

Calendar			
UNIT 5: MEETING INDIVIDUAL CARE AND SUPPORT NEEDS			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Assessment
A1 Examine principles, values and skills which underpin meeting the care and support needs of individuals	<ul style="list-style-type: none"> <li>• <b>Can you define</b> equality, diversity and discrimination?</li> <li>• Why is it Important to <b>prevent</b> discrimination?</li> <li>• Why <b>initiatives are</b> aimed at preventing discrimination in care, e.g. the use of advocacy services?</li> </ul>	<p><b><u>COURSEWORK</u></b></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>	A.P1, M1 and D1
A2: Skills and personal attributes required for developing relationships with individuals	<ul style="list-style-type: none"> <li>• <b>What are The 6Cs</b> – care, compassion, competence, communication, courage and commitment?</li> <li>• <b>people skills</b> – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills?</li> <li>• <b>communication skills</b> – communicating with service users, colleagues and other professionals, e.g. active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations</li> <li>• <b>observation skills</b>, e.g. observing changes in an individual’s condition, monitoring children’s development</li> <li>• <b>dealing with difficult situations?</b></li> </ul>		A.P2, A.M2
A3: Empathy and establishing trust with individuals	<ul style="list-style-type: none"> <li>• <b>Attachment and emotional resilience theory</b>, to include the effect of secure attachments and support on emerging autonomy and resilience.</li> <li>• <b>The triangle of care.</b></li> <li>• <b>Empathy theories</b>, e.g. Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler</li> </ul>		B.P3,
B1	<ul style="list-style-type: none"> <li>• <b>Ethical theories</b>, to include consequentialism, deontology, principlism and virtue ethics.</li> </ul>		

<p>Ethical issues and approaches</p>	<ul style="list-style-type: none"> <li>• Managing conflict with service users, carers and/or families, colleagues.</li> <li>• Managing conflict of interests.</li> <li>• Balancing services and resources.</li> <li>• Minimising risk but promoting individual choice and independence for those with care needs and the professionals caring for them.</li> <li>• Sharing information and managing confidentiality</li> </ul>		
<p>B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p>	<ul style="list-style-type: none"> <li>• Organisations, legislation and guidance that influence or advise on ethical issues.</li> </ul> <p><b>Organisations,</b></p> <ul style="list-style-type: none"> <li>• e.g. National Health Service (NHS),</li> <li>• Department of Health (DH),</li> <li>• National Institute for Care Excellence (NICE),</li> <li>• Health and Safety Executive (HSE).</li> </ul> <p><b>Legislation</b></p> <ul style="list-style-type: none"> <li>• Mental Health Act 2007,</li> <li>• Human Rights Act 1998,</li> <li>• Mental Capacity Act 2005,</li> <li>• National Health Service Act 2006 Section 140,</li> <li>• Equality Act 2010,</li> <li>• Care Act 2014.</li> </ul> <p><b>Guidance,</b></p> <ul style="list-style-type: none"> <li>• the DH Decision Support Tool,</li> <li>• five-step framework</li> <li>• NICE and NHS guidance on Care Pathways and Care Plans</li> <li>• Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups (2013) (NHS)</li> <li>• HSE guidance on risk assessments.</li> <li>• How this guidance may be counterbalanced by other factors, e.g. religion, personal choice, government policies.</li> </ul>		

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Big Questions	Small Questions		Homework
C1 Enabling individuals to overcome challenges	<p><b>What are the different types of challenges</b> faced by individuals with care and support needs? To include:</p> <ul style="list-style-type: none"> <li>• awareness and knowledge</li> <li>• practical challenges</li> <li>• skills challenges</li> <li>• acceptance and belief challenges</li> <li>• motivational challenges</li> <li>• communication challenges.</li> </ul>		
	<p>What methods of identifying challenges can be used? To include</p> <ul style="list-style-type: none"> <li>• observation,</li> <li>• focus groups,</li> <li>• talking to individuals informally</li> <li>• questionnaires.</li> </ul>		
	<p><b>What Strategies</b> are used to overcome challenges?</p> <ul style="list-style-type: none"> <li>• educational information materials,</li> <li>• training courses,</li> <li>• opinion leaders,</li> <li>• clinical audits,</li> <li>• computer-aided advice systems,</li> <li>• patient-mediated strategies.</li> </ul>		
	<p><b>What is the role of policy frameworks</b> in minimising challenges?</p> <ul style="list-style-type: none"> <li>• NHS Patient Experience Framework, in particular understanding of the eight elements that are critical to the service users' experience of NHS services</li> <li>• Health Action Plans and how they are used to minimise challenges Adult Social Care Outcomes Framework (ASCOF)</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Common Assessment Framework (CAF).</li> <li>• Impact of not enabling individuals to overcome challenges.</li> </ul>		
C2 Promoting personalisation	<p>Why is the promotion of Personalisation so important? – ensuring that every person receiving care and support is able to set their personal goals and has choice and control over the shape of their care and support.</p> <ul style="list-style-type: none"> <li>• Methods of recognising preferences, to include care plans, learning plans, behavioural plans, specialist support from health and social care professionals.</li> <li>• The importance of promoting choice and control and the financial impact of this on</li> </ul>		C.P5,
C3 Communication techniques	<p>What are the different <b>approaches</b> for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social.</p> <p>What <b>types of communication are used? For example</b>, to include verbal, body language, written, formal and informal.</p> <ul style="list-style-type: none"> <li>• What are Alternative communications? To include Makaton, British Sign Language (BSL), braille, communication boards and symbol systems.</li> <li>• What are the Theories of communication, to include Argyle, Tuckman, Berne.</li> <li>• What are the New technologies and communication techniques?</li> </ul>		C.P4,
<p>Learning aim D:</p> <p>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 do agencies work together to meet individual care and support needs?</p> <ul style="list-style-type: none"> <li>• What is the Role of organisations responsible for commissioning healthcare services, e.g. Clinical Commissioning Groups in England; formation, organisation roles and members?</li> <li>• What is the Role of organisations responsible for commissioning social care services, e.g. local authorities?</li> <li>• What is the Role of bodies responsible for integrating health and social care, e.g. Health and Wellbeing Boards (HWB)?</li> </ul>	<p><b><u>COURSEWORK</u></b></p> <p>A report based on case studies on how working practices are used to successfully meet individual needs.</p>	<p>Learning aim: D (D.P6, D.P7, D.P8, D.M5, D.M6, D.D3, D.D4)</p>

