups, isolation, exclusion, marginalisation, inequality, stigmatisation, discrimination)
Inter-professional working	Health care (e.g. GP, nurse, occupational therapist, physiotherapist, assistants) Social care (e.g. social workers, carers) Others (e.g. teaching professionals, police, probation service)
Evaluation points	(e.g. the processes of care and service (such as quality of relationships, agreed outcomes, continuity of care, named key worker, identification of professional roles, holistic care, safety net))
Resources	(e.g. geography, shared infrastructures and resources, impact of direct payments).

LO4 Be able to contribute to the development and implementation of health and social care organisational policy

Role, responsibilities, accountabilities and duties	Explained in relation to working with others both within and outside of the workplace.
Evaluate own contribution in relation to organisational policy	(e.g. reading and understanding policy, identifying areas for change, expressing own ideas, involvement in consultation, clinical governance, following quality assurance systems, involvement in decision making)
Recommendations to meeting good practice requirements	(e.g. training, accreditation and CPD, supervision/ management, peer support, listening and acting upon feedback, ownership and responsibility for decisions and performance, sharing of good practice).

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 visits to various settings to discuss how the principles of support are implemented. This would provide an opportunity to investigate the application of inter-professional working.

Learners will benefit from being encouraged to exercise autonomy and judgement to contribute to the development and implementation of health and social care organisational policy using a fictitious setting as an example. Learners could also be encouraged to adapt their thinking and reach considered conclusions when, for example, debating ethical dilemma and conflicts. *(Based on a foundation of relevant knowledge, understanding and/or practical skills).*

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives, and being given the opportunity to explore them using diverse approaches and schools of thought. For example, case studies could be used to explore the application of theories to individuals' needs.

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 from 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

Calpin, P.J., Langridge, E., Morgan, B, Platts, R, Rowe, J & Scragg, T., *Diploma in Leadership for Health and Social Care Level 5*, Nelson Thornes; 2012.
ISBN: 978-1408518106

Day, J *Interprofessional Working: An Essential Guide for Health and Social Care Professionals*, Thomson Learning, 2013. ISBN: 978-1408074954

Gray, M. and Webb, S.A. (eds) *Social Work: Theories and Methods*, Sage, 2009.
ISBN: 978-1412947411

Healy, K., *Social Work Theories in Context*, Palgrave Macmillan, 2005.
ISBN: 978-1403916228

Healy, J. *Improving Health Care Safety and Quality (Law, Ethics and Governance)*, Ashgate, 2011. ISBN: 978-0754676447

Leathard, A & McLaren *Ethics: Contemporary Challenges in Health and Social Care*, Policy Press, 2007. ISBN: 978-1861347558

Teater, B. *An Introduction to Applying Social Work Theories and Methods*, Open University Press, 2010. ISBN: 978-0335237784

Thompson, N, *Theory and practice in human services*, Open University Press, 2000.
ISBN: 978-0335204250

Journals and Other Sources

Ethics and Social Welfare - Routledge
Health and Social Work - Oxford University Press
The British Journal of Social Work – Oxford Journals

Websites

www.cqc.org.uk – Care Quality Commission
www.communitycare.co.uk – Community Care
www.gmc-uk.org – General Medical Council
www.hse.gov.uk – Health and Safety Executive
www.hcpc-uk.org – Health and Care Professions Council (HCPC)
www.nmc-uk.org – Nursing and Midwifery Council (NMC)
www.scie.org.uk – Social Care Institute for Excellence (SCIE)
www.basw.co.uk – The British Association of Social Workers
www.professionalstandards.org.uk – The Professional Standards Authority for Health and Social Care

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 5: Working in partnership in health and social care
- Unit 12: Empowering users of health and social care services
- Unit 30: Work-based experience in health and social care