

Cambridge TECHNICALS LEVEL 2

HEALTH AND SOCIAL CARE

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Unit 6

Working with individuals in adult health and social care environments

L/615/1470

Guided learning hours: 90

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UNIT 6: Working with individuals in adult health and social care environments

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Guided learning hours: 90

Essential resources required for this unit: For LO1, learners will require access to case studies of three individuals who require support in adult health and social care environments.

For LO3, LO4 and LO7 learners will need access to a health and social care environment. For LO3 participants for one-to-one and group interactions will also be required. This may be simulated.

For LO8, learners will require access to a case study of effective multi-agency working with an individual in an adult health and social care environment.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Working with individuals in adult health and social care environments requires many different skills because every individual is a unique person and will have different needs, abilities and preferences. The practical tasks and responsibilities involved will also vary from one individual to another.

This aim of this unit is to introduce you to how to provide good quality care to individuals in adult health and social care environments and make a positive difference in their lives. You will find out about the skills involved in completing personalised care and support planning with adults and effectively working with others involved in individuals' lives. You will also develop your knowledge and skills around supporting individuals with the management of medication and the completion of practical tasks, the use of assistive technology, equipment and aids. Maintaining confidentiality and keeping records are other key areas of learning that you will develop.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand who uses and works within adult health and social care	<div><div>1.1</div><div>Individuals requiring support, i.e.<ul style="list-style-type: none">adults who have disabilitiesadults who have long term conditionsadults who have mental health conditionsadults who are acutely illadults who are receiving end-of-life careadults who are receiving care as a result of injury or accidentolder adultsvulnerable families (e.g. homeless, low income, substance abuse, domestic violence)</div></div> <div><div>1.2</div><div>Working together with, i.e.<ul style="list-style-type: none">the individual/familyformal carers (e.g. colleagues, key workers, seniors, supervisors, managers)informal carers (e.g. individuals' families, friends, neighbours)other professionals (e.g. GP, Nurse, Pharmacist, Physiotherapist, Psychologist, Social Worker, Advocate, Occupational Therapist, home care assistant, residential care assistant, nursing assistant)</div></div> <div><div>1.3</div><div>Working in partnership, i.e.<ul style="list-style-type: none">services (e.g. nursing, community based, residential, specialist services such as mental health, dementia care and end-of- life care)agencies (e.g. Police, Housing Associations, Voluntary Organisations and Charities and Third sector organisations)professionals (e.g. health, education, social care)</div></div>

Learning outcomes	Teaching content
<p>2. Understand how individuals' needs are assessed and person centred care and support plans are developed</p>	<p>2.1 The steps involved in person centred care and support planning, i.e.</p> <ul style="list-style-type: none"> • getting to know the individual (e.g. their aspirations, abilities, capabilities, interests, preferences, beliefs, values, what's important in their life) • identifying an individual's needs, i.e. <ul style="list-style-type: none"> ○ physical needs (e.g. food, warmth, safety) ○ intellectual needs (e.g. getting a job, learning how to cook, managing a budget) ○ emotional needs (e.g. developing a sense of self-worth, emotional attachments) ○ social needs (e.g. developing social interests, relationships and friendships with others) • identifying the goals an individual wants to achieve (e.g. moving house, getting a job, stopping smoking) • arranging the support that an individual requires (e.g. how it will be paid for, who will provide it, who will manage it, who will assess the risks) • involving the individual (e.g. time, support and information to help the individual to understand the plan and the range of options available) • involving others who know the individual (e.g. advocate, family, friends, care manager, social worker, nurse) • agreeing, recording, reviewing and updating the information in the plan to reflect the individual's needs (e.g. current needs, changing needs) • recognising changes or concerns in individuals' conditions (e.g. in relation to individuals' health, well-being, abilities, level of support required), i.e. <ul style="list-style-type: none"> ○ reporting (e.g. urgency, who to) • recording
<p>3. Be able to support individuals in adult health and social care environments with the management of medication</p>	<p>3.1 Responsibilities of the worker, i.e.</p> <ul style="list-style-type: none"> • prompting (e.g. reminding the individual of the time, asking the individual if they have taken their medication) • recognising the need of emergency medication (as required/PRN) • assistance (e.g. ordering and picking up prescriptions, opening packaging/bottles, reading labels and leaflets included with the medication, ensuring the individual has a drink or spoon to take their medication) • administration (e.g. giving an individual medication as per their Medication Administration Record, observing the medication given has been swallowed, actions to take in the event of refusal or medication error) <p>3.2 Principles of medication administration, i.e.</p> <ul style="list-style-type: none"> • the 5 R's - right drug, for the right individual, given in the right dose and right preparation at the right time • seeking the individual's consent • ensuring the individual's safety • promoting the individual's rights (i.e. independence, dignity, privacy)

