



## Unit 3: Skills, Attributes and Values Required to Give Care

### Delivery guidance

#### Approaching the unit

The focus of the Unit is to enable learners to gain knowledge and understanding of the skills, attributes and values which are essential for the provision of health and social care, this includes exploration of their own personal strengths and weaknesses and reflection on their own development.

Learners will discover how effective communication skills are key to developing caring relationships in health and care working settings. They will learn how to share information appropriately with people using services, their families, carers, colleagues and other professionals.

This unit will enable learners to investigate values and the importance of empathy, preserving dignity and treating others with respect, through appropriate actions within health and social care settings.

For Learning Aims A and B, the use of scenarios is likely to be very useful, these can be designed by the Teacher to suit the needs of the tutor group. Work sheets, videos and case studies will be an invaluable aid in enabling learners to understand effective communication techniques and barriers to these. Learners can observe care values in action on work placements and on visits to health and care environments, there are additionally, numerous links on the internet to ways care organisations deliver these values.

For Learning Aims C and D, examples of Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses can be investigated together with examples of Personal Development Plans to point learners towards areas for their own self-development which are accessible and appropriate for individual learners, such examples can be found in textbooks and on the internet.

#### Delivering the Learning aims

##### Learning aim A Understand communication skills required to give care

Learning Aim A provides learners with an understanding of effective forms of communication as well as barriers to effective verbal and non-verbal communication. These will include clear speech, selection of formal and informal language, active listening skills, positive facial expressions and eye contact as well as non-threatening use of body language.

Learners need to gain an understanding of examples of environmental, physical and social barriers to effective communication.

Teachers can use case studies, scenarios and role play to deliver this Learning Aim. Videos relating to the different types of communication from different settings and which include barriers to effective communication will be invaluable learning aids. Learners could be provided with worksheets to identify key barriers which maybe encountered. Talks from employers and employees within settings would enable learners to understand how

effective communication is used in working environments. Learners could investigate the role of the service user through role play and simulation. Local health and social care organisations could be approached to provide guest speakers, work placements and supervised learner visits to different health and care settings will be useful. There are many online videos and exercises relating to effective communication and key barriers.

**Learning aim B** Investigate dignity, empathy and respect values required to give care.

Learning Aim B provides learners with knowledge of three of the values of dignity, empathy and respect required to give care. Learners will investigate the importance of preserving the dignity of others through actions such as having a non-judgmental approach and openness to diversity and individual choice. They need to investigate the importance of empathy through appropriate actions to include values such as patience, honesty and respect as well as taking time to listen to others.

Learners should be given the necessary skills to research the three care values through the internet and through work placement in a health or care setting. Good quality health and care scenarios/situations should be offered to enable learners to explain the importance of linking dignity, empathy, and respect to improve care provision. Learners can discuss in class, how dignity, empathy and respect can be interpreted within the scenario and how linking dignity, empathy and respect has been achieved. Using an electronic presentation, this could provide learners with information for their information leaflet for Activity 2 of the Pearson Set Assignment.

Learners should be encouraged to visit or contact virtually, a health and social care setting to interview staff on how care is provided with a focus on dignity, respect, and empathy. Alternatively guest speakers can be invited.

**Learning aim C:** Explore personal strength and confidence attributes required to give care to give care.

Learning Aim C relates to the learners own personal strengths and areas of development of a range of skills such as teamworking, observation and record keeping skills as well as personal qualities for example, patience, empathy and honesty. Learners are additionally required to engage in personal development planning (PDP) to identify areas of development which will build confidence such as what needs to be developed and how to pinpoint the resources required. The Teacher can introduce learners to SWOT analysis techniques and provide them with ways to design their own presentations. Guest speakers with expertise on self-development could provide talks on developing own Personal development Plans in relation to confidence building. Templates and guidance for both SWOT analyses and PDPs can be found online. Feedback in the form of observation records by teachers, their peer group and witness statements from work placements can be used to support the learners' own reflective accounts. Finally learners should be provided with examples of reflective accounts which can be found in textbooks and online to help them formulate their own thoughts on the ways others fed back on their communication, values, personal strengths and confidence.

