



Unit title	Unit 5: Meeting Individual Care and Support Needs
Guided learning hours	90
Number of lessons	30
Duration of lessons	3 Hours
Links to other units	
<ul style="list-style-type: none"> Unit 1: Human Lifespan Development Unit 2: Working in Health and Social Care Unit 4: Enquiries into Current Research in Health and Social Care Unit 7: Principles of Safe Practice in Health and Social Care 	

Key to lesson types			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	WE	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals				
1	Introduction to the unit	IS	<ul style="list-style-type: none"> Tutor-led discussion: provide definitions of equality, diversity and discrimination as a basis for a class discussion. Small group activity: learners work in three groups. Group 1 finds five examples and five statistics to show equality in day-to-day life. Group 2 does the same for diversity. Group 3 identifies examples of diversity in health and 	ICT Sheets of paper/ Writing equipment for



			<p>social care settings/organisations. Each group shares findings.</p> <ul style="list-style-type: none"> • Small group activity: Learners work in small groups, each with different roles, to collate a short video presentation of examples of discrimination in day-to-day life. They compare the strategies used to prevent and overcome these with approaches used in their school/college. • Small group activity: Learners work in two groups. One group prepares a poster of an individual who has no care or support needs and the other prepares a poster of an individual of their own choosing who does. Learners compare the two and add in pictures and/or lists of services which might be needed to support both individuals. 	creating displays
2	A1 Promoting equality, diversity and preventing discrimination	IS	<ul style="list-style-type: none"> • Tutor-led discussion: introduce learners to reasons why it is important to prevent discrimination. Introduce Equality Act 2010. • Independent learning activity: find the main features of the Equality Act 2010 and list the types of discrimination which it intends to prevent. • Tutor-led discussion: Examples of organisations which provide social care. Initiatives used by these organisations to prevent discrimination. • Assignment: Explain the main features of the Equality Act 2010 and list the types of discrimination which it intends to prevent. 	Copies of the Equality Act 2010 (preferably the executive summary)
3	A2 Skills and personal attributes required for developing relationships with individuals	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: explanation of the 6Cs. • Small group activity: learners design a visual display showing how one individual with specific care needs would be supported by a worker who could demonstrate the 6Cs. • Assignment writing: Tutors give learners exercises and problems to solve. At this stage, these do not need to be specific to a health and social care setting. Tutors may care to use the television programme 'Only Connect' as a source (www.learning-for-life.org also has some fun activities which might appeal to learners). 	Access to internet/TV
4	A2 Skills and personal attributes required for developing relationships with	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: focusing on: <ul style="list-style-type: none"> a) why problem solving skills are necessary in health and social care settings b) how learning from the activity could be applied to an individual with care and support needs. 	ICT Recording equipment (for interview)



	individuals		<ul style="list-style-type: none"> • Individual activity: Learners prepare for an interview with someone who works for an organisation which provides care and support (or they could interview an informal care giver such as a parent or relative or they might occupy such a role themselves). Learners could include questions which ask about the skills which the worker has; how they got them and how their qualifications help them to carry out their role. • Work experience preparation: learners prepare questions to ask during placements which will tell them how the organisation prevents discrimination. 	
5	A2 Skills and personal attributes required for developing relationships with individuals	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: Dealing with difficult situations. Ask learners about their own experience of dealing with a difficult situation. Tutor lists strategies which could be used to minimise conflict, e.g. using appropriate tone of voice and language. Tutor devises scenarios for learners to respond to. • Small group work: learners describe their responses to the scenarios given. • Individual activity: How to negotiate: each learner brings one YouTube clip of a negotiation and explains its main features and why they think it was successful or not. 	ICT
6	A3 Empathy and establishing trust with individuals	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: The theoretical nature of this topic is likely to need more tutor-led sessions to explain the aspects of the theories involved, beginning with introducing key terms to include attachment; emotional resilience; autonomy; triangle of care. • Tutor-led discussion: Tutor uses relevant television programmes to illustrate key terms. It is suggested that the starting point might be a popular programme like <i>Coronation Street</i>, <i>Eastenders</i> or similar as these might be familiar to learners. As learners develop their understanding and knowledge, the programmes could be more scientific in nature. 	List of key terms from the specification Relevant TV programmes
7	A3 Empathy and establishing trust with individuals	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: Attachment and emotional resilience theory. • Activity: Using two scenarios, one with a child and one with an older person, learners describe the ways which these theories might affect the interaction between a person providing care and support and their client. 	Pre-prepared illustrative scenarios
8	A3 Empathy and establishing trust	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: Empathy theories to include Heinrich Wölfflin, Johannes Volkelt, Robert Vischer. 	Test materials Internet access



