



Health and Social Care

LEVEL 1 / 2

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

DELIVERY GUIDE

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

KEY



English



Maths

UNIT R021 - ESSENTIAL VALUES OF CARE FOR USE WITH INDIVIDUALS IN CARE SETTINGS

Guided learning hours : 30

AIM OF THE UNIT

This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

Many individuals who use services often feel vulnerable and are lacking in confidence. If staff are friendly in their approach, apply the values of good care and are supportive, as well as following the accepted procedures, those using the service will feel respected and assured that all is being done to promote their health and well-being. Studying this unit will enable the learner to understand how this is achieved.

Learners will have the opportunity to apply their knowledge and understanding through the use of focused activities such as role-play, case studies and scenarios. The unit will prepare learners for the work place, enabling them to gain an understanding of how the values of care should be applied and how maintaining the rights of individuals will enable them to feel valued.

On completion of the unit, learners will have gained an understanding of how to provide quality care for individuals through helping them to achieve their full potential and how to apply the values of care so that individuals feel valued. Learners will also have gained an understanding of how regulatory frameworks aim to protect both individuals and care workers in settings and how procedures that are in place in care settings, aim to promote standards of hygiene and maintain safety and security for all who use or work within the setting.

Learning Outcome - The learner will:

LO1: Understand how to support individuals to maintain their rights

LO2: Understand the importance of the values of care and how they are applied

LO3: Understand how legislation impacts on care settings

L04: Understand how personal hygiene, safety and security measures protect individuals

LEARNING OUTCOME 1 - UNDERSTAND HOW TO SUPPORT INDIVIDUALS TO MAINTAIN THEIR RIGHTS.

Suggested content	Suggested activities	Suggested timings	Possible relevance to
1 Rights of Individuals 	Learners could begin this topic by working in groups to identify what they think their rights are within the health care environment. Each group may present their findings to each other in order to identify common themes. Alternatively the teacher could introduce the topic of rights by giving each group a case study to examine and identify the rights of the individual within the case study. The teacher could consolidate this learning by supporting the learners to identify core rights of individuals. The learners could also develop a definition for each right.	2 hours	
2 Importance of rights 	Learners could compile and undertake a questionnaire on the importance of rights for people who use health care services (eg, anyone who has been to the doctors recently). The learners could then compile a report in which they identify the positive consequences for people who use the services if rights are implemented effectively.	3 hours	Unit R030: Research - a project approach
3 Supporting individuals to maintain their rights 	Learners could conduct an interview with a health care practitioner based on how care workers can support individuals to maintain their rights. The learners may compile their interview outcomes into a report style format and present their findings to the rest of their group.	2 hours	Unit R030: Research - a project approach
4 Consolidation 	Learners could identify key concepts and incorporate these ideas into a mind-map in order to support revision of the subject area. Learners could then practice examined questions.	3 hours	

LEARNING OUTCOME 2 - UNDERSTAND THE IMPORTANCE OF THE VALUES OF CARE AND HOW THEY ARE APPLIED.

Suggested content	Suggested activities	Suggested timings	Possible relevance to
1 Values of care in health and social care 	Learners could be introduced to the three values of care. They could work in groups to investigate each value of care and then each group could provide their peers with an information pack in which they have covered the following. A definition of the value, settings in which the value is applied, two examples of how the value could be applied in each setting (health, social care and early years). To consolidate this knowledge, learners can use the information packs they have been given to create their own notes ready for revision.	3 hours	
2 Early years values of care 	The teacher could introduce the early years care values. Learners could be given a mix and match activity in which they match the early years values to their definitions. Learners could then document their findings. Following this learners could work in pairs to investigate and identify examples of how each early years care value is implemented in at least two care settings. The teacher could oversee a jigsaw activity in order to support learners to consolidate their findings.	3 hours	
3 Effects on people who use the service if values of care are not applied 	Learners could carry-out internet research to identify the consequences for individuals if care values are not applied by researching news stories. Learners could present a case study in which they identify what happened to an individual because care values were not applied. Learners could refer to examples where individuals refused to have blood transfusions on religious grounds. Once learners have developed their case studies, they could present this information to their colleagues in the form a presentation (no longer than four slides) on which they explain: what happened, which care values were ignored and the effects on the individual because of this negligence.	3 hours	
4 Consolidation 	Learners could consolidate their knowledge in relation to values of care by developing their own revision notes and undertaking an end of learning objective test, that may comprise of some of the specimen assessment material taken from the OCR website.	3 hours	

LEARNING OUTCOME 3 - UNDERSTAND HOW LEGISLATION IMPACTS ON CARE SETTINGS.

