

Unit 3: Principles of Health and Social Care Practice

Unit overview

Unit 3: Principles of Health and Social Care Practice	
Assessment type: Internal	
Learning Aim	Topics
A Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals	A1 Values essential to health and social care practice A2 Person-centred care and approaches A3 Communication in health and social care A4 Confidentiality A5 Duty of care A6 Working with vulnerable children and adults at risk
B Examine how organisations, legislation and guidance inform practice in health and social care	B1 Organisations, legislation and guidance affecting health and social care services B2 Organisation of health and social care services B3 How health and social care services are organised to benefit the population B4 Using critical thinking skills to draw valid conclusions
C Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice	C1 The effect of social determinants on individuals' health status C2 Improving health outcomes in practice C3 Potential barriers to improving health outcomes in practice
Assessment overview This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 12 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Person-centred care is a one-size-fits-all approach and means following a standard template or checklist for all clients.	Person-centred care is highly individualised. It requires understanding each service user's unique preferences, needs, and cultural background to provide tailored care and support. Practice applying principles in varied role-playing contexts to illustrate tailoring care to individual differences.
Communication is only about verbal interaction, and effective communication only involves spoken words.	Communication in health and social care includes nonverbal cues, active listening, written communication, and adapting to the communication needs of individuals with disabilities or language barriers. Encourage students to reflect on their recent communications and how they used other forms of communication not only verbal communication. Provide students with a variety of health and social care scenarios to discuss how to effectively communicate in each circumstance.
Confidentiality means never sharing any client information under any circumstances.	While maintaining confidentiality is crucial, sharing information is permissible (and often required) when there is a risk of harm to the individual or others, or when legal obligations arise. Familiarise students with safeguarding policies and legislation such as Data Protection Act and GDPR, to deepen understanding.
Diversity only refers to race and ethnicity.	Diversity encompasses a wide range of factors, including age, gender, sexual orientation, religion, disability, and socioeconomic status. Use case studies to discuss real-world examples.
Safeguarding applies only to protecting children.	Safeguarding policies protect all vulnerable individuals, including adults, from abuse, neglect, and exploitation. Familiarise students with legislation, such as the Care Act and Equality Act to deepen understanding.
Person-centred care is a one-size-fits-all approach and means	Person-centred care is highly individualised. It requires understanding each service user's unique

following a standard template or checklist for all clients.	preferences, needs, and cultural background to provide tailored care and support. Practice applying principles in varied role-playing contexts to illustrate tailoring care to individual differences.
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Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Values essential to health and social care practice	• Whole class teaching and learning – introduction to care values ○ Using case study examples of care values being displayed by health and social care professionals in different settings, discuss what are values and why they are important to health and social care practice. ○ Ask students to share their experiences of care values when they have used health and social care services and/or what values they would expect to see displayed when receiving care. • Small group activity – NHS Core Values, Skills for Care Values and the 6Cs ○ Assign students to work in small groups to research the different care values essential to health and social care practice; NHS Core Values, Skills for Care Values and the 6Cs. ○ Students present back to the group what the values are and provide examples of the values being displayed in practice (this could be through case study examples or role playing the values in action). ○ Encourage students to discuss how health and social care organisations ensure these values are being demonstrated in practice (e.g. training, codes of practice, line manager observation). • Individual activity – care values poster	GOV.UK NHS Constitution, including core values The NHS Constitution for England YouTube NHS series of videos to watch about Core Values The NHS Constitution Values Skills for Care Values Example values and behaviours framework NHS Professionals Working in Healthcare - The 6 Cs of care