	with individuals	RS	<ul style="list-style-type: none"> • Small group activity: learners research the triangle of care. A starting point might be: www.professionals.carers.org/working-mental-health-carers/triangle-care-mental-health. • Revision session: short test on key terms. 	
9	A3 Empathy and establishing trust with individuals	AW	<ul style="list-style-type: none"> • Tutor-led session: Empathy theories to include Martin Hoffman and Max Scheler. • Assignment writing: explain the advantages and disadvantages of the main empathy theories. • Summary activity: Using role play, assess the skills used when developing relationships with individuals with care and support needs. Identify the criteria which show that an individual had successfully developed a relationship with the person needing care. 	Space to carry out role play activities
Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs				
10-11	B1 Ethical issues and approaches	RS IS AW	<ul style="list-style-type: none"> • Individual/small group activity: learners discuss reasons why they think the information they found came from a trustworthy source. Learners then find two or three other sources which could provide the same information and compare findings. • Individual/small group activity: definitions of key terms to include choice; independence; conflict of interest; confidentiality. • Paired work/small group activity: in pairs or groups, learners identify ways that risk is minimised in one of the following circumstances: <ul style="list-style-type: none"> a) a person with a learning disability in an educational setting b) a person with sight and/or hearing impairment attending a hospital appointment c) an 18 year-old who is self-harming at home d) a person who needs end-of-life care. Learners present their findings to the group. • Assignment writing: Explain how professionals who meet individual care needs promote choice and independence for the people they care for. You may use one of the scenarios in the activity above. 	ICT



12	B1 Ethical issues and approaches	RS IS	<ul style="list-style-type: none"> • Tutor-led discussion: introduction to the main ethical theories to include consequentialism, deontology, principlism and virtue ethics. To cover meaning of terms and one example for each when applied to a health and social care setting. • Individual/small group activity: learners could start at www.bbc.co.uk/ethics/introduction/consequentialism_1.shtml This is an archived resource but which provides very clear explanations. The site also contains explanations of the other theories. Learners adapt the examples in each theory and apply them to individuals with care and support needs. 	ICT
13	B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: <ul style="list-style-type: none"> ○ Why is it necessary to legislate for individual care and support? Tutor to set context to this discussion. ○ What evidence and/or reasons suggest that the legislation has been successful? The discussion should enable learners to start to develop an insight into these issues. A similar discussion could be held when Topic B.2 has been taught and comparisons of the views expressed could be made. • Individual/small group activity: It is likely that your learners will need support when looking at this legislation. The most accessible are the Equality Act 2010 and the Care Act 2014. Factsheets and 'easy' versions of these are available online from www.gov.uk and learners should use these official web pages. • Assignment writing: <ul style="list-style-type: none"> ○ Identify the organisations/agencies responsible for ensuring that legislation is implemented. ○ Briefly explain the main function of each organisation/agency. 	ICT Factsheets about legislation (available at www.gov.uk) One example is www.gov.uk/government/publications/care-act-2014-part-1-factsheets which contains a breakdown of the main features of the Care Act 2014.
14	B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk	IS	<ul style="list-style-type: none"> • Tutor-led discussion: <ul style="list-style-type: none"> ○ Revisit points raised during discussion at start of lesson 13. ○ Explain term 'guidance' and explain why it is necessary. ○ List types of guidance to include the DH Decision Support Tool; Five Step Framework; NICE and NHS guidance on Care Pathways and Care Plans; <i>Managing Conflicts of Interest: Guidance for</i> 	ICT



