Unit 9: Values and Planning in Social Care

Unit code: Y/600/8960

QCF Level 3: BTEC Nationals

Credit value: 10

Guided learning hours: 60

Aim and purpose

This unit aims to enable learners to gain knowledge and understanding of holistic and proactive support which meets the needs of individuals who use social care provision. They will be able to examine the principles and processes of planning for individuals and the legislation which relates to this practice. It will also enable learners to understand ethical issues that impact on the planning of support.

Unit introduction

This unit examines the principles and processes of planning for individuals within a legislative framework designed to support equality, diversity and rights. Effective planning is at the heart of a holistic approach to support, meeting needs by empowering and enabling individuals to make choices and participate in decisions about themselves.

Learners will investigate the values which underpin the planning process and the ethical dilemmas which may arise for employees within the social care sector as they seek to fulfil their responsibilities to individuals, organisations and services. Whilst the unit does enable achievement of the academic standard required at National Diploma level, the underpinning approach to the topics is one of applying them to the professional world of social care practice.

Learning outcomes

On completion of this unit a learner should:

1   Understand principles and values which underpin the planning of support for individuals

2   Know processes involved in planning support for individuals

3   Understand legislation, policies and codes of practice related to the planning of support for individuals

4   Understand ethical principles in relation to providing support for individuals.

Unit content

1 Understand principles and values which underpin the planning of support for individuals

Principles and values: empowerment of individuals; promotion of choice; promotion of rights; recognition of preferences; involvement of individuals in planning their support; respect for religious beliefs, moral beliefs and values; respect for culture; anti-discriminatory practice; holistic approach; working in partnership, a multi-disciplinary/interagency approach; confidentiality; fulfilling responsibilities

2 Know processes involved in planning support for individuals

Processes: the cycle of assessment and planning, referral, assessment of holistic needs and preferences, identification of current provision, implementing, monitoring and reviewing; involvement of key professionals, eg social worker, health visitor, family support worker, probation officer, GP, involvement of family; advocates, interpreters and translators

Assessment: tools, eg checklists, diaries of professionals, records of incidents and accidents, use of appropriate questions, diaries of individuals who use services, observations, personal histories

Implementing support plans: approaches, eg behavioural, task-centred, use of therapeutic groups, use and abuse of power

3 Understand legislation, policies and codes of practice related to the planning of support for individuals

Legislation: relevant sections from past, present and future legislation, eg Care Standards Act, National Minimum Standards, Disability Discrimination Act, Data Protection Act, Freedom of Information Act, Nursing and Residential Care Homes Regulations, Race Relations Act

Policies: organisational policies on, eg health and safety, risk assessment, harm minimisation, equal opportunities

Codes of practice: General Social Care Council Codes of Practice; organisational codes of practice, codes of practice specific to professional bodies

4 Understand ethical principles in relation to providing support for individuals

Ethical principles: duty; safeguarding individuals; beneficence; social justice; empowerment; autonomy of the individual; promotion of dignity, independence, rights of the individual; moral status of the individual

Ethical dilemmas: potential conflicts, eg rights, responsibilities and duties, balancing services and resources, conflicts of interest between individuals and organisations, individuals and relatives, groups of users of services, choices with regard to support regimes, harm minimisation

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 explain how the application of relevant principles and values will enable professionals to provide holistic support for individuals who use social services [IE1; CT1; CT2]	**M1** review the benefit to individuals and professional staff, of taking a holistic approach to planning support	**D1** analyse reasons for working with professionals from more than one agency when planning support for individuals
P2 identify the processes and assessment tools involved in planning support for individuals with different needs who use social services [IE4; CT1; CT2]	**M2** describe how three key professionals could be involved in planning support for individuals	**D2** assess potential issues which could arise from the involvement of several professionals in the planning of support for individuals.
P3 explain how one piece of legislation, one policy and one code of practice could be applied to planning support for individuals [IE5; CT5]		
P4 explain how to incorporate ethical principles into the provision of support for individuals [IE6; CT1; CT2]	**M3** justify how an ethical approach to providing support would benefit the individuals.	
P5 explain why an ethical approach may provide workers with dilemmas. [CT1; CT5]		

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 should be delivered by a tutor who understands the values, principles and ethics which underpin provision of support within a health or social care context. Emphasis should be on the practical application of theory and concepts to everyday issues which occur within the health and social care sectors. Learners will benefit, from an approach which enables them to understand the need for an ethical approach to basic as well as complex support, for all individuals who use the services. Although taught input will be necessary, reference to case studies (perhaps those highlighted in the media) will encourage learners to apply values and principles to their professional practice. Group discussions around ethical dilemmas will allow learners to explore their feelings and challenge prejudice and assumptions within a safe environment. Input from guest speakers with relevant vocational experience will enhance learning.

