

Unit 4: Principles of Effective Care

Delivery guidance

Approaching the unit

This unit enables learners to understand the principles and practicalities that underpin the way that care and support meet the needs of individuals.

The needs of the individual are paramount. The principles and values which underpin the ways in which care and support are provided reflect this fundamental concern and in turn enable the individual to articulate their needs. Learners will need to understand that without these principles and values, the care and support provided might well be less effective. This should be the starting point in your approach to this unit.

Throughout this unit, there is excellent scope to use speakers from the range of organisations that provide health and social care services. You are also encouraged to take learners to visit these organisations to see first-hand the invaluable work that they do. This will give learners an opportunity to talk to people who work in organisations which provide health and social care services and ask questions to develop their insight. Information gathered from such visits will enable learners to prepare more fully for their exam and to use real-life examples in their answers. Speakers from within your own learning environment can also enhance learners' experience and assist you in delivering the unit content.

Delivering the learning aims

Learning aim A

One way to start the unit would be to get learners to think about their own values. They could consider whether these reflect the priorities of their parents, or those of their religion or their particular cultural, economic and social backgrounds. How would their own values translate into providing care and support for others? Some topics, such as discrimination, assisted suicide and end-of-life care, could generate discussion and enable learners to reflect on whether their own values stand up to scrutiny. Learners also need to understand the skills involved in meeting individual care and support needs and they might like to map values to skills, starting with communication skills and empathy. As a final exercise they might consider how they would assess these skills. What criteria would they employ to show that an individual had successfully developed a relationship with the person needing care? Role-play scenarios could be used.

Learning aim B emphasises the shifts to the ethical issues which come into play when providing care and support to meet individual needs. Learners could work in small groups to devise a situation where conflict might occur and then work out how to manage the situation. They could use role play to enact their scenario for the other people in their group, who could then comment on the effectiveness of the conflict avoidance and resolution.

Learning aim C returns to the theme of skills. Learners could use some of the skills they used in the conflict scenario in the previous learning aim to develop their understanding of the key skills identified here. They could then consider, for example, health action plans and use these to show how they help individuals to overcome challenges in their care and support needs. One challenge individuals are likely to face is financial. Learners could download relevant application forms and complete a dummy application to enhance their understanding of the challenges individuals may face. This is also an opportunity for them to develop their research skills.

In **learning aim D** learners need to understand the key features of the roles of the agencies which commission health and social care services. This is an excellent opportunity to use a guest speaker. Learners can also use their work placements to develop their understanding of the ways in which information is managed and shared. When they work in the health and social care sector, they will be expected to maintain confidentiality and follow the designated codes of practice. A range of activities is suggested below to help you ensure that learners fully cover the unit content in order to be prepared to produce their portfolio.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Examine principles, values and skills which underpin meeting the care and support needs of individuals</p>	<p>A1 Promoting equality, diversity and preventing discrimination</p> <p>A2 Values, skills and personal attributes required for developing relationships with individuals</p>	<p>A report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.</p>
<p>B Examine the ethical issues involved when providing care and support to meet individual needs</p>	<p>B1 Ethical issues and approaches</p>	
<p>C Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>	<p>C1 Enabling individuals to overcome challenges</p> <p>C2 Promoting personalisation</p> <p>C3 Communication techniques</p>	
<p>D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>	<p>D1 How agencies work together to meet individual care and support needs</p> <p>D2 Roles and responsibilities of key professionals on multidisciplinary teams</p>	<p>A report based on case studies on how working practices are used to successfully meet individual needs.</p>

	D3 Maintaining confidentiality D4 Managing information	
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Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

For **learning aims A, B and C** it is suggested that learners are asked to produce a written report based on case studies. These case studies can be based on real-life or fictional characters. There are exemplar case studies available for use on the Pearson website. Learners may prefer to base their work on someone they know or on a celebrity. They should then choose material from the case studies to explore the issues surrounding equality and diversity, and preventing discrimination, and how successfully promoting anti-discriminatory practice can be achieved for each case study. Learners will draw together their understanding of the values, skills and personal attributes required to successfully promote anti-discriminatory practice and to meet the care and support needs of the individuals in the case studies. Considering the advantages and disadvantages of various approaches and using detailed analysis and research to reach reasoned and valid conclusions and recommendations about what are best will help learners achieve the higher grades. Learners need to relate different ethical issues and their influence on planning support to meet the case study individual's care and support needs. They will use their understanding of strategies that can be used to overcome the challenges faced by the case study individuals. To achieve the higher grades they must consider the advantages and disadvantages of the strategies and use detailed analysis and research to reach reasoned and valid conclusions and recommendations. They must also explore a range of legislation/guidelines, organisational policies and codes of practice and their influence in overcoming challenges, the ethical issues, the resulting conflicts of interest and how they can be resolved. Learners should consider the different approaches used by professionals when communicating with individuals with care needs and explore the success of the communication techniques used.

For **learning aim D**, learners will use their knowledge and understanding across learning aims to consider how successful multi-agency and multidisciplinary working meets individual needs.