**Learning Aim D:** Reflect on own personal development needs in order to give care

Learning Aim D provides learners with the opportunity to reflect on the ways the feedback they have received can be used. They will be able to use the Observation Records and other forms of evidence from their activities in Learning Aims A and B to support their investigation, plus the work completed on their own PDPs for Learning Aim C. Learners can be provided with further ideas from teacher led and discussions with peers to help identify the areas for improvement whilst conducting their own reviews.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand communication skills required to give care.	<b>A1</b> Effective forms of communication <b>A2</b> Barriers to effective communication	This Unit is assessed through a Pearson set assignment
<b>B</b> Investigate dignity, empathy and respect values required to give care.	<b>B1</b> Care with dignity <b>B2</b> Care with empathy <b>B3</b> Care with respect	
<b>C</b> Explore personal strength and confidence attributes required to give care.	<b>C1</b> Personal strengths and areas for development <b>C2</b> Confidence building	
<b>D</b> Reflect on own personal development needs in order to give care.	<b>C1</b> Reviewing personal development <b>C2</b> Using feedback and action planning to develop own professional development	

### Assessment guidance

The unit is assessed by a Pearson Set Assignment (PSA). The assessment is set by Pearson and must be taken under controlled conditions before it is marked by tutors.

There are 60 guided learning hours assigned to the unit, of which 20 hours will be required for assessment.

Set assignments are available from September each year and are valid for one year only.

Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria and assessment guidance in preparation for taking the PSA. Sample Assessment Materials are available on the Pearson website. These can be used or adapted to help learners prepare for assessment.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

Introduce this unit by explaining how important it is for learners to gain knowledge and understanding of the skills, attributes and values which are needed to deliver care and how in this unit, they will understand effective communication skills and investigate the three values: dignity, empathy and respect. Inform learners about how they will also explore their own personal strengths and confidence attributes, whilst reflecting on their own personal development needs in order to be effective care givers whilst working in a health or care environment.

### Learning aim A – Understand communication skills required to give care.

Learning aim A is designed to enable learners to understand communication skills

- For A1 learners will need to know at least three verbal and three non-verbal communication skills and generic videos/films on communication could be used to introduce these skills to learners, which can then be contextualised to Health and Social Care. Learners can be provided with work-related scenarios and take part in role play activities to practice clear speech and active listening skills. Observations can be recorded; these later can used to enable learners to reflect on their own communications skills.
- For A2 learners should understand the four types of barriers: environmental, physical, language and social. They can experience them through the use of scenarios, role play and visits to care settings in addition to work placements.

### Learning aim B: Investigate dignity, empathy and respect vales required to give care.

Learning aim B is designed to enable learners to investigate the three care values: dignity, empathy and respect.

- For B1, learners are to investigate care with dignity. Learners could watch videos on what is meant by dignity in care and can discuss its different aspects such as a non-judgemental approach and recognition of an individual's culture and religion.
- For B2, learners are to investigate the importance of empathy in care, this can be done through scenarios and role play with learners demonstrating how to use their personal qualities to support emotional wellbeing. Such activities could be observed and/or recorded to provide learners with evidence to reflect upon their own personal development for Learning Aim D.
- For B3 learners can investigate the importance of care with respect through listening to a guest speaker from a Health Centre and then discussing the various facets of delivering care with respect.
- To complete their investigation, learners should visit a Care home where they can observe the three care values in action, they can interview care workers and discuss their observations post visit.



**Learning aim C:** Explore personal strength and confidence attributes required to give care.

Learning aim C is designed to enable learners to explore their own personal strengths and weaknesses

- For C1, learners should be introduced to a SWOT analysis to identify their own skills such as teamworking and personal qualities, such as sense of humour and patience
- For C2, learners can be introduced to the use of Personal Development Plans to help them identify areas for development which can be used to build confidence. There are various templates for PDP online and learners should be guided into using one which is appropriate for them. There are a range of videos on SMART targets as well as templates online, which will assist the learners in developing their own SMART on how confidence can be developed using examples on confidence building provided in scenarios. They may also use observations on their own role play activities for Learning Aims A and B here.

