Unit 42: Support Work in Social Care

Unit code: L/600/9006

QCF Level 3: BTEC Nationals

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit aims to enable learners to gain knowledge of the roles of non-direct care workers and the contribution they make to teamworking and the effective operation of social care services.

● Unit introduction

Studying this unit will enable learners to develop an understanding of the importance of support work in social care. The health and social care sectors require support from a wide range of support workers, including those involved in building maintenance and cleaning, driving, gardening, catering, administration and security.

This unit has been developed from the *Knowledge Set for Workers not involved in Direct Care* developed by Skills for Care, and will be useful for those working in health and social care settings or learning about the workplace before starting work. The unit links with *Unit 1: Developing Effective Communication in Health and Social Care* and *Unit 3: Health, Safety and Security in Health and Social Care*.

The first part of the unit will introduce learners to the range of non-direct care roles and they will explore the roles of workers in different social care environments. Learners will go on to consider roles and responsibilities in the context of teamworking, initially focusing on the importance of interpersonal skills between workers and colleagues, managers and people who use services and their families. Learners will consider the critical role of workers in ensuring the effective operation of the whole team, in a social care setting, and the effective delivery of services which leads to the best outcomes for people using services. Learners will find out about key legislation and regulations related to health, safety and security. They will investigate responsibilities of non-direct care workers, such as security, infection control, dealing with waste and storage of harmful substances, in relation to these. Finally, learners will gain an overview of lines of management, the importance of supervision, and the development and training of workers who are not involved in direct care.

● Learning outcomes

On completion of this unit a learner should:

1   Know roles which are involved in non-direct care in social care environments

2   Know the importance of teamworking in social care environments

3   Understand the role of workers not involved in direct care in maintaining health, safety and security.

Unit content

1   Know roles which are involved in non-direct care in social care environments

Care environments: care homes (personal or nursing care); day services; an individual's own home; sheltered accommodation; supported housing; other networks and services for individuals, eg education, religious establishments, third sector organisations, voluntary agencies

Roles: non-direct care, eg administrators, building maintenance, security staff, cleaners, laundry workers, drivers, gardeners, receptionists, caterers

2   Know the importance of teamworking in social care environments

Teamworking: definition of a team; formal and informal roles; benefits of team work; responding to requests from team members; roles and responsibilities; boundaries of role; job descriptions; organisational structures, eg line management, lines of reporting, supervision; appraisal and personal and professional development

Interpersonal skills in social care environments: working with managers, professionals, other colleagues, people who use services, eg communication (verbal, non-verbal), barriers to communication, interpersonal relationships, reporting issues and concerns, maintaining confidentiality, whistle blowing, awareness of equal opportunities, non-discriminatory practice

Personal presentation: dress, uniform, name badges, dealing with enquiries, the need to address individuals appropriately, language, tone

3   Understand the role of workers not involved in direct care in maintaining health, safety and security

Legislation and guidance: relevant sections of, eg Health and Safety at Work Act 1974, Food Safety Act 1990, The Environmental Protection (Duty of Care) Regulations 1991, RIDDOR 1995, The Food Safety (General Food Hygiene) Regulations 1995, Data Protection Act 1998; Care Standards Act 2000, COSHH 2002, Health Protection Agency Act 2004, Hazardous Waste Regulations 2005

Security in a social care environment: monitor callers, eg service engineers, delivery personnel; ensure areas are secured, eg garden sheds, store cupboards, garage, storage and use of equipment, eg gardening tools, knives, domestic appliances, shredder, computer, motor vehicles, keys

Health and safety: infection control measures; hand hygiene (correct hand washing technique, use of alcohol gels and other antiseptics); hand drying, skin care; personal protective equipment; protective clothing; gloves

Safe working practices: general cleanliness (personal, environmental, materials, equipment); principles of isolation nursing; immunisation, following safe practice procedures; prevention of sharps injury; management of outbreaks of infection; food handling; storage and disposal of waste specific to the care environment (clinical waste, household waste; soiled laundry and waste; sharps; medicines; confidential records) storage and use of substances (hazardous or non-hazardous to health) safeguarding work; recruitment procedures

Working practices: job descriptions; responsibilities; lines of management; supervision; monitoring; appraisal; training