BTEC INTERNATIONAL HEALTH AND SOCIAL CARE**UNIT 4: PRINCIPLES OF EFFECTIVE CARE**

For the higher grades learners should then evaluate how an individual's right to equality and independence can be promoted by multi-agency and multidisciplinary teams through enabling individuals to overcome challenges, but that this must be balanced with overcoming ethical issues. Learners will also consider how different organisations and professionals on the multi-agency and multidisciplinary teams work together while managing information and maintaining confidentiality. Learners could then discuss how effective the team's working practices are for meeting individual needs. They should include the importance of legislation and codes of practice in managing information and maintaining confidentiality. Learners could draw on the roles and responsibilities of three professionals in a variety of care environments to demonstrate proficient understanding of complex situations when maintaining confidentiality becomes an ethical issue.

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

Here are some starter activities which you could use with your learners as an introduction to the unit.

- 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.
- Learners 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 which are used in their learning centre. These tasks are designed to get learners to think about individuals' ability to assess their own care needs and the potential impact on the services which are provided for them.

Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals

Learners need to examine how principles and values underpin the ways in which care and support meet the needs of individuals and the skills required to ensure that these principles and values are observed when providing care and support. While this is an early opportunity for learners to develop their research skills, it is also a good way of getting them to make first contact with an organisation which provides care and support, in order to find out what happens in day-to-day situations with real service users.

Activities:

- Learners need to understand the ways in which in the health and social care sector, equality and diversity are promoted, and discrimination is prevented. As suggested in the starter activities, for A1 learners could collate a short video presentation of examples of discrimination in day-to-day life. They could compare the strategies used to prevent and overcome these with approaches used in their learning centre.
- For A2, learners could interview a person who works for an organisation which provides care and support (or they could interview an informal care-giver such as a parent or relative). Learners should prepare for the

interview by writing questions which ask about the worker's skills, how they got them and how their qualifications help them to carry out their role.

- In order to embed their learning, you could ask learners to undertake an assignment in which they identify and explain the advantages and disadvantages of the main empathy theories in A2. This is the first stage on the journey to attaining higher-level skills, such as being able to assess or evaluate. The assignment should be designed to enable learners to identify the salient features of these theories with a view to recap later on where they unpick the details and start to compare them.
- Embedding learning: give learners a short test on the meanings of the 6Cs. This could consist of asking for definitions and examples based on work placements.
- Research: ask learners to find the main features of the Equality Act 2010 and list the types of discrimination which it intends to prevent.
- Revision: give learners key terms to revise, to include: discrimination; empathy; negotiation; attachment; emotional resilience; autonomy; triangle of care. A visual display might remind learners on a regular basis that they need to know and understand these terms.
- Assessment skills: empathy theories are assessed in the first suggested assignment. Using two scenarios, one with a child and one with an older person, ask learners to describe the ways in which these theories might affect the interaction between a person providing care and support and their client.
- Summative task: what would be the most appropriate format for a report on these issues? Discuss.

Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs

Learners will be able to use their work placements to help them understand the ways in which ethical issues have an impact on the care and support which meets individual needs. One way to approach this learning aim would be to start with practical issues such as managing conflict and maintaining confidentiality. Once learners have examined these aspects, they could then look at how the theories underpin the ethical issues.

Activities:

- To introduce B1, role play could be used. Learners could work in small groups to devise a situation in which conflict might occur and then work out how to manage the situation, perhaps using their experience in the classroom as a starting point. They could enact their scenario for the other

people in their group, who could then comment on the effectiveness of the conflict avoidance and resolution strategies.

- Learners need to consider the issue of individual choice and independence in providing and accepting care and support. Ask learners to prepare a PowerPoint presentation on the issues which might occur for a service user who needs care and support. Learners could use different scenarios from those in learning aim A. For example, they could consider how care and support might reflect the choices of a person who has a mild learning disability or someone who has mental ill-health. Alternatively, learners may prefer to create a presentation about how a support worker might respond to these issues.
- Once the presentation has been given, ask one learner to chair a discussion about whether these needs are being met.
- Learners must examine the existing guidance on conflicts of interest, balancing resources and minimising risk (B1). A starting point could be for learners to undertake a brief risk assessment of their own learning environment or their home. They could list, in order of seriousness, the potential causes of harm to an individual needing care and support. They could develop this from the PowerPoint presentation they gave previously.
- The key features of the legislation in B1 need to be understood in terms of their impact on working practices. It is likely that learners will need support when looking at this legislation. The legislation considered should be relevant to the country of study.
- Another excellent source of information about the impact of legislation can be found on the websites of charities which represent the interests of those who have specific care and support needs. Often, the language used on these sites is clearer and more accessible. This will require a tutor-led session to break down the information into a format and style which can be understood by level 3 learners.
- Embedding learning: give a short test on the key features of ethical theories.
- Research: in groups, ask learners to identify the main features of the specified legislation and share findings with others in the group.
- Revision: give key terms for revision to include consequentialism, deontology, principlism and virtue ethics. A visual display might remind learners on a regular basis that they need to know and understand these terms.