Suggested content	Suggested activities	Suggested timings	Possible relevance to
1. Legislation 	The learners could be introduced to the various types of legislation and could work in small groups to identify which groups (i.e. children/ vulnerable adults etc) the legislation would be relevant for. The learners could develop a diagram to illustrate this.	1 hour	
2 Key aspects of legislation 	The learners could work in groups to investigate the key aspects of a piece of legislation. Each group could develop a report in which they outline how the legislation: supports an individual's rights, provides a framework to maintain and improve quality practice, provides guidance for those working in the sector, sets out the standards for practice and conduct. Having compiled a report the learners could then complete a jigsaw activity. This activity will involve the groups being mixed up, so that learners can present their reports to one another, therefore developing the understanding of other learners in the new group with regards to each legislation.	3 hours	
3 Impact of legislation 	Learners could brainstorm the impact of each piece of legislation on the following three categories of people, people who use the service, care practitioners and service providers. Each group could identify these impacts by producing a poster. Each poster could be presented to the rest of the group and the teacher and learners will consolidate these ideas to formulate one comprehensive generic list of impacts.	2 hours	
4 Consolidation 	The learners could consolidate their knowledge on legislation by developing revision tools such as mind-maps to identify the key aspects. Learners knowledge could be tested through the use of the specimen assessment material on the OCR website.	2 hours	

LEARNING OUTCOME 4 - UNDERSTAND HOW PERSONAL HYGIENE, SAFETY AND SECURITY MEASURES PROTECT INDIVIDUALS

Suggested content	Suggested activities	Suggested timings	Possible relevance to
1 Personal hygiene 	Learners could be introduced to the term 'personal hygiene' and ask them to define the term and identifying strategies to enhance personal hygiene. Learners could present this information to their colleagues and compile a general list of actions associated with personal hygiene. Learners could then focus on two areas of personal hygiene (i.e. no nail polish/ regular brushing of teeth) and create posters that illustrate the importance of each area along with some issues that may arise as a consequence of poor personal hygiene in these areas. These posters could be displayed around the classroom.	2 hours	
2 Safety procedures 	Learners could investigate safety procedures such as, emergency procedures, equipment considerations and moving and handling techniques. The learners could investigate each procedure and compile a series of questions that they could ask a practitioner in the health and social care sector. The teacher could arrange for a care worker to speak to the students with regards to each safety procedure and the learners could ask questions in order to write a report on each procedure. The learners could consolidate their knowledge by outlining the procedures and their importance.	2 hours	Unit R028: Understanding the development and protection of young children in an early years setting
3 Security measures 	Learners could brainstorm in groups the security measures that they would implement in their own homes as an introduction to this topic. They could then identify the security procedures that should be undertaken in a nursery and care home setting. The learners could identify commonalities and suggest why these measures are important.	2 hours	Unit R027: Creative activities to support individuals in a health, social care or early years settings. Unit R028: Understanding the development and protection of young children in an early years setting
4 Protecting individuals  	Learners could be placed in three groups, one group could focus on personal hygiene, the next on safety procedures and the final group on security measures. Each group could identify how individuals are protected because of the procedures and security measures. Each group could create an information sheet and a presentation. This could be presented to their colleagues and could be used to consolidate the importance of these procedures.	2 hours	Unit R028: Understanding the development and protection of young children in an early years setting
17 Consolidation	Learners could consolidate their knowledge by developing notes that could be used for revision. In addition learners could generate ten questions and answers per group that could be used as an assessment exercise during a following lesson to ensure that they have understood the information that they have learned.	2 hours	

Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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