	○ Students create a poster of either the NHS Core Values, Skills for Care Values or the 6Cs to be displayed in class (possible homework activity). ○ Posters should contain information on what the values are, and examples of those care values being demonstrated in practice with different service users e.g. young people, people with a long-term illness or disability and older people.	
A2 Person-centred care and approaches	● Whole class teaching and learning – understanding person-centred care ○ Explain the concept of person-centred care, the principles that underpin it and the legislation that supports it (e.g. Human Rights Act 1998, Mental Capacity Act 2005, Equality Act 2010). ○ Using appropriate videos, share case study examples of person-centred care in practice. ○ Share an example of a person-centred care/support plan and discuss how person-centred care planning works in practice. ● Guest speaker – person-centred care in practice ○ Invite a health and social care professional to give a talk to the class about person-centred care. ○ This could be social prescribing link worker from the community talking about person-centred care planning or a nurse or health visitor talking about how they display the 6cs and deliver person-centred care. ● Paired activity – person-centred care plan ○ Provide each pair of students with a case study of an individual with a variety of health and social care needs and preferences. ○ Students should either take on the role of the service user or service provider and role play person-centred care planning, completing a care and support plan template. ● Whole class and individual activity – electronic health records and making a complaint	YouTube Nursing and Midwifery Council Let's talk about person-centred care Caring with Confidence: The Code in Action Social Prescribing Academy example of a personalised care and support plan NASP Strategy 2023-26 NHS England resources to support discussion about personalised care and support planning NHS England person-centred care case studies Case studies high quality care or Case studies Social prescribing

	○ Discuss how a person-centred care plan will form part of a service users electronic health record and what other information the electronic health record might contain and in what formats. ○ Provide students with three different care settings (NHS service, private healthcare and social care home) and ask them to research and make notes on how and to whom they could make a complaint to if they were not happy with the care they received.	NHS electronic health records View your GP health record NHS England Purpose of the GP electronic health record
A3 Communication in health and social care	● Whole class and individual activity – types of communication ○ Mind-map as a whole class different types of communication (verbal, non-verbal, written) and the difference between formal v informal communications. [IS-WC] ○ Discuss different communication skills, appropriate use of language and body language and why communication is important in health and social care practice. ○ Students role play using different language and body language in health and social care scenarios. [IS-V&NC] ○ Provide students with a table to complete with one column listing ways that good communication may impact on outcomes for individuals and another column listing ways poor communication may lead to negative outcomes for individuals. ○ Discuss how digital communication is increasingly being used in the NHS and share examples (e.g. video conferencing for GP consultations) and the advantages and disadvantages of this. ○ Discuss how health monitoring through digital means (e.g. smart watches, phones) for conditions such as diabetes or general health monitoring (e.g. steps, heart rate, menstrual cycle) is becoming an increasing part of our daily lives. ○ Students to share their experiences of tracking their daily steps and competitions they may have had with friends/family members.	CPD Online Effective Communication In Health & Social Care Techniques, Tips NHS England information about video consultation tools NHS England information about glucose monitoring for patients living with diabetes NHS: About the NHS App BBC iPlayer documentary looking into the deaf experience Rose Ayling-Ellis: Signs for Change

	○ Ask students to design a 'how to use pocket guide to the NHS App' containing information such as what is it, how it can be used for tasks (e.g. appointment bookings, repeat prescriptions and accessing your health record), how can it be downloaded and confidentiality maintained. ● Individual/group activity – health monitoring ○ Set a challenge for students to track their steps using their smart watches or phones over a set period of days and report back. All students could be given a link to an App such as the Nike Run Club App to record their steps and to have all the data in one place and set a challenge amongst the group. ● Small group activity and peer teaching – alternative forms of communication ○ Assign students to work in groups to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on alternative forms of communication used by one of the following service user groups; visually impaired, deaf, learning disability, dementia and young children. ○ Students share their presentations with the class in the form of peer teaching. ○ Encourage students to take their learning further by watching the documentary about Rose Ayling-Ellis personal journey of the deaf experience (possible homework activity).	British Sign Language (BSL) Online resources, games, & course.
A4 Confidentiality	● Whole class and individual activity – understanding confidentiality in health and social care ○ Discuss as a group 'what is confidentiality' and the reasons for maintaining confidentiality in health and social care. ○ Consider in what circumstances should you breach confidentiality and what is the difference between sharing information with a care manager and telling a friend information.	HM Government: A guide to information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers

