J801, J811

R021 Essential values of care for use with individuals in care settings

One-year scheme of work

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## Introduction

This scheme of work (which is specifically for use with the ‘Making the grade – examined’ event), offers an example of how the Cambridge Nationals in Health and Social Care course could be organised over one year but is in no way prescriptive or definitive. It is designed as a guide only and the order of topics can be changed to suit the centre and teacher preferences. Please always refer to the [specification](https://www.ocr.org.uk/Images/82369-specification.pdf) as your main point of reference.

Resources listed are examples of resources that might be used to stimulate discussions, activities and questions related to the relevant Information Technologies topics. They are not intended as an exhaustive list.

### R021 Essential values of care for use with individuals in care settings – 30 GLH

Learning Outcome 1: Understand how to support individuals to maintain their rights

Learning Outcome 2: Understand the importance of the values of care and how they are applied

Learning Outcome 3: Understand how legislation impacts on care settings

Learning Outcome 4: Understand how personal hygiene, safety and security measures protect individuals

## Scheme of work

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| **Lesson No** | **Specification content** | **Aims and objectives of the lesson** | **Lesson content** | **Activities, links to useful resources** |
| --- | --- | --- | --- | --- |
| 1 | Rights of individuals  and  Why it is important to maintain individual’s rights | Develop knowledge and understanding of rights and the importance of maintaining them in care settings.  Demonstrate understanding by defining rights.  Apply knowledge by explaining how care workers can support individual’s rights in care settings. | Q+A – What are ‘rights’ and what rights have I got?  Discussion of ways that the college/school supports learner’s rights.  Discussion of rights in care settings with teacher guiding learners to identify core rights of service users and the importance of those rights being maintained. | Discussion of rights in care settings could be based on case studies from the news e.g. Stafford Hospital.   * [BBC News – Stafford Hospital neglect examined](https://www.bbc.co.uk/news/uk-england-stoke-staffordshire-21228820)   This will also help to illustrate the importance of rights being maintained and what can happen if they are not maintained.  Learners (individually or in pairs) to write an explanation of each right listed on the specification, with examples of how it could be maintained. |
| 2 | Supporting rights – Using effective communication | Develop knowledge and understanding of the features of effective communication. | The teacher could introduce the topic of effective communication and lead a class discussion of examples – some are given in the textbook on page 4.  Learners could complete the four tasks on page 5 of the textbook that are included with the case study on Using effective communication. Alternatively, they could be given other appropriate pictures of a care worker communicating with a service user. | * [Textbook: Cambridge National Health and Social Care Level1 / 2. Adams, Riley & Peteiro. Hodder. 2017](https://www.hoddereducation.co.uk/subjects/health-social-care/products/level-2/cambridge-national-level-1-2-health-and-social-car)   Pages 4 and 5. |
| 3 | Supporting rights - Providing up-to-date information | Demonstrate understanding of the importance of providing up-to-date information for service users. | Provide learners with a list of types of up-to-date information that could be provided by care settings.  Examples can be found on page 5 of the textbook.  Ask learners to state how each piece of information supports an individual’s rights. | * [Textbook: Cambridge National Health and Social Care Level1 / 2. Adams, Riley & Peteiro. Hodder. 2017](https://www.hoddereducation.co.uk/subjects/health-social-care/products/level-2/cambridge-national-level-1-2-health-and-social-car)   Page 5. |
| 4 | Supporting rights – Challenging discriminatory behaviour | Demonstrate knowledge and understanding of how care settings could challenge incidents of discriminatory behaviour. | The teacher could give examples of discriminatory behaviour incidents in care settings and lead a discussion with learners regarding how a service provider could deal with these situations or incidents. | For each situation learners could categorise the service provider’s response as either:   * challenging at the time * afterwards through procedures * long-term proactive campaigning |
| 5 | Supporting rights – Complaints procedures | Research and describe complaints procedures. | The teacher could give an overview of how complaints procedures support individual’s rights. Learners make notes.  Learners could then be set the task of researching a care settings complaints policy and procedures. This could be found using, for example, a local hospital, nursery or GP surgery’s website.  Learners could then describe the main steps to take when making a complaint about poor service/care at the care setting. |  |