			<p><i>Clinical Commissioning Groups</i> (2013) (NHS); HSE guidance on risks assessments.</p> <ul style="list-style-type: none"> ○ Prepare learners for group activity and assignment. • Paired activity: in pairs, learners identify and explain the main features of each of the above types of guidance and share their findings. • Assignment writing: How is guidance for individual care and support needs counter-balanced by other factors? 	
Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges				
15	C1 Enabling individuals to overcome challenges	RS IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: Recap PowerPoint from B.1. • Small group activity: Learners prepare a visual display which lists the main challenges facing those people who need individual care and support in one column with a list of those challenges faced by those who provide such care and support in a second. • Sharing information: Learners report to the other people in their group. • Paired activity: Working in pairs, learners select one individual with care and support needs. They design an educational information leaflet or a video-presentation or a training PowerPoint which explains (with examples) the strategies used to enable individuals to overcome challenges • Assignment writing: with reference to the individual chosen in Activity 2, evaluate the use of patient-mediated strategies which enable the individual to overcome challenges. 	<p>PowerPoints</p> <p>Copies of the <i>NHS Patient Experience Framework</i></p> <p>Internet access</p>
16	C1 Enabling individuals to overcome challenges	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: Outline the role of policy frameworks in minimising challenges to include <i>NHS Patient Experience Framework</i>; Health Action Plans; Adult Social Care Outcomes Framework; Common Assessment Framework (CAF). • Independent learning activity/paired activity: With reference to the <i>NHS Patient Experience Framework</i>. Using the individual they described in Activity 2 in lesson 16, learners research and explain how the eight elements which are critical to the service users' experience of NHS Services might have affected their chosen individual. All key terms should 	



			<p>be defined.</p> <ul style="list-style-type: none"> • Assignment writing: Explain how patient online enables individuals to overcome challenges. Refer to www.england.nhs.uk/ourwork/pe/patient-online/ 	
17	C2 Recognising preferences and promoting personalisation	GS IS	<ul style="list-style-type: none"> • Guest speaker: Social worker discusses care planning and how specialist support is provided by care professionals. • Small group work/paired work: Working in pairs or small groups, learners research Personal Independence Payments (PIP). A suggested starting point is www.gov.uk/pip/overview. More information can be found at www.citizensadvice.org.uk/benefits/sick-or-disabled-people-and-carers/personal-independence-payment. Learners to discuss the financial impact of promoting choice and control. Learners then prepare a visual display of how a PIP can be used by the individual they described in the second activity (lesson 16). 	Internet access, information on states benefits (e.g. weblinks, reference texts)
18	C3 Communication techniques	GS IS AW	<ul style="list-style-type: none"> • Guest speaker: From British Sign Language, Makaton or RNIB. Ask learners to invite this speaker. www.british-sign.co.uk contains a wealth of interactive resources and run courses at a reasonable cost which learners may be interested in. • Tutor presentation: Theories of communication to include Carl Roger, Abraham Maslow, and B.F Skinner. A range of videos to support learning about each of these theorists is available online, with many on YouTube. The BBC website also contains accessible information for learners: www.bbc.co.uk/programmes/p01bxkcr 	Appropriate videos/DVDs (and something to play them on)
19	C3 Communication techniques	IS AW	<ul style="list-style-type: none"> • Assignment writing: Preparing for the Assignment for learning aims A to C: Learners are encouraged to evaluate the importance of the latest technologies on overcoming challenges for individuals needing care support. To prepare for this assignment, learners could: <ul style="list-style-type: none"> ○ Identify technologies used to support one individual of their choosing. This might be someone with a visual or hearing impairment, someone with a learning or physical disability, an individual who is morbidly obese, a person with Alzheimer's Disease or someone with a serious 	Relevant assignment information from the specification