	○ Ask students to choose a health and social care setting and create a list of all the ways confidentiality could be maintained in that setting. ● Whole class and individual activity – privacy laws and confidentiality policies ○ Share with students an example of a confidentiality policy from a local health and social care setting in your area (available on their website) and discuss how they incorporate the sharing information principles and data protection principles regarding the management of information. ○ Discuss what legislation informs confidentiality policies (General Data Protection Regulations and the Data Protection Act 2018). ○ Direct students to create a poster aimed at health and social care professionals encouraging them to stop and think about the key sharing information principles before they share information. Posters should include information on the principles (necessary, proportionate, relevant, accurate, timely, secure) and examples of these principles in health and social care practice to demonstrate their learning at level 3. ● Paired activity – confidentiality case study ○ Share a case study of a confidentiality breach in a health and social care setting. ○ Students discuss in pairs the implications of this and what steps could be taken as a result. ○ Share ideas with the class.	NHS England a series of videos about digital security Help us to stay safe and secure YouTube NHS England What does the NHS need to do to realise the benefits of data and technology?
A5 Duty of care	● Whole class teaching and learning - understanding duty of care ○ Explain the concept of duty of care and ask students to mind map why it is important in health and social care. ○ Share real life examples of failures in duty of care (e.g. Whorlton Hall in County Durham or Sky News: Investigations in our care homes in the UK: A broken system?).	YouTube Sky News Investigations in our care homes in the UK: A broken system? YouTube Panorama Whorlton Hall in County Durham

	○ Discuss the importance of acting in a person's best interests and issues around consent and mental capacity. ● Small group activity – dilemmas and codes of practice ○ Share examples of dilemmas that may arise when balancing of duty of care with individual rights. ○ Students discuss how they could be managed. ○ Assign students to research in small groups the different codes of practice or conduct from one of the following professional bodies; Nursing and Midwifery Council (NMC), Health Care Professions Council (HCPC) and Social Work England. ○ Summarise the standards of professional practice in a one-page infographic to share with the class.	NHS Assessing mental capacity Assessing mental capacity YouTube Nursing and Midwifery Council Video about speaking up Let's talk about speaking up Caring with Confidence: The Code in Action Care Learning examples of dilemmas Describe Dilemmas That May Arise Between The Duty Of Care And An Individual's Rights
A6 Working with vulnerable children and adults at risk	● Whole class teaching and learning - understanding vulnerability and safeguarding ○ Introduce students to the concept of vulnerability and mind-map who might be most vulnerable in our society. ○ Discuss the importance of protecting an individual's right to live in safety, free from abuse and neglect. ○ Explain the concept of safeguarding and different types of abuse. ○ Discuss how safeguarding can take different forms. ○ Discuss the role of Adult Safeguarding Boards to include: - Who would attend. - The professionals involved and their roles and responsibilities with regards to working with vulnerable people.	BBC iPlayer documentary Joe Swash: Teens in Care YouTube London ADASS What Is Safeguarding? SCIE Safeguarding

	- Working together and sharing of information. • Small group activity – keeping children safe ○ Share with students a copy of HM Government Working Together to Safeguard Children, the statutory guidance on how organisations and agencies should work together to safeguard children. ○ Set a series of questions about the guidance that students need to review the document to find the answers to. For example, what is meant by local protocols for assessment and support? what is meant by early help? what is a child safeguarding practice review panel? • Project based learning – safeguarding fact file ○ Direct students to create a fact file about safeguarding for volunteers joining a health and social care service to include: - Principles of safeguarding practice from the Care Act 2014. - Legislation that informs safeguarding practice (e.g. Care Act 2014, Children’s Act 1989 and 2004, Equality Act 2010). - Different types of abuse. - What is a safeguarding policy and a DBS check. - How organisations work together to protect vulnerable children and adults at a local level. - Case study examples (e.g. the tragic cases of Arthur Labinjo-Hughes and Star Hobson, Baby P and Victoria Climbié). - Key words glossary relating to safeguarding. • Revision – learning aim A ○ Allow time for students to revise for an end of Learning Aim A test to consolidate learning and prepare them for Task 1 of the Pearson Set Assignment.	YouTube SCIE Partnership working in child protection GOV.UK Working together to safeguard children
B1 Organisations, legislation and guidance	• Small group activity – roles and responsibilities of key organisations	GOV.UK Department of Health and Social Care About us