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 identify roles of non-direct care workers [CT2]	**M1** describe the importance of interpersonal skills for non-direct care workers	**D1** assess the importance of non-direct care workers in the effective operation of a team
P2 outline the interpersonal skills required for non-direct care workers [IE3; IE6; CT2]		
P3 explain the role of non-direct care workers in the operation of a team [IE3; CT2]	**M2** assess the role of non-direct care workers in the effective operation of a team	
P4 explain the role of non-direct care workers in maintaining health, safety and security in the social care environment [IE3; IE4; CT2]	**M3** discuss the role of non-direct care workers, in maintaining health, safety and security in the social care environment.	**D2** evaluate the importance of non-direct care workers in maintaining health, safety and security in the social care environment.
P5 explain the importance of supervision and management in the development of non-direct care workers. [IE3; IE6; CT2]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

The unit could be delivered using a combination of tutor input, individual or small-group research followed by presentations, and the use of videos/DVDs. An introduction to the unit could be through class discussions to encourage thinking about the role of support workers, and the range of essential non-direct care roles. Learners should be encouraged to relate their learning to their work experience settings drawing on 'real' examples as much as possible. It is important that learners consider the critical role of support workers and how they contribute to the quality of outcome for people who use services.

Following the initial introduction, learners should consider the knowledge and skills workers in non-direct care need, understanding the importance of interpersonal skills for working with colleagues, managers and people who use services and their families. Learners could carry out a survey of supporting roles at their work experience settings, and then share their results with other members of the group. Although these workers do not have a care role, learners should consider the type of contact they do have with people who use services. Role plays could be used to develop an understanding of the importance of interaction. In addition, learners could write their own role play thinking about different contexts in which interactions would take place.

When introducing the concept of team effectiveness, and the role played by non-direct care workers, learners should, initially, consider the definition of an 'effective' service or organisation. As with other units, the focus must be on the outcomes for people using services. Guest speakers who may manage workers in non-direct care or, workers themselves, could be invited to talk to learners about different aspects of non-direct care work and how this is essential to the effectiveness of the organisation. Case study materials could also be used to reinforce learning.

Articles from care journals or newspapers could be used to introduce issues related to health, safety and security. Learners could carry out research in small groups, each selecting a particular health, safety or security issue and drawing on their learning from Unit 3, to produce information to present to the whole group. Roles and responsibilities should be considered in relation to each issue. For example, who might be responsible for cleaning bodily fluids and what would the risks be? To understand roles and responsibilities in maintaining a healthy, safe and secure environment, learners will need to research the legislation and guidance which govern this work. These could be discussed to develop learners' understanding of how legislation translates into practice and procedures within the workplace.

Learners could use organisational structures and job descriptions to understand supervision, management and lines of responsibility for non-direct care workers. The importance of supervising and monitoring work practices should be introduced with time for discussion. Learners should be introduced to appraisal systems to understand their role in identifying training and personal development opportunities.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Learning outcome 1 Tutor input: introduction to unit. Group work: researching non-direct care roles. Group discussion: sharing knowledge about roles from different organisations and settings.
Assignment 1: The roles of non-direct care workers (P1)
Learning outcome 2 Group work: identifying interpersonal skills. Buzz groups: contexts for interpersonal skills in social care environments. Practical activity: communication skills – verbal/non-verbal. Work-placement task: survey of roles and responsibilities. Role play. Guest speaker.
Assignment 2: Skills and teamwork in non-direct care (P2, P3, M1, M2, D1)
Learning outcome 3 Group work: research into health, safety and security issues. Group presentations: •   health issues •   security issues •   safety issues. Tutor input: introduction to legislation and guidance which underpins health, safety and security. Work placement task: research policies, procedures and responsibilities in relation to health, safety and security. Guest speaker/visit to setting. Group work: interrogate job descriptions for workers in non-direct care. Work placement task: research lines of responsibility and procedures for supervision and monitoring of work. Tutor input: introduction to appraisal system. Learner research: training opportunities for roles in non-direct care.
Assignment 3: Health, safety and security in the caring environment (P4, P5, M3, D2)
Unit review and assessment.

Assessment

This unit could be assessed through one holistic assignment, or though two or three smaller ones, according to the needs of the cohort. Evidence for P1 could be presented as a piece of writing or an organisational structure, which identifies the roles of workers employed in non-direct care. P2 requires some discussion of the role of interpersonal skills. Evidence should demonstrate an knowledge of interpersonal interactions in different contexts, for example between the worker and colleagues, managers and people who are using social care services and their families.

To achieve P3, learners should include relevant examples which illustrate clearly the effective contribution of workers to the team. These should be from their own work placement settings, although other experiences, for example when using services themselves or accompanying a family member would be appropriate. The examples may demonstrate how the worker has supported a colleague in their role (for example by ensuring that materials, equipment or information is available for use by another worker) or has contributed to a better experience or outcome for an individual (for example responds to a request to prepare specific food to meet particular dietary requirements of an individual).