Learning outcomes	Teaching content
<p>4. Be able to recognise how the needs of individuals in adult health and social care environments could be met through equipment, aids and assistive technology, and be able to support their use</p>	<p>4.1 Types, i.e.</p> <ul style="list-style-type: none"> • assistive technology (e.g. memo minders, medication dispensers with alarms, pressure sensors, video entry systems, computer software and hardware, touch free smartphones) • equipment (e.g. automatic door openers, adaptive communication switches, hoists) • aids (e.g. mobility aids such as wheelchairs and walking sticks, bath aids, hearing aids, moving and handling aids, dressing aids, eating and drinking aids such as adapted cutlery and cups) <p>4.2 Circumstances where individuals may benefit from the use of assistive technology, equipment and aids, i.e.</p> <ul style="list-style-type: none"> • independence (e.g. eating and drinking, washing and dressing, mobility, access to the community and activity) • communication • safety and security
<p>5. Be able to communicate effectively with the individual, carers, visitors and other professionals in adult health and social care environments</p>	<p>5.1 Communicating, i.e.</p> <ul style="list-style-type: none"> • positively represent the organisation e.g. greeting visitors, personal presentation, appropriate language • professional (e.g. respectful, attentive, open, honest) • communication styles (e.g. positive, helpful, assertive) • in different situations (e.g. emergency, formal records, informal notes) • different formats (e.g. verbal, written, one-to-one meeting, team meeting, over the telephone, in person, using e-mail)
<p>6. Be able to maintain confidentiality and records in adult health and social care environments</p>	<p>6.1 Confidentiality, i.e.</p> <ul style="list-style-type: none"> • definition (e.g. keeping information private, secure) • it's importance (e.g. to uphold rights to privacy, to prevent disclosure of private information to those who do not need to have access to it) • risks of breaching confidentiality (e.g. putting the individual in danger, causing the individual embarrassment, broken trust) • circumstances where confidentiality can be broken (e.g. when there is risk of or disclosure of danger, harm or abuse) <p>6.2 Record keeping and its purpose, i.e.</p> <ul style="list-style-type: none"> • importance of recording information for safety, security, audit and review • timeliness (e.g. keeping records up to date) • accuracy, legibility, completeness, level of detail, objective, factual, avoiding jargon, confidentiality • sharing information (e.g. about individuals, their families and carers, verbal information, written information, electronic information, access to records, data protection, confidentiality) • storing information (e.g. privacy, where to store, how long for, data protection) • reporting concerns (e.g. how and when in relation to recording, sharing and storing information). <p>6.3 Types of records in health and social care environments, i.e.</p> <ul style="list-style-type: none"> • care and support provided (e.g. daily records, details of tasks undertaken while on duty such as meal preparation, assisting