affecting health and social care services	○ Assign students to work in groups to research one of the organisations listed in B1 in the specification. ○ Students should prepare and present a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on the organisation's roles and responsibilities. ○ All students should take class notes about the different organisations from the presentations to ensure they have detailed notes on each organisations' purpose, aims, who they support, how they are funded and their main activities. ● Whole class and individual activity - key legislation that informs practice and its purpose ○ Explain what legislation is and the difference between legislation, policies and procedures. ○ Explain to students the different key legislation that influences health and social care practice (focus only on those listed in B1 in the specification). ○ Ask students to choose the two legislations they are most interested in and compare the impact they have had on practice, drawing out similarities and differences. ○ Students prepare a 1-page A4 summary with a short case study example for how each of the legislation benefit service users. ● Whole class and individual activity – professional regulation ○ Explain the concepts of professional accountability and regulation. Discuss what is meant by a code of conduct. ○ Assign each student to either the role of a nurse, social worker, allied health professional or doctor. ○ Ask them to create an information sheet for a trainee in their profession about the different ways they are accountable to their professional body e.g. Nursing and Midwifery Council, Social Work England, Health and Care Professions Council and the General Medical Council.	NHS England Home Page Social Care Institute for Excellence Home Page National Institute for Health and Care Excellence Home Page Care Quality Commission Home Page Skills for Health Better skills, better jobs and better health Skills for Care Home Page Professional Standards Authority Healthcare Regulation GOV.UK Legislation.gov.uk to search for any piece of legislation.
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	○ Encourage students to consider the following areas: registration, qualifications, standards of practice, personal and professional conduct, continuous professional development and accountability. ● Paired activity – The Care Quality Commission (CQC) ○ Ask students to find the most recent CQC report of a health or social care setting they have knowledge of (e.g. their local GP surgery, hospital, or care home). ○ Students should identify from the report the main strengths and areas for improvement for the health or social care setting and write a summary of their findings.	GOV.UK Care Act factsheets Nursing and Midwifery Council What we do - The Nursing and Midwifery Council and The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates Social Work England Home Page Health and Care Professions Council Home Page General Medical Council About us NHS Careers Working in health Health Careers
B2 Organisation of health and social care services	● Whole class and paired activity – health and social care services ○ Provide definitions of the different types of health and social care listed in B2 in the specification. ○ Ask students to discuss with a partner and mind-map examples of services for each of the different types of health and social care.	NHS England Primary care

	○ Provide students with a variety of images of different types of health and social care and, with a partner, ask them to categorise them into the different health and social care types to consolidate learning. ● Whole group activity - role play a multi-agency meeting ○ Provide students with a case study about an individual with complex health and social care needs. ○ Decide on the purpose of the meeting e.g. to plan their discharge from hospital. ○ Discuss as a group the professionals and services could be involved in the planning and delivery of their care and support. ○ Allocate professional roles to some of the students and ask them to research how they could support the individual in the case study and prepare notes for the meeting. ○ Allocate one student to be the individual in the case study and another student to be their family member or advocate, ask them to research the kind of support they would need and prepare notes for the meeting. ○ Allocate one person to be the chair for the meeting and prepare an agenda for the meeting. ○ Allocate the remaining students to observe the meeting, ask questions when appropriate and take notes about how well the services collaborated, the outcomes agreed for the individual and what could have been improved. ● Site visit or guest speaker – understanding social and community care ○ Organise a visit to a local social care setting or community health care setting to understand the different services they provide and the service users they support. ○ Alternatively, invite a social care professional as a guest speak to visit the class.	BBC iPlayer documentary social care: The Nine to Five with Stacey Dooley - Series 1: 2. Caring and Sharing <u>Channel 4</u> TV shows such as: 999: On the Front Line 24 Hours in A&E What's Your Emergency? YouTube Transforming palliative care services in Southern Derbyshire YouTube NMC Let's talk about end-of-life care Caring with Confidence: The Code in Action Mencap Learning Disability - Down syndrome - Williams syndrome YouTube Mencap Channel
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	○ Students should prepare interview questions to help understand their role, the organisation they work for and how they work collaboratively with other health and social care services. ● Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of different health and social care organisations, legislation, regulation and different health and social care services using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar.	
B3 How health and social care services are organised to benefit the population	● Whole class teaching and learning – understanding integrated care systems ○ Explain to the class the concept of an Integrated Care System. Using the Integrated Care Systems Explained The King's Fund interactive map show the students their local integrated care system. ○ Watch a series of videos about integrated care from the NHS England Integrated Care YouTube playlist Integrated Care - YouTube to build understanding of integrated care systems in practice. ● Small group activity – integrated care case studies ○ Ask students to review the integrated care case studies on the NHS England website (NHS England » Case studies) and choose a case study that they feel interested in or inspired by and summarise it back to the larger group. ● Project based learning – integrated care systems (ICS) ○ Direct students to create a fact file about integrated care systems with reference to their local area to include: - What is the ICS and what is its purpose. - What are the functions of Integrated Care Partnerships and Integrated Care Boards. - How the different types of services covered in B2 in the specification are part of integrated care systems. - How the ICS in their local area operates.	NHS England What are integrated care systems? YouTube Kings Fund, Integrated Care Systems Video - How does the NHS in England work and how is it changing? YouTube NHS England Strong Integrated Care Systems Everywhere The King's Fund Integrated Care Systems Explained

