

<b>Unit Title:</b>	<b>Principles for implementing duty of care in health, social care or children's and young people's settings</b>
Unit sector reference:	SHC 34
Level:	3
Credit value:	1
Guided learning hours:	5
Unit expiry date:	31/01/2015
Unit accreditation number:	R/601/1436

## Unit purpose and aim

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This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals	<p><b>Duty of Care</b> includes the concepts:</p> <ul style="list-style-type: none"> <li>to keep individuals safe</li> <li>to keep individuals free from harm</li> <li>to give choice</li> </ul> <p><b>How duty of care contributes to the safeguarding or protection of individuals includes:</b></p> <ul style="list-style-type: none"> <li>working to agreed standards which include protection from danger, harm and abuse</li> <li>clear reporting systems are in place when there are suspicions or disclosures of danger, harm and abuse</li> </ul>
2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's	<p><b>Potential Conflicts</b> is the likelihood of issues developing for the individual and could include:</p> <ul style="list-style-type: none"> <li>not being able to enjoy activities i.e. not being able to stay up to watch television</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas	<ul style="list-style-type: none"> <li>• not being able to stay in bed all day</li> </ul> <p><b>Dilemmas</b> is giving rise to a situation where all parties concerned will not be satisfied with the result and may include:</p> <ul style="list-style-type: none"> <li>• being transferred using the hoist when the individual does not like using the hoist and does not weigh very much</li> <li>• an individual who smokes cannabis for pain relief</li> </ul> <p><b>How to manage risks</b> could include:</p> <ul style="list-style-type: none"> <li>• recording the conflict or dilemma</li> <li>• reporting to a senior member of staff</li> <li>• risk Assessment</li> <li>• discussion with the individual and or their family</li> </ul> <p><b>Additional support and advice</b> could be obtained from:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Senior members of staff</li> <li>• Family</li> <li>• Social Worker or other professionals</li> <li>• Policies and procedures</li> <li>• Internet</li> <li>• CQC</li> </ul>
3 Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain the main points of agreed procedures for handling complaints	<p><b>Responding to complaints</b> includes:</p> <ul style="list-style-type: none"> <li>• listening to the complaint</li> <li>• giving the complainant time and respect</li> <li>• recording the information</li> <li>• reporting to a senior member of staff</li> <li>• accessing the Complaints Policy</li> <li>• ensuring the complainant has access to the</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<p>Complaints Policy</p> <ul style="list-style-type: none"> <li>• ensuring the complainant knows what will happen next</li> </ul> <p><b>Main points of agreed procedures for handling complaints</b> include:</p> <ul style="list-style-type: none"> <li>• the Complaints policy is a recorded and documented procedure that is available</li> <li>• the complainant is listened to and respected</li> <li>• the Complaints Policy is time-based and the complaint is dealt with in a documented time-frame.</li> <li>• complaints are normally dealt with by nominated members of staff</li> <li>• the procedure is clear</li> </ul> <p>There may be both formal and informal options.</p>

## Assessment

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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](http://www.ocr.org.uk)

Learners undertaking this unit as part of the competence based qualifications, the Diplomas in Health and Social Care Level 3 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

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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

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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:

HSC 24, 34, 35  
CCLD 305  
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](http://www.ukstandards.co.uk).**

## Functional skills signposting

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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 information	✓

## Resources

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### Websites

- [www.thefreedictionary.com](http://www.thefreedictionary.com)
- <http://www.scie.org.uk>
- [www.dh.gov.uk](http://www.dh.gov.uk)
- [www.mind.org.uk/help/rights\\_and\\_legislation/how\\_to\\_complain\\_about\\_health\\_and\\_social\\_care](http://www.mind.org.uk/help/rights_and_legislation/how_to_complain_about_health_and_social_care)
- [www.hse.gov.uk/](http://www.hse.gov.uk/)
- [www.cqc.org.uk](http://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

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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 and 01.5 Child Development and Well Being.