

Unit Title:	Introduction to duty of care in health, social care or children's and young people's settings
Unit sector reference:	SHC 24
Level:	2
Credit value:	1
Guided learning hours:	9
Unit expiry date:	28/02/2015
Unit accreditation number:	H/601/5474

Unit purpose and aim

This unit is aimed at those who work in health or social care settings or with children and young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the implications of duty of care	1.1 Define the term "duty of care" 1.2 Describe how the duty of care affects own work role	Duty of Care includes the concepts: <ul style="list-style-type: none"> to keep individuals safe to keep individuals free from harm to give choice <p>The work role could be that of a carer, support worker, health care assistant.</p>
2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas	Dilemmas include: <ul style="list-style-type: none"> The individual may want privacy in the bathroom but it is not safe for them to be left alone as their mobility is poor; The individual is diabetic and wants to eat cake and sweets; The individual wants to live independently but does not have the necessary abilities for this to happen; All individuals in the setting want to go to bed at 10pm. Rights include: <ul style="list-style-type: none"> choice independence

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<ul style="list-style-type: none"> • privacy. <p>Additional support and advice could be obtained from:</p> <ul style="list-style-type: none"> • Colleagues • Senior members of staff • Family • Social Worker or other professionals • Policies and procedures • Internet • CQC
3 Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints	<p>Responding to complaints includes:</p> <ul style="list-style-type: none"> • listening to the complaint • giving the complainant time and respect • recording the information • reporting to a senior member of staff • accessing the Complaints Policy • ensuring the complainant has access to the Complaints Policy • ensuring the complainant knows what will happen next <p>Main points of agreed procedures for handling complaints includes</p> <ul style="list-style-type: none"> • The Complaints policy is a recorded and documented procedure that is available • The complainant is listened to and respected • The Complaints Policy is time-based and the complaint is dealt with in a documented time-frame • Complaints are normally dealt with by nominated members of staff • The procedure is clear • There may be both formal and informal options

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. OCR will provide an assignment which must be used with learners who are completing this unit as part of the Certificates in Preparing to Work in Adult Social Care. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

Learners undertaking this unit as part of the competence based qualifications, the Diplomas in Health and Social Care Level 2 may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

CCLD 203
HSC 24
GCU 2

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate	

Resources

Websites

- www.thefreedictionary.com
- www.scie.org.uk
- www.dh.gov.uk
- www.nao.org.uk/publications/0708/learning_from_complaints.aspx
- www.mind.org.uk/help/rights_and_legislation/how_to_complain_about_health_and_social_care
- www.cqc.org.uk

Books

- I'm Sorry to Hear That...: Real Life Responses to Patients' 101 Most Common Complaints about Health Care **By Susan Keane Baker and Leslie Bank**

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.