B4 Using critical thinking skills to draw valid conclusions	• Whole class activity – understanding critical thinking [SP-CT] ○ Discuss with students what they understand critical thinking to mean. ○ Share a definition with students and explain and discuss the different critical thinking skills needed to draw valid conclusions: - Questioning relevance of information. - Challenging own biases. - Breaking information into parts and identifying relationships and connections. - Identifying strengths or weaknesses of information and why information is significant. - Drawing conclusions supported by structured reasoning. • Small group activity – critical thinking in practice [SP-CT] ○ Provide students with approx. four pieces of information about the same issue (e.g. the trial of a new drug or outbreak of a disease) but from different sources e.g. a tabloid newspaper, social media source, a government website, a charitable organisation. ○ Ask them to critically think about the different pieces of information and record their observations about how the issue is presented differently. ○ In a table ask them to record how they demonstrated each of the critical thinking skills when reviewing the information and what conclusions they have drawn. • Revision – learning aim B ○ Allow time for students to revise for an end of Learning Aim B test to consolidate learning and prepare them for Task 2 of the Pearson Set Assignment.	YouTube TED Talk 5 tips to improve your critical thinking - Samantha Agoos YouTube BBC ideas Five simple strategies to sharpen your critical thinking
C1 The effect of social determinants on	• Whole class and paired activity – determinants of health ○ Provide a definition of health status.	The Health Foundation What makes us healthy?

individuals' health status	○ In pairs, ask students to mind-map all the different factors that can influence our health in the categories such as access to care, quality and experience of care, behavioural risks to health, wider determinants of health, social and environmental factors, individual characteristics. ○ Explain the Dahlgren and Whitehead model of health determinants to build understanding of the broad range of factors that affect health. ○ Watch a documentary relating to health inequalities (see several examples in the resources column) and discuss all the different health determinants shown. ○ As a whole class, discuss how socially excluded groups such as people experiencing homelessness, asylum seekers and refugees, often experience poor health and additional barriers to accessing health and social care services. ● Individual activity – health inequalities case studies ○ Direct students to write their own case studies about an individual experiencing health inequality, explaining their circumstances such as: where in the UK they live, their employment status, family situation, housing situation, lifestyle habits and family history. ○ They should present their case studies to the class explaining which factors are influencing their individual's health status. ● Small group activity – health inequalities data ○ Ask students to visit The Health Foundation website and research the statistical evidence on health inequalities. ○ Set them a series of a questions to answer relating to the data such as the impact on health from housing, income, work and differences in life expectancy by region.	YouTube Lets Learn Public Health What Makes Us Healthy? Understanding the Social Determinants of Health GOV.UK Health disparities and health inequalities: applying All Our Health BBC iPlayer Panorama - Britain's Child Health Crisis Channel 4 Watch Britain's Forgotten Pensioners: Dispatches Mencap UK charity providing information and advice for individuals living with learning disabilities, Home Page. YouTube Mencap Channel YouTube NHS England Health Inequalities Videos Playlist Breaking
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		Barriers — Exploring the power of employment in supporting mental health NHS Live Well Information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health British Heart Foundation lifestyle behavioural risks to health Cholesterol and heart disease and Smoking and heart disease BBC iPlayer Dr. Chris and Dr. Xand Investigate - Series 1: 2. Alcohol
C2 Improving health outcomes in practice	• Whole class activity – potential barriers to improving health outcomes in practice ○ Introduce students to key terminology needed to understand equality, diversity and discrimination in health and social care. ○ Provide definitions and discuss what these concepts look like in health and social care practice and why discrimination is a barrier to care and how it can be overcome. ○ As a group, create a ‘understanding equality and diversity’ classroom display board where students create artwork to explain the following concepts: equality, diversity, discrimination, assumptions, pre-conceptions, generalisations, intersectionality,	YouTube Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action Sociological studies Sheffield Intersectionality and health explained

