

Unit 2: Health and Social Care Values

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 12

Duration of lessons: 2.5 hours (This document is editable to allow you to change session length to suit the variation in your centre).

Learners should spend lesson time and non-supervised time working on assignments.

Unit type: Core

Lesson	Unit content	Activities	Links to other units
1	Unit introduction Topic A.1 Defining and demonstrating care values <ul style="list-style-type: none"> Definition of values/definition of care values 	<ul style="list-style-type: none"> Discuss content of unit and how it will be assessed. Buzz groups: defining the term 'values'; class discussion Learners watch a video on Safeguarding to introduce the topic of Health and Social Care Values. http://www.scie.org.uk/socialcaretv/video-player.asp?v=safeguardinginca_rehome Learners should take notes on the video. Small group work to apply care values to the video. 	Unit 5: Promoting Health and Wellbeing Unit 8: Individual Rights in Health and Social Care
2	Topic A.1 Defining and demonstrating care values <ul style="list-style-type: none"> Confidentiality – the rules and application 	<ul style="list-style-type: none"> Teacher/tutor introduces the topic of confidentiality and its definition. Class discussion on scenarios where confidentiality is particularly important. 	Unit 5: Promoting Health and Wellbeing Unit 8: Individual Rights in Health and Social Care

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		<ul style="list-style-type: none"> • Teacher/tutor introduction of task 1 of the unit assignment and application of information to the task • Small group work to identify situations in which confidentiality can be breached. 	
3	<p>Topic A.1 Defining and demonstrating care values</p> <ul style="list-style-type: none"> • Dignity – definition and application • Showing respect for the individual 	<ul style="list-style-type: none"> • Teacher/tutor introduces the topic of dignity. • Class to identify the importance of preserving dignity • Activity: learners could take it in turns to feed each other cereal and answer questions about how it felt and what they have learned about feeling dignified. • Learners to make brief notes from discussion and feed back to the rest of the class • In small groups: defining 'respect' • Class plenary: why show respect? • Brief lecture on respect, for the individual. To include: <ul style="list-style-type: none"> - a non-discriminatory approach - use of appropriate terms - a carer's responsibility for the wellbeing of 	<p>Unit 3: Effective Communication in Health and Social Care Unit 8: Individual Rights in Health and Social Care</p>

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		<p>individuals.</p> <ul style="list-style-type: none"> • Use of gapped handout to support learner note taking • Application of session to task 1 of the unit assignment 	
4	<p>Topic A.1 Defining and demonstrating care values</p> <ul style="list-style-type: none"> • Safeguarding 	<ul style="list-style-type: none"> • Guest speaker from a relevant organisation to speak on safeguarding vulnerable adults • Question and answer session • Application of session to task 1 of the unit assignment by teacher/tutor • Teacher/tutor writes up main points of the session on the board; learners copy board work • Small group work to identify which scenarios are examples of safeguarding from a list of situations the teacher/tutor supplies. 	Unit 8: Individual Rights in Health and Social Care
5	<p>Topic A.1 Defining and demonstrating care values</p> <ul style="list-style-type: none"> • A person-centred approach to care 	<ul style="list-style-type: none"> • Teacher/tutor presentation on person-centred care. • Learners to take notes • Class/group discussion: how would you like to be cared for? • Individuals to write down three key points they would like to be included in a care plan for themselves • Small group work with case studies to plan care for 	Unit 8: Individual Rights in Health and Social Care

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		<p>individuals, including individual key points</p> <ul style="list-style-type: none"> • Class discussion on care plans • Out of class activity: research person-centred approach to care 	
6	<p>Topic A.1 Defining and demonstrating care values</p> <ul style="list-style-type: none"> • A duty of care 	<ul style="list-style-type: none"> • Class/group discussion; teacher/tutor writes main points on the whiteboard/SMART board and learners copy notes • Internet research in groups for information on current and relevant codes of practice • Groups produce posters of information found • Small group work with case studies, identifying how to apply a duty of care in context • Set out class/group task: write up task 1 of the unit assignment in rough and bring to the next session 	<p>Unit 5: Promoting Health and Wellbeing Unit 8: Individual Rights in Health and Social Care</p>
7	<p>Topic B.1 Empowering individuals</p> <ul style="list-style-type: none"> • Adapting activities and environments 	<ul style="list-style-type: none"> • Teacher/tutor presentation on empowering individuals. • Learners taking notes • Small group work: learners are provided with a card stating a type of disability (a different one for each group). Learners must assess the classroom for access/use and then make recommendations to the class for adaptations 	<p>Unit 5: Promoting Health and Wellbeing Unit 8: Individual Rights in Health and Social Care</p>

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		<ul style="list-style-type: none"> Learners to complete task 1 of the unit assignment at home and bring to next session 	
8	<p>Topic B.1 Empowering individuals</p> <ul style="list-style-type: none"> Taking account of likes, dislikes and preferences/promoting choice; promoting autonomy 	<ul style="list-style-type: none"> Class/group to individually read the life story of an individual with care needs, which outlines their likes, dislikes and preferences In groups, learners produce a care plan which takes account of the individual's likes, dislikes and preferences Groups present care plans to the class/group Plenary Brief lecture on reasons for promoting choice and autonomy Hand in task 1 of the unit assignment 	<p>Unit 5: Promoting Health and Wellbeing</p> <p>Unit 8: Individual Rights in Health and Social Care</p>
9	<p>Topic B.1 Empowering individuals</p> <ul style="list-style-type: none"> Willingness to work in partnership with others 	<ul style="list-style-type: none"> Introduction; in small groups – why work in partnership with others? Plenary Observation of episodes of medical drama (<i>Holby City/Casualty</i>, etc.) Teacher/tutor-led discussion on the observation Small group discussion on effective/non-effective partnership working and the 	

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		consequences of each. Each group to elect a leader to write results of discussion on the whiteboard/SMART board	
10	Topic B.1 Empowering individuals <ul style="list-style-type: none"> Use of preferred method of communication 	<ul style="list-style-type: none"> In pairs, learners brainstorm the reasons for using an individual's preferred method of communication Plenary/preparation of questions for next session 	Unit 3: Effective Communication in Health and Social Care Unit 8: Individual Rights in Health and Social Care
11	Topic B.1 Empowering individuals <ul style="list-style-type: none"> Supporting individuals through the use of positive working practices 	<ul style="list-style-type: none"> Guest speaker from relevant care setting Question and answer session Plenary Learners to work on task 2 of the unit assignment Learners to complete task 2 at home and bring to next session 	Unit 3: Effective Communication in Health and Social Care Unit 8: Individual Rights in Health and Social Care
12	Topic B.1 Empowering individuals <ul style="list-style-type: none"> Assignment support session 	<ul style="list-style-type: none"> Explanation of task 2 of the assignment Learners work on task 2 of the unit assignment. Teacher/tutor summarises the unit and key points from each topic. 	Unit 3: Effective Communication in Health and Social Care Unit 8: Individual Rights in Health and Social Care