			<p>mental illness.</p> <ul style="list-style-type: none"> ○ Compare the technologies currently used with those in the past. ○ List ways that new technologies enable the individual to maintain dignity, have their choices and preferences met and overcome other challenges. ○ Find evidence which shows the numbers of people who use technologies to meet their health and social care needs. 	
Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs				
20	<p>D1 How agencies work together to meet individual care and support needs</p> <p>D2 Roles and responsibilities of key professionals on multi-disciplinary teams</p>	RS IS	<ul style="list-style-type: none"> • Tutor-led discussion: Links to other units. Tutors begin by revising/revisiting material covered in <i>Unit 2: Working in Health and Social Care</i> on the work of multi-disciplinary teams in meeting individual care and support needs. Explain key terms, to include: commissioning; Health and Well-being Boards; integrating health and social care; multi-disciplinary team; co-ordinated support; freedom of information; confidentiality. • Independent learning activity: Learners could choose one specific role from either the public, private or voluntary sector. They arrange an interview with someone who carries out the role that interests them in order to find out information about their roles and responsibilities. Before carrying out the interview, learners should: <ul style="list-style-type: none"> ○ find out information about the role from the relevant websites ○ write a pilot questionnaire including open and closed questions ○ trial their questionnaire on other learners and tutors ○ review and revise the questionnaire prior to the actual interview. 	ICT
21	D2 Roles and responsibilities of key professionals on multi-disciplinary teams	WE	<ul style="list-style-type: none"> • Work experience: Learners spend time shadowing a health and social care worker in either the public, private or voluntary sector, according to their particular interests. <p>Learners to:</p> <ol style="list-style-type: none"> a) keep a diary/log showing how the person they shadow works in a multi-disciplinary team 	



			<ul style="list-style-type: none"> b) list the people who they work with c) list the types of people who they support d) list some of the outcomes of the work carried out by the person they shadow. 	
22	D1 How agencies work together to meet individual care and support needs	GS	<ul style="list-style-type: none"> • Guest speaker: from Clinical Commissioning Group (CCG) or similar. Suggested topics: how services are commissioned; how this affects the care and support needs of service users. Prior to the talk, learners should prepare questions for the speaker. Following the talk, one learner to chair a discussion about the issues raised. • Independent learning activity/small group activity: Research – learners find out information about the role of either their local Clinical Commissioning Group (CCG) or their local Health and Well-being Board or the role of their local authority in commissioning social care. They may be able to input their own experience of these agencies/organisations. 	ICT
23	D1 How agencies work together to meet individual care and support needs	RS IS	<ul style="list-style-type: none"> • Revision session: Learners to identify: <ul style="list-style-type: none"> a) which individuals are entitled to social care b) how individuals are assessed for eligibility for social care c) articles in the media about entitlement/eligibility and list the main concerns. • Tutor-led discussion: how does representation in the media of people who need health and social care affect learner perception of such people? • Independent learning activity/paired activity: Learners research and explain <i>The Education, Health and Care plan</i> (EHC). A starting point is www.gov.uk/children-with-special-educational-needs/extra-SEN-help. Learners explain how their own local authority implements these plans. 	ICT
24	D3 Maintaining confidentiality	IS AW	<ul style="list-style-type: none"> • Tutor-led discussion: <ul style="list-style-type: none"> ○ Why confidentiality is important. ○ Ways confidentiality is maintained at school/college. ○ What type of information is kept confidential? • Independent learning activity: Using wikileaks.org, learners to investigate 	Internet access