Learning outcomes	Teaching content
	<p>with medication)</p> <ul style="list-style-type: none"> • care and support plans (e.g. recording changes observed in an individual's care, support, well-being) • observation reports (e.g. monitoring an individual's condition) • health and safety checklists (e.g. details of health and safety checks undertaken, concerns reported) • supervision and appraisal forms (e.g. contributions and comments made) • written communications (e.g. with colleagues, individuals' families, other professionals) • individuals' forms and records (e.g. time sheets, expenses claim forms, mileage claim forms) <p>6.4 Potential consequences of poor record keeping (e.g. care delivered twice, medication errors, fraudulent expenses claims, breach of confidentiality, loss of records) Potential consequences for the worker (e.g. disciplinary procedures, dismissal, legal action)</p> <p>6.5 Role of the worker in keeping records, i.e.</p> <ul style="list-style-type: none"> • recording information (e.g. keeping records up to date, ensuring records are accurate, legible, complete, detailed, factual, avoiding jargon, confidential) • sharing information (e.g. about individuals, their families and carers, verbal information, written information, electronic information, access to records, data protection, confidentiality) • storing information (e.g. privacy, where to store, how long for, data protection) • reporting concerns (e.g. how and when in relation to recording, sharing and storing information)
7. Be able to support individuals in adult health and social care environments with practical tasks	<p>7.1 Practical Skills, i.e.</p> <ul style="list-style-type: none"> • assistance with Nutrition (e.g. menu planning, preparing meals, drinks and snacks, handling food, cooking, eating and drinking) • assistance with personal care (e.g. bathing, showering, hair washing, dressing and undressing, shaving, toileting, continence management, looking after skin, teeth and hair, maintaining personal appearance) • assistance with household management (e.g. making or changing the bed, laundry, ironing, general cleaning, budgeting/finance, form filling) • assistance with mobility (e.g. moving and handling, using mobility aids) • providing companionship and assisting with socialising opportunities (e.g. providing conversation, listening, maintaining relationships with family, friends, developing new relationships) • assistance to enable access to community facilities (e.g. shopping, using public transport, attending appointments, collecting prescriptions) • assistance to enable access to life opportunities (e.g. pursuing interests and hobbies, going on holiday, employment, volunteering, training, education)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1 Understand who uses and works within adult health and social care	*P1: Identify individuals who may require support in adult health and social care.		
	P2: Explain how different individuals work together and in partnership in adult health and social care		
	P3: Describe who might have to work together in the provision of health and social care		
2 Understand how individuals' needs are assessed and person centred care and support plans are developed	P4: Describe how an individual's needs can be assessed	M1: Explain the steps involved in assessing an individual's needs and developing a person centred care plan based on the assessment	D1: Analyse the potential consequences of an incorrect assessment of an individual's needs in the development of a person centred care and support plan
3 Be able to support individuals in adult health and social care environments with the management of medication	P5: Demonstrate effective management of medication when supporting individuals in adult health and social care environments	M2: Explain the actions to take in the event of an individual refusing their medication	

LO	Pass	Merit	Distinction
4 Be able to recognise how the needs of individuals in adult health and social care environments could be met through equipment, aids and assistive technology, and be able to support their use	P6: Identify assistive technology, equipment or aids that could be used to support an individual within an adult health and social care environment		
	P7: Support an individual to use assistive technology, equipment or aids following instructions and/or agreed ways of working		
5 Be able to communicate effectively with the individual, carers, visitors and other professionals in adult health and social care environments	P8: Demonstrate effective and appropriate written and verbal skills when communicating with individuals and others in an adult health and social care environment	M3: Explain how to maintain confidentiality when communicating and keeping records in adult health and social care	
6 Be able to maintain confidentiality and records in adult health and social care environments	P9: Outline the purpose of different types of records used in adult health and social care environments P10: Complete records used in adult health and social care environments accurately		D2: Explain the potential consequences of breaching confidentiality and poor record keeping
7 Be able to support individuals in adult health and social care environments with practical tasks	*P11: Demonstrate skills in supporting individuals with practical tasks whilst observing their individual rights in adult health and social care environments	M4: Assess the effectiveness of your skills and how well you observed an individual's rights when supporting individuals in adult health and social care environments with practical tasks	D3: Evaluate how you could improve your skills in supporting individuals with practical tasks in adult health and social care environments

SYNOPTIC ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

ASSESSMENT GUIDANCE

LO1: Understand who uses and works within adult health and social care

P1: Learners must be able to identify at least two individuals who require support from adult health and social care; case studies of two individuals could be used.

P2: Learners will need to explain how different individuals work together and in partnership in adult health and social care.

P3: Learners must describe who might have to work together in the provision of health and social care.

For this LO, learners will benefit from drawing on learning from Unit 3: Working in a person-centred way and Unit 5: Working in adult health and social care environments.

LO2: Understand how individuals' needs are assessed and person-centred care and support plans are developed

P4: Learners must describe how an individual's needs can be assessed, this could be done in a case study. Learners may benefit from an understanding of Maslow's Hierarchy of Needs.