P4 requires learners to explain how workers contribute to maintaining health, safety and security. Although some roles may be more specifically linked to particular issues, such as a cleaner whose role is more specifically related to infection control, learners will also demonstrate an understanding of wider responsibilities for all workers.

Learners will include an explanation of the need for supervision, training and opportunities for the development of knowledge and skills of workers to achieve P5. They should also include information on the need for periodic review or appraisals in the workplace.

At merit grade, learners will show greater depth of understanding and will be able to assess, in detail, the importance of interpersonal skills for workers to carry out their roles. They will consider less familiar roles and team contexts when assessing the role of the worker. Learners will consider different aspects of the jobs undertaken by a range of workers when discussing roles and responsibilities. They should also demonstrate an understanding that it is the responsibility of all workers to maintain health, safety and security in a social care environment.

At distinction grade, learners will draw on evidence for the pass and merit grades in order to evaluate the extent to which workers not involved in direct care contribute to the effectiveness of the whole team. Learners will also evaluate the roles and responsibilities of workers in some depth, demonstrating an understanding of the complexity of issues surrounding the maintenance of health, safety and security.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	The roles of non-direct care workers	Information for new workers at a large residential care home for older people.	An organisational structure.
P2, P3, M1, M2, D1	Skills and teamwork in non-direct care		A presentation focusing on the importance of interpersonal skills for non-direct care workers and how they contribute to the effective operation of the team.
P4, P5, M3, D2	Health, safety and security in the caring environment		A booklet outlining: a) the responsibilities of non-direct care workers to maintain the health, safety and security of residents b) supervision and management, appraisal system and training.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

The following resources are essential for delivery of the unit:

● access to information and communication technology equipment

● library resources with key texts and other reference materials

● health, safety and security policy documents

● job descriptions for non-direct care workers

● case study materials

● audio/visual materials.

Employer engagement and vocational contexts

Work experience opportunities or visits in social care environments.

Guest speakers from social care organisations who are supervisors/managers of non-direct care workers or non-direct care workers themselves would be beneficial to the delivery of this unit.

Indicative reading for learners

Textbooks

Barett S (editor) – *Communication Relationships and Care* (Routledge, 2004) ISBN 9781412922852

Springer R – *Supervising Food Safety* (Highfield, 2008) ISBN 9781906404130

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 9780435499150

Stretch B, Whitehouse M – *BTEC National Health and Social Care Book 2* (Heinemann, 2007) ISBN 9780435499167

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Thompson N – *People Skills* (Palgrave Macmillan, 2009) ISBN 9780230221123

Trasler K – *A Question of Health and Safety* (Highfield, 2007) ISBN 9781906404130

Magazines

Care and Health Magazine

Community Care Magazine

Leaflets

Five steps to risk assessment (HSE Publications)

Health and Safety Law: What you should know (HSE Publications)

Working with substances hazardous to health: What you need to know (HSE Publications)

Other publications

Our health, our care, our say (Department of Health, 2006)

Putting People First: A shared vision and commitment to the transformation of adult social care (Department of Health, 2007)

Websites

www.assetskills.org	Sector Skills Council – building maintenance
www.cfa.uk.com	Business/administration skills
www.community-care.co.uk	Community Care
www.dh.org.uk	Department of Health
www.goskills.org	Sector Skills Council – transport
www.hse.gov.uk	Health and Safety Executive
www.lantra.co.uk	Sector Skills Council – land-based
www.nhs.uk	National Health Service
www.people1st.co.uk	Sector Skills Council – hospitality/catering
www.skillsforcare.org.uk	Sector Skills Council for Care and Development
www.skillsforsecurity.org.uk	Skills for Security

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are …
Independent enquirers	[IE3] exploring the skills required by workers not involved in direct care, their roles and responsibilities and the importance of management and supervision
	[IE4] analysing information about roles and responsibilities and how these work to maintain a healthy, safe and secure environment
	[IE6] supporting conclusions about the importance of interpersonal skills for workers not involved in direct care and the importance of supervision and management
Creative thinkers	[CT2] asking questions in work placements to extend their thinking about the roles, responsibilities and necessary skills of workers not involved in direct care.

Functional Skills – Level 2

Skill	When learners are …
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	researching, selecting and synthesising information about roles and responsibilities
Present information in ways that are fit for purpose and audience	presenting information for assessment which meets the requirement of the assessment plan
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to small-group discussions and presenting information to the whole group
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading information from texts, policy and legislative documents, web pages, and using information develop and present own ideas
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing extended writing for assessment.