	unconscious bias, othering, labelling, prejudice and stereotyping, cultural competence. ○ Discuss the protected characteristics outlined in the Equality Act 2010 and explore case studies examples of the impact of discrimination on health. ○ Watch a documentary relating to discrimination (see several examples in the resources column) and discuss the impact of discrimination on the individual's health and wellbeing. ● Individual activity – equality, diversity and inclusion for professionals in practice [IS – C&SI] ○ Ask students to research the NHS equality, diversity and inclusion improvement plan and write a 1-page summary on why the NHS needs to become more inclusive, diverse and equitable and explain some of the ways they intend to do this. ● Small group activity – equality and rights in social care ○ Visit the Equality and Human Rights Commission website pages focusing on upholding rights and equality in social care Equality and human rights in social care. ○ Using the webpages, design an awareness training session explaining why equality and human rights are relevant to social care, which are the most important rights and protections and their nine principles that embody an approach to social care based on equality and human rights. ● Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of different terminology relevant to equality, diversity and discrimination using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar.	GOV.UK Women and Equalities Unit BBC iPlayer Olly Alexander: Growing up Gay BBC iPlayer Jesy Nelson: Odd One Out Mencap Treat Me Well campaign Treat me well: Children Race Equality Foundation Race equality and the Health and Justice workforce YouTube Mind, YouTube Channel: Mind, the mental health charity - YouTube GOV.UK Office for Health Improvement and Disparities
C3 Potential barriers to improving health outcomes in practice	● Individual activity – discrimination as a barrier to health and social care services	Age UK Discrimination and rights

	○ Ask students to choose a service user group e.g. ethnic minority groups, people with a learning disability, LGBTQ+ community, older people and research how potential discrimination could relate to the provision of health and social care services for this group. ○ Students should feedback their findings to the group by sharing: - A case study example of an individual from their service user group who has experienced discrimination. - What the services can do to challenge discrimination in practice. ● Guest speaker – overcoming barriers to accessing care ○ Invite an individual to the classroom who has experienced barriers to accessing health and/or social care (either face to face or online). ○ Students can interview the individual to gain better understanding of the barriers they have faced. ○ If this is not possible, videos such as those on the SCIE or RNIB or Mencap websites/ YouTube channels can be used (see several examples in the resources column). ● Whole class activity - understanding who is most vulnerable in a pandemic ○ Explain the concept of a pandemic with examples (e.g. COVID-19) and discuss with students who is most vulnerable when a pandemic occurs and what are the factors that make them vulnerable. ○ Watch as a group the BBC documentary called UK COVID-19 Inquiry COVID: Were we prepared? UK Covid-19 Inquiry - Covid: Were We Prepared? - BBC iPlayer and discuss the issues explored. ○ There are two more parts to the series students could watch for homework activities. ○ Share with students BBC news articles about the COVID-19 pandemic that show the vulnerability of certain groups e.g. disabled people, ethnic minority communities, care home residents, prisoners and homeless people during a pandemic.	YouTube Social Care Institute for Excellence (SCIE), Playlist YouTube Royal National Institute of Blind People, Playlist YouTube BBC Three content relevant to homelessness and drug use Sleeping Rough Girls Living On The Streets Of Brighton Mencap Treat Me Well campaign, a campaign to transform how the NHS treats people with a learning disability. ONS Coronavirus (COVID-19) case rates by socio-demographic characteristics, England BBC News Covid-19 'sheds light on health inequalities in North East'
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	○ Discuss the articles as group to build understanding of the COVID-19 pandemic. ● Small group activity - the impact of pandemics on health outcomes ○ Ask students to research the impact of the COVID-19 pandemic in terms of mortality across different geographies and cultural groups using the Office for National Statistics (ONS) website. ○ Ask students to find five interesting statistics about how the COVID-19 pandemic impacted on different social groups to share with the class. ● Revision – learning aim C ○ Allow time for students to revise for an end of Learning Aim C test to consolidate learning and prepare them for Task 3 of the Pearson Set Assignment.	NHS England Action required to tackle health inequalities in latest phase of COVID-19 response and recovery Channel 4 News How Covid exposed the UK's health inequalities
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
IS – WC* Written Communications	• Whole class activity and individual activity – written communication ○ Discuss with the class the difference between formal and informal communication and the circumstances in which you would use the different styles. ○ Share examples of formal language and writing styles used in health and social care e.g. medical records, patients' letters and health information. Discuss the audience, language and tone used, formality and structure. ○ Assign each student a different audience and ask them to rewrite an informal message into a formal message for that audience. The message might be "Hi, can you send me the notes from class? I missed it yesterday. Thanks!" Some examples of audiences include: - A teacher (formal and polite). - A business colleague (professional but not overly formal). - A parent (respectful but informal). Ask students to reflect on how they can use these strategies in their own written communication, whether in emails, texts, or assignments.
IS – V&NC * Verbal and Non-Verbal Communications	• Whole class teaching activity – different types of communication ○ Start the session asking students to record all the different ways they communicated with people yesterday. Ask them to reflect on how effective their communication was. Did other people always seem to be listening to, and understanding them? Did they listen to, and understand, all the various forms of communication that came their way? ○ Explain what is meant by verbal and non-verbal communication and ask students to complete a table with one column outlining skills needed for effective verbal and the other column listing different types of body language and each can convey. • Paired activity – communicating effectively and active listening