M1: Learners will need to further explain the steps taken to carry out an assessment and produce a person-centred care plan from the assessment.

D1: Learners must analyse the consequences of an incorrect assessment on the individual's needs in the development of a person-centred care and support plan.

For this LO, learners will benefit from drawing on learning from Unit 1: Principles of working in health, social care and childcare, Unit 3: Working in a person-centred way and Unit 4: Safeguarding.

LO3: Be able to support individuals in adult health and social care environments with the management of medication

P5: Learners must demonstrate effective medication when supporting individuals in adult health and social care environments. This evidence must be simulated. Learners must demonstrate the skills required, as well as the principles that must be followed, for prompting, assisting and administering medication.

M2: Learners must be able to explain the actions to take in the event of an individual refusing their medication.

For this LO learners will benefit from drawing on learning from Unit 1: Principles of working in health and social care, Unit 3: Working in a person-centred way and Unit 4: Safeguarding.

LO4: Be able to recognise how the needs of individuals in adult health and social care environments could be met through equipment, aids and assistive technology, and be able to support their use

P6: Learners must identify at least two examples of the different types of assistive technology, equipment and aids that are used to support individuals in adult health and social care.

P7: Learners must be able to support an individual to use the equipment or aids following instructions and/or agreed ways of working – this evidence may be simulated in a role play.

LO5: Be able to communicate effectively with the individual, carers and other professionals in adult health and social care environments

P8: Learners must demonstrate skills in both verbal and written communication; this evidence may be generated from simulated role play or gathered from work experience, using a witness testimony and example written evidence. Evidence gathered must observe confidentiality.

LO6: Be able to maintain confidentiality and records in adult health and social care

P9: Learners must outline the purpose of at least two different types of records that are used in adult health and social care.

P10: Learners must also be able to complete records accurately; again confidentiality must be observed in the production of evidence.

M3: Learners must be able to explain how to maintain confidentiality when communicating and keeping records in adult health and social care.

D2: Learners must be able to explain the potential consequences of both breaching confidentiality and poor record keeping.

For this LO, learners will benefit from drawing on learning from Unit 1: Principles of working in health, social care and childcare and Unit 5: Working in adult health and social care environments.

LO7: Be able to support individuals in adult health and social care environments with practical tasks

P11: Learners must demonstrate the skills required in supporting individuals in adult health and social care environments with at least two different practical tasks whilst observing their individual rights in adult health and social care environments. Again this may be assessed from evidence from a work placement or simulated.

M4: Learners must assess the effectiveness of their skills and how well they observed an individual's right when supporting individuals in adult health and social care environments with practical tasks.

D3: Learners must evaluate the ways they could improve their skills in supporting individuals with practical tasks.

For this LO, learners will benefit from drawing on learning from Unit 1: Principles of working in health, social care and childcare and Unit 3: Working in a person-centred way and Unit 4: Safeguarding.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a mandatory unit in the Adult Care Assistant pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	<p>Learners' work experience or work placements could take place in a range of health and social care settings including hospitals, residential and community based environments to develop learners' knowledge and awareness of the different individuals who require support.</p> <p>Learners could shadow an experienced worker and observe how individuals' needs are planned for, assessed and supported. Relevant care and support planning documentation could also be reviewed.</p> <p>Learners could also observe the skills required and the principles to follow when supporting individuals with the management of medication and when maintaining confidentiality and records in adult health and social care environments.</p>
2. Learners undertake project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s).	<p>Learners could undertake a project that involves researching the different types of assistive technology, equipment and aids that are used to support individuals in adult health and social care environments. Questionnaires could be developed and interviews conducted with those who support individuals in adult health and social care environments to find out what types are used, the reasons why as well as how effective they are.</p>

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Industry practitioners could inform the following sessions: <ul style="list-style-type: none"> • personalised care and support planning • working with carers and other professionals • medication management • confidentiality and record keeping • rights of individuals
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry practitioners could provide learners with feedback on the effectiveness of their skills in supporting individuals with different practical tasks.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more
ocr.org.uk/healthandsocialcare
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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