| 6 | Supporting rights – providing advocacy | Demonstrate understanding of the role of an advocate. | Starter – textbook or computer search for a definition of advocacy.  Discuss with learners and write a class definition of advocacy.  Teacher to provide a list of individuals who could benefit  from having an advocate.  Learners to list ways each of the individuals would benefit from having an advocate. |  |
| 7 | Rights | Consolidation of knowledge. | To consolidate learning teachers could use questions on the topic of ‘rights’ from past exam papers. | Use past paper questions from OCR [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) to create a topic test paper. |
| 8 | Types of care settings | List a range of health care, social care and early years care settings. | Teacher to introduce the three types of care setting – health care, social care and early years. Ensuring learners are aware of the difference between ‘health’ and ‘social’ care.  Learners, possibly in pairs or groups carry out an internet search of types of care settings in the local area.  Learners to compile a list of examples for each type of setting. |  |
| 9 | Values of care (VoC) – Health and Social Care | Knowledge and understanding of the three health and social care values.  Demonstrate knowledge by explaining how care workers can apply the values of care to empower individuals using care services. | Teacher-led discussion of what is meant by ‘values of care’ (VoC).  Teacher introduces the three health and social care values and discussion of examples of health and safety VoC in practice.  Read a case study or watch a role play that demonstrates an individual’s rights being denied by a care worker, discuss how the rights are denied.  Then learners re-write the case study, or re-enact the role play, this time demonstrating the values of care in practice to empower the individual. | Create a case study or use the one on page 18 of the [Cambridge National Health and Social Care Level1 / 2. Adams, Riley & Peteiro. Hodder. 2017](https://www.hoddereducation.co.uk/subjects/health-social-care/products/level-2/cambridge-national-level-1-2-health-and-social-car) ‘Mrs Talbot’s cup  of coffee’. |
| 10 | Values of care – Early Years | Knowledge and understanding of the Early Years care values.  To demonstrate knowledge and understanding by giving examples of the early years values of care being applied by care workers. | Teacher provides a list of the early years’ values of care. Read through and discuss with learners to ensure understanding.  In pairs or individually learners choose one early years VoC and write it in the centre of a flip chart.  Create a spider diagram of as many examples as possible of how an early years’ care worker would put the VoC into practice in day to day tasks.  Learners share their examples with rest of group. | Useful [exam questions](https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/) for topic practice are:  4(c) June 2019  1(a) and (b) Jan 2018  5(c) June 2018  Consolidation – Card sort activity:  Each early years’ value of care written on a piece of card.  A set of cards printed with various ways to apply the VoC in early years settings.  Match the ways with the correct VoC. |
| 11 | Being a reflective practitioner | Understanding of ‘reflective practice’. | Teacher to introduce the concept of ‘reflective practice’.  Familiarise learners with the four main aspects of reflective practice and the benefits.  To apply their knowledge learners could attempt the following [two exam questions](https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/) about reflective practice.  4(c) June 2017  3(a) Jan 2015 | Learners could complete a table:   * See an example on page 44 of the Hodder [My Revision Notes: Cambridge Nationals Level 1/2 Health and Social Care](https://www.hoddereducation.co.uk/subjects/health-social-care/products/general/my-revision-notes-cambridge-national-level-1-2-he).  |  |  | | --- | --- | | Aspect of RP | Examples: | | Exploring training and development needs |  | | Evaluating specific incidents or activities |  | | Identifying what might be done better |  | | Identifying what went well. |  | |
|  |  |  |  |  |
| 12 | Importance of applying values of care. | Understanding the benefits of applying the values of care. | Teachers could provide learners  with a worksheet that has a list of headings about the benefits of applying the values of care and set  of lines beneath each heading for the learner’s explanation.  Learners could work independently on this or be taken through them by the teacher. | Useful information and examples can be found in the textbook:   * [Cambridge National Health and Social Care Level1 / 2. Adams, Riley & Peteiro. Hodder. 2017](https://www.hoddereducation.co.uk/subjects/health-social-care/products/level-2/cambridge-national-level-1-2-health-and-social-car)   Page 15. |