Learning outcome 1 requires an understanding of the underlying principles and values which underpin the provision of support in health and social care. Tutors are advised to refer to those which are incorporated in the codes of practice issued by professional bodies. This also covers the holistic approach to planning support, and learners will need to fully understand the reasoning behind addressing all needs pertaining to the users of services, rather than the need presented at referral. Learners must also understand the multi-agency approach to planning and processing support to users of health and social care services. Case studies/examples of successful delivery should be utilised in order to enhance learner understanding of the issues involved.

Learning outcome 2 refers to the assessment tools and processes used when planning the provision of support. Input from guest speakers who are involved with planning support in both the health and social care sectors would enhance learning and add realism to the topic. The use of case studies and copies of support plans obtained from the internet will also useful. It will also be important to consider how several key people may be involved in delivering support. Examples, real or simulated, will be required to demonstrate how key personnel would come together to plan holistic support and the role each would play in this.

For learning outcome 3, the full legislative acts do not need to be explored when discussing the legislation related to the planning of support for individuals. Learners need to understand the reasons for the legislation and be supported in examining the relevant sections before applying them in their assignments.

Learning outcome 4 requires learners to understand ethical principles with regard to health and social care. Tutors could refer to those issued by professional bodies together with relevant case studies drawn from a professional magazine. Learners could also draw on examples from the mandatory work experience which is part of *Unit 6: Personal and Professional Development in Health and Social Care*, whilst observing measures to safeguard confidentiality.

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
Unit introduction.
Learning outcome 1   Introductory group discussion: principles, ethics and values; group work with case studies.   Tutor input: holistic approach to planning support for individuals; question and answer session to check understanding.
Assignment 1: Principles and values in health and social care (P1, M1, D1)   Using the example of two individuals who uses services, write an explanation, in essay format, of how you would apply relevant principles and values, when planning a package of support for these people.   Extend your essay to include a review of the benefits to the two individuals and also staff involved in delivery of taking a holistic approach to planning.   Extend your essay to include an analysis of the reasons for working with professionals from more than one agency when planning support for these two individuals.
Learning outcome 2   Tutor input: the planning process; groups to work on planning support for a suggested individuals.   Guest speaker: a professional involved with planning and delivering support; question and answer session.   Tutor input: the assessment tools for planning support; groups to use relevant text/journals to research further information.   Learner research: (internet) on issues arising from an interagency approach to planning support; class discussion.
Assignment 2: Planning support for individuals (P2, M2, D2)   Produce an information booklet for new social work assistants which;   • identifies the processes and assessment tools which would be involved when planning support for two individuals   • describes how three key professionals could be involved with this planning   • assesses two potential issues which could arise from professionals working together.
Learning outcome 3   Learner research: to obtain information about relevant legislation; tutor-led class discussion, applying the legislation to practical issues.   Tutor input: linking policies with relevant legislation; group activity to check understanding.   Learner research: obtain information about codes of practice and their relevance to values and planning of support; followed by tutor-led discussion.
Assignment 3: Producing plans (P3)   Produce a support plan for each of two individuals within a residential setting for older people. Your plan should include an explanation of how one piece of legislation, one service policy and one code of practice can be applied to the support of your chosen individuals.

Topic and suggested assignments/activities and/assessment
Learning outcome 4
Tutor input: defining ethics and ethical principles in health and social care; group discussion to check understanding.
Guest speaker: ethical dilemmas in health and social care; question and answer session.
Group work: using case studies which include ethical dilemmas; class plenary.
Assignment 4: Ethics in health and social care (P4, P5, M3)
In essay format, use three examples to explain how you would incorporate ethical principles into provision of relevant support; explain how an ethical approach would benefit your chosen individuals and evaluate two potential dilemmas which may be faced by staff involved in delivery.
Unit review and assessment.

Assessment

The unit may be assessed in a variety of ways and the following contains suggestions but is not prescriptive. Assessment should enable learners to apply values and principles to vocational issues wherever possible and the use the of scenarios and case studies would benefit learners. Guidance is necessary if learners wish to produce their own case studies, to ensure an element of realism and maintain confidentiality of subjects. The outline learning plan suggests a set of vocationally-based assignments which involve learners applying the principles, values and processes to examples. These could include characters from television soaps, or referenced cases from professional journals and relevant texts. Learners could base their examples on actual individuals provided that full confidentiality is maintained and permission is obtained where appropriate.

P1 requires learner to explain the principles and values which underpin the delivery of support to two individuals. Learners could be given a scenario to base their work on. For M1, learners will need to review exactly how both the individuals who use services and the professionals who deliver it benefit from a holistic approach to planning. This should be written as an extension to P1, demonstrating learner understanding of the links between planning and delivery of support. For D1, learners will need to consider at least three reasons for taking a multi-agency approach to planning support, analysing each one and justifying their explanation.