- Assessment skills: ethical theories are assessed in the first assignment. To practise the required skills, ask learners to explain how these theories can be incorporated into the ways in which care and support meet individual needs.
- Summative task: learners should design a control chart showing how the organisations in the health and social care sector are connected.

Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges

C1 builds on learning and understanding from A2 and B1 and learners may find it useful to recap that information.

Activities:

- Recap the PowerPoint presentation from B1. Learners could prepare a visual display which in one column would list the main challenges facing those people who need individual care and support, and in a second column would list those challenges faced by those who provide such care and support. This will ease comparison.
- Assignment: using the visual display, explain the benefits of early intervention and other strategies used to overcome challenges.
- For C2, learners need to understand the impact of care and other sorts of plans. Learners should access plans provided in their local area by health and social care organisations and local authorities. Once they have learned how these plans are constructed and what they are intended to do, learners should start to develop their higher-level exam skills by making judgements about how effective these plans are, giving reasons and evidence to support their judgements. It should be possible to start with a learning plan which is in place in their learning centre as this will be most accessible.
- For C3, a guest speaker who can use Sign Language, Makaton or Braille could be invited. Learners would be able to develop their understanding of the challenges faced by people with hearing or sight impairments and their knowledge of the sorts of services available to them.
- Another approach for C3 would be to invite a drama/theatre studies tutor to give a lesson on body language as used on stage.
- One further activity could be to collate articles about health and social care from different newspapers and magazines and compare the ways they communicate these issues.

- Finally, learners could run an online meeting/symposium to consider the impact of new technologies and communication techniques from the point of view of someone with individual care and support needs. Learners are likely to use their own experience of technology to inform their understanding. There are a number of controversial contemporary issues which could be the starting point for understanding.
- Embedding learning: give a short test on the financial impact of promoting choice and control in care provision.
- Research: in groups, ask learners to identify the main features of the specified theories of communication.
- Revision: ask learners to revise the key features of the different approaches for effective communication to include humanistic, behavioural, cognitive, psychoanalytical and social.
- Developing higher-level skills: communication techniques and strategies are assessed in the first assignment. To help develop these, learners could explain examples from the six different types of challenges and assess the success of these strategies.
- Summative task: ask learners to develop their own hypothetical case study which shows the importance of recognising the preferences of individuals and promoting choice. Follow this with a class discussion.

Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs

D1 builds on learning and understanding from B1, B2 and B3 and learners may find it useful to recap that information.

Activities:

- Learners might start with D2. They could choose one specific role that interests them from either the public, private or voluntary sector. They could arrange an interview with someone who carries out this role to find information about the requirements and responsibilities.
- Developing research skills: before carrying out the interview, learners should:
 - 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.
- Guest speaker opportunity: once learners have understanding of the roles and responsibilities of people who provide care and support, they could consider the organisations which commission these services (D1). It is another opportunity for a guest speaker. Tutors and learners need to be aware that the most up-to-date and relevant information is most likely to be obtained from people who work for these organisations. Commissioning is a complicated issue and will require tutors to give additional support to learners.
- For D3 and D4, learners could start by looking at wikileaks. 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 that arise.
- 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 social media to inform their decisions in these matters.
- For D4, from their work placement, learners should obtain a copy of the code of practice which covers the management and sharing of confidential information. They should use this code of practice to prepare for the following assignment. **Assignment:** explain how the code of practice reflects relevant aspects of legislation including the Data Protection Act 1998 and the Health and Social Care Act 2012.
- Linking D3 and D4: learners should 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 who has serious mental ill-health issues; someone with a severe learning disability; a person with 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:
 - the challenges for the individual
 - the challenges for those providing support and care
 - the ways in which 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.

BTEC INTERNATIONAL HEALTH AND SOCIAL CARE**UNIT 4: PRINCIPLES OF EFFECTIVE CARE**

- Embedding learning: a short test on the working practices which maintain confidentiality.
- Research: the role of the adult safeguarding boards.
- Revision: the roles and responsibilities of key professionals on multidisciplinary teams.
- Developing higher-level skills: learners should evaluate how multidisciplinary working meets the care and support needs of specific individuals, either through an individual written exercise or via small group discussion and a presentation.
- Summative task: learners should produce a resource pack for either a health professional, a social care professional, an education professional or a voluntary sector worker which gives guidance and recommendations about how to provide care for one designated individual. This could form part of the second suggested assignment.

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

This unit links to:

- Unit 1: Human Lifespan Development

Resources

Textbook

Melia, K – *Ethics for Nursing and Healthcare Practice* (Sage, 2013)
ISBN 9780857029300

Websites

Below is a range of general and health and social care websites that are current at the time of writing. More relevant websites for the country of study may be available.

www.citizensadvice.org.uk

The Citizens Advice website contains information about rights and services within the health and social care sector, including local organisations that may be relevant.

www.cqc.org.uk

The website for the Care Quality Commission.

www.nhs.co.uk

The National Health Service website

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.