| 13 | Effects of not applying the values of care. | Knowledge and understanding of situations where the values of care have not been applied.  The PIES effects on individuals when the VoC are not applied. | Teacher provides a list of situations where values of care have not been applied. An example is a pregnant woman who is told, without explanation, that she cannot have a home birth.  Learners, either individually or in pairs, to describe the potential PIES effects on the individuals concerned. | Useful for learners to remember that effects of not applying the values of care can be remembered as ‘PIES’ effects:  **P**hysical  **I**ntellectual  **E**motional  **S**ocial  A card sort of ‘effects’ is good for learners to distinguish between physical, intellectual, emotional and social. |
|  |  |  |  |  |
| 14 | Values of care | Consolidation of knowledge. | Each learner could write questions on an aspect of the topic allocated by the teacher.  They will also need to provide a mark scheme for their question(s). | The questions could be given to another learner and then marked by the learners. |
| 15 | Legislation and its impact on care settings | What is legislation and who does it apply to? | Teacher input regarding the purpose of legislation and Acts to be covered for the course.  Learners to make notes of key points. |  |
| 16 | Equality Act 2010 | Understanding of the key aspects of the Equality Act. | Teacher provides ppt summary of the aspects of the Equality Act.  Equality Act used to demonstrate impact and implications of legislation for service providers/care settings and service users. |  |
|  |  |  |  |  |
| 17 | Children Act 2004  Data Protection Act / GDPR 2018  Health & Safety at Work Act 1974  Mental Health Act 2007 |  | Working individually or in pairs/groups learners could create a factsheet or ppt summary of the key aspects of one of the pieces of legislation.  Teacher to fact check the ppt or factsheet.  Each pair/group can then deliver a presentation to the rest of the class about their piece of legislation. | Textbooks rather than websites have straightforward information about the pieces of legislation.  Learners creating a mind-map for key facts about each piece of legislation can be useful for revision. |
| 18 | How legislation supports rights | Applying knowledge of legislation to show how it supports individual’s rights. | Teacher-led Q+A based on learners’ knowledge of key aspects of the various pieces of legislation. Covering how it:   * Sets out standards of practice and conduct. * Provides a legal framework. * Provides a system of redress. * Provides rights to access and to receive care and support. * Creates regulatory arrangements for monitoring standards. | Use past paper questions from OCR [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) to create a topic test paper. |
| 19 | How legislation impacts on service users, service providers and care practitioners | Knowledge and understanding of the impact of legislation. | Write the name of a piece of legislation as the heading on a landscape piece of paper.  Divide the sheet into three columns with these headings:   * Impact on service users. * Impact on service providers. * Impact on care practitioners.   Individually or in pairs/groups write as many impacts as they can.  Share and discuss with the rest of the class. |  |
| 20 | Legislation | Consolidation of knowledge.  Exam practice for an extended response question. | Input by teacher - how to produce a good quality answer.  Round robin group activity can be done on any of the pieces of legislation.  Example for the Mental Health Act in the next column. | Revision activity – Mental Health Act  Question: ‘Explain the key aspects of the Mental Health Act’  Groups of four:   * Round 1 – write one explained point about The Mental Health Act.   Pass on clockwise.   * Round 2 – read first point, add a second different point.   Pass on clockwise.   * Round 3 – add another different point.   Pass on clockwise finished or not.   * Round 4 – complete unfinished point and add another different point   Pass on clockwise.   * Round 5 – returned to original person who uses mark scheme to assess/amend the response. * Each group discuss responses, agree on one good point/paragraph to share with the class. * Spokesperson from each group in turn shares their point/paragraph with the class which should result in a model answer when all contributions are put together. |
| 21 | Personal hygiene |  | Teacher to introduce the topic of personal hygiene and what it means.  Task for learners:  For each of personal hygiene measures listed on the specification write an explanation of why it is important when working in a care setting. | Learners could find a YouTube clip that shows the correct technique for washing hands. Then write a set of instructions that could be provided for a new employee at a care setting. |