P2 asks learners to identify the tools and processes used to assess individuals before planning support. The assessment process should involve professionals from both health and social care, in order for learners to link the processes with their description of how three key professionals could be involved in planning support and demonstrate their understanding of how professionals work together across professional boundaries for both of the chosen individuals (M2). For D2, learners need to consider the positive and negative aspects of potential issues which could arise from the involvement of several professionals in planning support for the individuals as in M2. For example, professional pride, problems with communication as negatives and use of expertise and examples of teamwork as positives. Learners should assess the comparative effects of these issues on the efficacy of interagency planning.

P3 asks for an explanation of the way in which one piece of legislation, one policy and one codes of practice should be applied when planning support. Learners must demonstrate their understanding of how support plans must adhere to the relevant legislation, policies and codes of practice, that is in the way they are constructed to ensure that delivery also adheres to them.

P4 introduces learners to the concept of ethics in health and social care and assessment must explain the incorporation of ethical principles into actual support for individuals. For example, in the daily routines and events of a health and social care setting. For M3, learners must extend their examination to justify how an ethical approach would benefit both individuals; what would be improved because of this approach? P5 extends P4 by learners explaining why an ethical approach may cause a dilemma for workers in two different situations. It could be suggested that learners use the three examples in P3, to show how dilemmas can arise.

Programme of suggested assignments:

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the 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, M1, D1	Principles and values in health and social care	As a senior social work assistant, you are preparing your application for secondment to train as a social worker. You have been asked to write an essay on how holistic support is underpinned by principles and values.	Essay.
P2, M2, D2	Planning support for individuals	You are a senior social work assistant attached to a community centre in an inner city area. You are upgrading the literature for new staff and have decided to produce an information leaflet on planning support to replace the current one which is out of date.	Information booklet.
P3	Producing plans	You are a social worker attached to a residential setting for older people. You have been asked by the manager to contribute to the production of support plans for two new residents by explaining how legislation, policy and codes of practice can be applied to planning support.	Two support plans.
P4, P5, M3	Ethics in health and social care	Your tutor has asked you to write an essay for a competition on incorporating ethics into health and social care. You must also consider the dilemmas which this may produce for staff. There is a prize of £50 for the best essay.	Essay.

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

Learners will require access to library facilities, including professional journals; magazines, relevant texts, DVDs, CD ROMs, current broadsheet newspapers and ICT facilities.

Employer engagement and vocational contexts

Learners would benefit from a period of work experience in order to observe the implementation of ethics, principles and values in the practical delivery of support for individuals. Speakers from relevant vocational settings, such as day centres for individuals with additional needs and older people, residential settings and disability living centres, would enhance learning.

This unit has close links with *Unit 47: Social Policy for Health and Social Care.* Learners are also offered opportunities to achieve Functional Skills ICT and English at Level 2, and personal, learning and thinking skills.

Indicative reading for learners

Textbooks

Aslangul S and Meggitt C – *Further Studies for Social Care* (Hodder Arnold, 2002) ISBN 9780340804247

Holland K and Hogg C – *Cultural Awareness in Nursing and Health Care* (Hodder Arnold, 2001) ISBN 9780340731338

Stretch B and 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

Magazines and newspapers

Community Care

The Guardian newspaper

The Independent newspaper

The Nursing Times

Websites

www.community-care.co.uk	*Community Care* magazine
www.dh.gov.uk	Department of Health
www.eoc.org.uk	Equal Opportunities Commission
www.skillsforcareanddevelopment.org.uk	Sector Skills Council for Care and Development
www.skillsforhealth.org.uk	Sector Skills Council for the UK Health Sector
www.society.guardian.co.uk	*The Guardian*

Delivery of personal, learning and thinking skills

The following table 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	[IE1] relating principles and values to the support of individuals who use services
	[IE4] identifying the processes and tools involved in the assessment of individuals and planning their support
	[IE5] applying legislation, policies and codes of practice to support plans for individuals
	[IE6] incorporating ethical principles into support for individuals
Creative thinkers	[CT1,2,5] describing how to apply legislation, policies and codes of practice to support plans; considering how to incorporate ethics into support for individuals; recognising where an ethical approach to support may present workers with dilemmas.

● Functional Skills – Level 2

Skill	When learners are …
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	selecting a variety of websites for use in assignments
Manage information storage to enable efficient retrieval	storing incomplete work and documents for future use
Follow and understand the need for safety and security practices	storing work onto a pen drive and using a password for security
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using a variety of internet sites for their assignments
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	logging on and finding a number of web-based information sites and evaluating their relevance
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	combining web-based information in assignments
Present information in ways that are fit for purpose and audience	presenting essays, information booklets and support plans
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to group discussions and questioning visiting speakers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading a variety of relevant texts and journals to choose information for inclusion in assessment tasks
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing essays and information booklets.