	○ Provide students with different health and social care scenarios e.g. making a complaint, breaking difficult news, dealing with an awkward situation, managing conflict and ask them to role play one person communicating effectively (i.e. using verbal communication skills effectively to suit audience and purpose) and the other person actively listening and checking understanding.
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Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

www.cqc.org.uk – Care Quality Commission (CQC)

Activity - The inspection organisation for health and social care services.

www.nice.org.uk - National Institute of Health and Clinical Excellence (NICE)

Activity - Provides evidence-based practice for a range of health conditions and treatments.

www.nhs.uk - NHS Choice

Activity - The UK's National Health Service website, providing a comprehensive and reliable health information service to individuals about healthcare and related issues.

<http://www.nmc-uk.org>- Nursing and Midwifery Council (NMC)

Activity - The regulating body for nursing and midwifery throughout the UK. It provides codes of conduct for nurses, midwives and healthcare workers.

<http://www.skillsforcare.org.uk>- Skills for Care

Activity - Aims to improve standards of care, through education, practice and competency development in respect to the National Occupational Standards, needed by care workers to meet the needs of service users.

<http://www.scie.org.uk>- Social Care Institute for Excellence

Activity - Publishes evidence of good practice of health and social care and in doing so aims to improve standards through educating care workers. It provides resources to assist care workers to improve their own practice to meet the needs of the service users they work with daily.

www.raceequalityfoundation.org.uk – The Race Equality Foundation

Activity - An organisation committed to positively transform the lives of Black, Asian and minority ethnic communities.

www.nspcc.org.uk – NSPCC

Activity – A national children's charity delivering services to prevent abuse, help rebuild children's lives and support families.

GOV.UK - [Office for Health Improvement and Disparities](#) -

Activity – this government department focuses on improving the nation's health so that everyone can expect to live more of life in good health, and on levelling up health disparities to break the link between background and prospects for a healthy life.

Documentaries such as Panorama (available on BBC iPlayer at www.bbc.co.uk/iplayer)

Dispatches, 999 What's your emergency? 24 Hours in A&E, 999: On the Front Line (all available on Channel4 at www.channel4.com/programmes/4od) contain useful insights into the work of some organisations which provide health and social care services.

www.social-care.tv is an e-learning provider which may be useful for teaching and learning.

Pearson paid resources also available

- [Pearson Student book](#)
- [ActiveBook](#) (a digital version of the Student Book, via ActiveLearn Digital Service)
- [Digital Teacher Pack](#) (via ActiveLearn Digital Service)