| 22 | Personal protective equipment (PPE) | Knowledge and understanding of PPE used in care settings and the reasons why it is used. | Teacher introduces the topic of PPE, what it is and why it is important in HSC settings.  Learners could carry out internet research of examples of PPE used in care settings and how they protect individuals. | Learners could find illustrations of various different kinds of PPE.  This information could be used to create an illustrated factsheet for a particular type of care setting, for example a hospital ward or a nursery school. This factsheet could explain why the PPE is worn and how it protects. |
| 23 | Food safety measures | Knowledge of basic food hygiene and safety procedures. | Many care settings provide meals.  Teachers could ask learners to give reasons for each of these food safety measures:   * washing hands * clean equipment and work surfaces * food stored correctly * fruit and veg washed before use * coloured chopping boards. |  |
| 24 | Safety measures and procedures |  | Starter – Ask learners, What is the difference between a safety measure and a safety procedure?  Give examples:  Safety measure – is a specific action such as putting up a wet floor sign after a floor is mopped.  Safety procedure, is a process, a set of actions such as – fire drills, evacuation procedures.  Use question 5(b) January 2018 to reinforce this difference.  Create a list of measures and another for procedures for a care setting of your choice. | Find a copy of a care settings fire drill procedure. This could be for your own school or college or from internet research for example a retirement home. make notes of the main parts of the procedure. |
| 25 | Equipment considerations | Knowledge of safety issues when using equipment in care settings | Thought shower of the type of equipment staff in care settings could be using.  Examples:  Hospital or retirement home:  moving and handling equipment such as hoists, transfer boards, slings, slide sheets, leg lifters, fire evacuation chairs.  Nursery:  toys, climbing frame, slides, paint.  Discuss how staff could ensure safety when using the equipment. | Complete the following [exam questions](https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/) to consolidate knowledge of the topic.  2(a) Jan 2019  2(b) Jan 2017 |
| 26 | Security measures | Knowledge and understanding of a range of security measures used in care settings. | Teacher to lead discussion of how and why security measures are very important for maintaining the safety in care settings.  A list of security measures could be compiled.  Learners could the make notes explaining how each of the measures protect individuals in care settings. | Use past paper questions from OCR [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) to create a test paper with different types of questions about security measures. |
| 27 | How individuals are protected | Knowledge and understanding of procedures to reduce risk in care settings | Teacher to set learners the task of finding examples of the following ways of protecting individuals in care settings:   * Methods for reducing the spread of infection. * Methods for reducing risk / danger. * Procedures to prevent accidents and promote good practice.   Could be done in pairs or groups. Share findings with the class. | Use past paper questions from OCR [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) to create a test paper with different types of questions about protecting individuals in care settings. |
| 28 | Hygiene, safety and security | Consolidation of learning. | Learners to choose a type of care setting and then produce an illustrated ‘health and safety booklet’ or powerpoint that briefly describes how staff and service users are kept safe in that care setting.  Use the following headings:   * Personal hygiene for staff. * General cleanliness. * Safety procedures. * Security measures. |  |
| 29 | Examination preparation | Improved exam technique.  This session could be repeated at different points during the course, considering different question types as appropriate, rather than just at the end of the unit. | Detailed examination of a level of response exam question.  Step by step consideration of what makes a good level 3 answer.  Practice responding to a level of response question. | Use past paper questions from OCR [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) to create a test paper with a range of different types of question.  Opportunities for peer making and self-assessment |
| 30 | Mock Exam – all topics | Assessment practice and developing exam technique. | Teacher to spend the session going through the mock exam paper with the class.  Discussing:   * quality of responses * common errors * features of good answer * how to tackle extended response questions.   Learners could evaluate their own performance and target areas for improvement. | Use past paper questions from OCR [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) to create a mock exam paper.  Extension task – learner to find their weakest answer and write a better response. |



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