**Learning aim D:** Reflect on own personal development needs in order to give care

Learning aim D is designed for learners to reflect on their own personal development needs in order to provide care.

- For D1, learners can use their own SWOT analyses and PDPs, plus the recordings and observation records from their activities for Learning Aims A and B which will assist them in reviewing their own personal development. Talks from guest speakers may also enhance the identification of career goals
- For D2, learners will use the information which they have gathered to reflect on the feedback and use their own Personal Development Plans to highlight the areas for improvement and develop their career goals.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Ensuring Healthy Living
- Unit 4: Ensuring Safe Environments in Health and Social Care
- Unit 7: Anatomy and Physiology for Health and Social Care
- Unit 9: The Impact of Diet on health

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L2 Qualifications in XXX. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Websites

#### Non-verbal and verbal communication, such as

[nursingtimes.net/clinical-archive/assessment-skills/communication-skills-3-non-verbal-communication-15-01-2018/](http://nursingtimes.net/clinical-archive/assessment-skills/communication-skills-3-non-verbal-communication-15-01-2018/)

[physio-pedia.com/Communication\\_in\\_Healthcare](http://physio-pedia.com/Communication_in_Healthcare)

#### Language Barriers to Healthcare, such as

[openaccessgovernment.org/overcoming-language-barriers-in-healthcare/89359/](http://openaccessgovernment.org/overcoming-language-barriers-in-healthcare/89359/)

#### Care values

[skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/What-values-do-I-need-to-work-in-social-care.pdf](http://skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/What-values-do-I-need-to-work-in-social-care.pdf)

#### Dignity in Care

##### Dignity and respect in Care, such as

[cddft.nhs.uk/media/648758/08.18.29-5d%20behaviours%20framework%20-%20appendix%201%20attachment%204.pdf](http://cddft.nhs.uk/media/648758/08.18.29-5d%20behaviours%20framework%20-%20appendix%201%20attachment%204.pdf)

##### Case study Different types of Dignity, such as

[dignityincare.org.uk/\\_assets/Vulnerable\\_Adults\\_Dignity\\_Workshop\\_Pack.pdf](http://dignityincare.org.uk/_assets/Vulnerable_Adults_Dignity_Workshop_Pack.pdf)

##### Skills in Care, such as

[crghomecare.uk.com/10-qualities-skills-need-care-assistant/](http://crghomecare.uk.com/10-qualities-skills-need-care-assistant/)

##### Values in Care, such as

[skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/What-values-do-I-need-to-work-in-social-care.pdf](http://skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/What-values-do-I-need-to-work-in-social-care.pdf)



## **Videos**

### **Clear speech, such as**

[youtube.com/watch?v=ixSUBI1WNxk](https://www.youtube.com/watch?v=ixSUBI1WNxk)

### **Non-verbal communication, such as**

[youtube.com/watch?v=ihKXQbYeV5k](https://www.youtube.com/watch?v=ihKXQbYeV5k)

### **Communication in healthcare, such as**

[youtube.com/watch?v=b7YwrHNylTg](https://www.youtube.com/watch?v=b7YwrHNylTg)

### **Using specialist language, such as**

[youtube.com/watch?v=LmOKwjgYcG4](https://www.youtube.com/watch?v=LmOKwjgYcG4)

### **Communication and values, such as**

[youtube.com/watch?v=r842Ylpa-nQ](https://www.youtube.com/watch?v=r842Ylpa-nQ)

### **Dignity in Care, such as**

[scie.org.uk/dignity/care/videos](https://scie.org.uk/dignity/care/videos)

### **Personal SWOT analysis, such as**

[youtube.com/watch?v=7mV1\\_ZO0PII](https://www.youtube.com/watch?v=7mV1_ZO0PII)

[youtube.com/watch?v=enWsl5u55gg](https://www.youtube.com/watch?v=enWsl5u55gg)

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.