	<ul style="list-style-type: none"> <li>• What is the Role of assessment and eligibility frameworks, to include Common Assessment Framework (CAF), the National Eligibility Criteria (Care Act 2014), Department of Health, National Framework for NHS Continuing Healthcare?</li> <li>• What is the role of The Education, Health and Care plan (EHC)?</li> </ul>		
<p>D2 Roles and responsibilities of key professionals on multidisciplinary teams</p>	<ul style="list-style-type: none"> <li>• What is the role of Multidisciplinary teams, members and formation?</li> <li>• What are the Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team, to include: healthcare professionals, e.g. GP, nurse, paediatrician, clinical psychologist             <ul style="list-style-type: none"> <li>• social care professionals, e.g. social worker, occupational therapist</li> <li>• education professionals, e.g. special educational needs co-ordinator (SENCO), educational psychologist</li> <li>• allied health professionals, e.g. speech and language therapist</li> <li>• voluntary sector workers, e.g. Macmillan nurses, family support workers.</li> </ul> </li> <li>• How do multi-agency and multidisciplinary teams work together to provide co-ordinated support? e.g. an autistic child may have involvement with the following agencies and professionals: NHS (GP, paediatrician, clinical psychologist, counsellor, speech and language therapist), local authority and education services (social worker, SENCO, educational psychologist), and the voluntary sector (family support officers from the National Autistic Society).</li> </ul>		

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D3 Maintaining confidentiality	<ul style="list-style-type: none"> <li>• What is confidentiality? Definition of confidentiality.</li> <li>• Working practices to maintain confidentiality, to include:                             <ul style="list-style-type: none"> <li>keeping yourself informed of the relevant laws</li> <li>keeping information locked away or password protected</li> <li>sharing information only with people who are entitled to have access to the information, e.g. other people in the multidisciplinary team, service users and their carers or families (depending on the situation)</li> <li>being professional about how information is shared.</li> </ul> </li> <li>• Codes of practice for care workers establishing importance of confidentiality.</li> <li>• Relevant aspects of legislation, e.g. Health and Social Care Act 2012.</li> <li>• Role of the Health and Social Care Information Centre (HSCIC).</li> </ul>	A report based on case studies on how working practices are used to successfully meet individual needs.	
D4 Managing information	<p>What are the Working practices for managing information? To include:</p> <ul style="list-style-type: none"> <li>• identifying why the information is needed</li> <li>• identifying what information is needed</li> <li>• searching for the information</li> <li>• using information legally and ethically</li> </ul> <ul style="list-style-type: none"> <li>• Explain The importance of sharing information with colleagues, other professionals, the individual with care needs and their family.</li> <li>• What Impact of new technologies on managing information.</li> <li>• What are the Bodies that control the management of information, e.g. the National Adult Social Care Intelligence Service (NASIS).</li> <li>• What are the Legislation and codes of practice that relate to the storage and sharing of information in health and social care?</li> </ul>		

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	<p>What Legislation and codes of practice are current and applicable to England? e.g.:</p> <ul style="list-style-type: none"><li>• Data protection legislation</li><li>• Freedom of information legislation</li><li>• Mental health legislation</li><li>• Mental capacity legislation</li><li>• Care Quality Commission (CQC) codes of practice</li><li>• The Health and Care Professions Council (HCPC) codes of practice.</li></ul>		
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