			<p>some of the wider implications of maintaining confidentiality. While this is not relevant to health and social care, it does provide details about what happens when confidential information is released into the public domain and the issues which arise.</p> <ul style="list-style-type: none"> Following this, learners could compile a list of information about themselves which they consider should only be made public with their permission. It is likely that learners will use their experience of Facebook or other social media sites to inform their decisions in these matters. Assignment writing: Explain reasons why an individual might not have access to information about themselves. Learners can refer to the individual and/or case study they have used in lesson 16 and elsewhere. 	
25	D4 Managing Information	IS AW	<ul style="list-style-type: none"> Tutor-led discussion: How legislation controls the storage of and access to information, to include Data Protection Act 1998; The Freedom of Information Act 2000; Mental Health Act 1983; Mental Capacity Act 2005. <p>Learners need only know the main points of legislation which relate specifically to the storage of and access to information. This should then be related to health and social care.</p> <ul style="list-style-type: none"> Independent learning activity: Research the role of the National Adult Social Care Intelligence Service (NASIS). 	Factsheets about legislation (available at www.gov.uk)
26	D4 Managing Information	IS AW	<ul style="list-style-type: none"> Independent learning activity: Codes of Practice of Care Quality Commission (CQC) and The Health and Care Professions Council (HPC). Learners should download the quick guide to quality and standards from the Care Quality Commission (CQC) (www.cqc.org.uk/file/4835) and the student guide on conduct and ethics from the Health and Care Professions Council (HPC) (http://www.hpc-uk.org/assets/documents/10002c16guidanceonconductandethicsforstudents.pdf). Learners will need support to read and understand these documents and the lesson should be devoted to this. 	Internet access; and/or copies of the CQC guide to quality and standards, and the HPC guide to conduct and ethics
27	D3 Maintaining confidentiality	IS AW	<ul style="list-style-type: none"> Individual activity: Using codes of practice from their work placement settings, learners use their work placement diaries and logs to explain how workers in health and social care maintain confidentiality. Tutor-led discussion: Relevant aspects of legislation, e.g. Health and Social 	PowerPoint Internet access



			<p>Care Act 2012. Role of The Health and Social Care Information Centre (HSCIC)</p> <ul style="list-style-type: none"> • Paired activity/small group activity: Working in pairs or groups, learners identify and explain 3 pieces of information which they have found on The Health and Social Care Information Centre (HSCIC) website. • Learners create a PowerPoint presentation and deliver this to the class. Each learner should explain how the information they have presented can be used in the assignments for this unit. 	
28	D3 Maintaining confidentiality D4 Managing information	IS AW	<ul style="list-style-type: none"> • Independent learning activity/small group activity: Linking topics D.3 and D.4: • Learners consider the problems which might occur where individuals are unable to give their consent to the sharing of information about them. • Examples include: a person has serious mental ill-health; where they have a severe learning disability; where they are a very young child who has been the victim of abuse; a person in a permanent vegetative state (PVS). • Learners should prepare a case study showing: <ul style="list-style-type: none"> ○ the challenges for the individual ○ the challenges for those providing support and care ○ the ways that relevant legislation has been applied ○ the impact of relevant codes of practice. • the outcomes of decisions taken about sharing information and the resulting care and support. 	
29	D3 Maintaining confidentiality D4 Managing information	IS AW	<ul style="list-style-type: none"> • Independent learning activity/small group activity: Linking topic D.3 and D.4: Continuation of case study writing. 	
30	Learning aims A, B, C and D	IS AW	<ul style="list-style-type: none"> • Assignment writing: Learners produce a resource pack for either a: <ul style="list-style-type: none"> ○ health professional ○ social care professional ○ education professional or 	Relevant assignment information from the specification



			<ul style="list-style-type: none">○ voluntary sector worker.• Resource pack to give guidance and recommendations about how professionals must work together in multi-disciplinary teams to meet individual care and support needs.• This forms part of Assignment 2.	
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