

Unit 6: Safe Environments in Health and Social Care

Unit overview

Unit 6: Safe Environments in Health and Social Care	
Assessment type: Internal	
Learning Aim	Topics
A Explore appropriate care environments for individuals at different life stages	A1 Meeting individuals' needs in health and social care settings A2 The impact of environmental factors and the care experience A3 Challenges to providing appropriate care environments
B Explore aspects of legislation, regulations and policies that support safe environments in health and social care settings	B1 The influence of legislation and policies on safe practice B2 How duty of care contributes to safe practice B3 Duty of care and working with vulnerable individuals
C Examine aspects of monitoring and maintaining safe practice in health and social care environments	C1 Standards setting and regulation of health and social care environments in England C2 Responsibilities for maintaining safe environments C3 Effective record keeping in health and social care environments C4 Poor practice and its impact in health and social care
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 16 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 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
Health and social care settings - residential care is just for older adults.	Residential care is for individuals who cannot live independently and need 24-hour support. This includes older adults but also those with physical or learning disabilities, mental health conditions, dementia, or requiring rehabilitation or end-of-life care. Support students to understand the variety of residential care setting available.
Safety is only about overcoming physical hazards.	Safety relates to physical, emotional, psychological, and social well-being. It includes safeguarding individuals from abuse, neglect, discrimination, and harm, as well as ensuring cleanliness, secure facilities, and respectful communication. Support students to take a holistic view of safety.
Only health and social care staff are responsible for maintaining safety.	Safety is a shared responsibility between health and social care providers, caregivers, patients, families, and even external agencies like regulators or contractors ensuring compliance with safety standards. Explore the different ways health and social care staff create a safe environment for all.
Safety measures are the same for everyone.	Safety measures need to be tailored to individual needs, preferences, and vulnerabilities. For example, what is safe for an able-bodied individual might not be safe for someone with mobility challenges. Students can explore how risk assessments are an essential tool for considering the different risks for different service users.
CCTV and monitoring systems are enough to ensure safety.	CCTV is just one tool to aid safety but is not a substitute for attentive and compassionate care, thorough staff training, and robust policies to prevent harm. Encourage students to think of a range of ways to maintain safety and not just focus on CCTV cameras.

The CQC and professional bodies such as the Nursing and Midwifery Council perform the same role.	The Care Quality Commission is responsible for regulating health and social care settings such as hospitals and care homes. Professional bodies such as the Nursing and Midwifery Council are responsible for regulating professionals such as nurses and midwives. Making the distinction between regulation of individual professionals and settings can help understand the different roles of regulatory bodies.
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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 Meeting individuals' needs in health and social care settings	• Whole class and individual activity - different environments that provide care for individuals ○ Ask students to brainstorm as many different health and social care settings they can think of. ○ Using videos clips (see suggested resources) introduce students to different health and social care settings. ○ As a class brainstorm on a whiteboard the different local services available to individuals with the following needs: physical health, mental health, learning disabilities and rehabilitation provision. ○ Ensure all the services listed in A1 of the specification are included on the whiteboard and provide a definition of terminology of types of care students may be less familiar with e.g. acute care, domiciliary care, palliative care and virtual wards. ○ Ask students to research examples of local services from the list in A1 of the specification. ○ Using their research students should complete a table with the following column headings: - Type of service (from the list in A1). - Purpose of the service and type of care provided. - A specific local example of that service.	Channel 5 GPs: Behind Closed Doors - Season 2 - Episode 7 BBC iPlayer documentary social care: The Nine to Five with Stacey Dooley - Series 1 Episode 2. Caring and Sharing Channel 4 TV shows such as: On the Front Line: 24 Hours in A&E and 999: What's Your Emergency? Surrey Heartlands Health and Care Partnership Virtual Wards: an animation to describe how they work in the NHS Palliative Care video Transforming palliative care services in Southern Derbyshire SCIE Personalised and person-centred care

	• Individual and paired activity – factors to consider to meet the unique needs of individuals in health and social care settings ○ Provide a video stimulus about an individual with a health condition and their experiences of health and social care services. ○ Discuss as a group, concepts that students will be familiar with from Unit 1 and 3 including lived experience, person-centred approach and integrated care. ○ Ask students to create two mind-maps which show the following: - The different ways individual needs can be met in a health and social care environment. - The impact health conditions can have on physical, intellectual, emotional and social wellbeing. ○ Ask students to compare their mind-maps with a partner and add any ideas they didn't have onto their mind map in a different colour. ○ Share with students the key points in A1 of the specification and ask them to do a final edit to their mind-map with any points they may have missed. • Whole class and individual activity - The importance of diversity, equality and inclusion in health and social care environments ○ Explain what is meant by the key terms of diversity, equality, inclusion and cultural competence. ○ Create a set of character profiles representing individuals with diverse backgrounds, including differences in culture, nationality, ability, ethnic origin, recognised gender, age, religion, beliefs, sexual orientation, social class, sex. ○ Provide scenarios for each of the characters that reflect the common challenges in health and social care environments, such as access to care, communication barriers, and cultural misunderstandings.	NHS Integrated care in every community Caregiving Network Cultural Competence Social Care TV Diversity, Equality and Inclusion - Preview Clip BBC iPlayer documentary Olly Alexander: Growing up Gay - BBC iPlayer BBC iPlayer Jesy Nelson: Odd One Out Mencap Treat Me Well campaign Treat me well: Children BBC iPlayer Inside Our Autistic Minds
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	○ Students should 'walk in the shoes' of the character from the case study and describe how their character might feel, what barriers they face, and how they might advocate for inclusive care. ○ Students should then write notes about how health and social care professionals could promote inclusion, equality, dignity and respect in these scenarios and what policies or procedures could be implemented to prevent these challenges.	
A2 The impact of environmental factors and the care experience	● Whole class activities – understanding environmental factors ○ Watch the whole or part of the video (the part when Barbara goes into hospital) such as Barbara, the whole story to demonstrate what confusing and overwhelming places hospital environments can be. ○ Discuss as a group the environmental factors listed in A2 in relation to your local hospital, GP surgeries and a social care setting. ○ Explore the positive and negative aspects of these spaces. ○ Provide students with stimulus pictures or audio/video clips that illustrate different types of environmental factors impacting individuals in certain health and social care settings. ○ Ask students to try and group the images/ clips and steer the students towards the categories of environmental factors in the specification. ○ Experiment with visual and hearing impairment simulators on YouTube (see 'Suggested Resources' below). ○ This should help students to develop their understanding of barriers for individuals living with these impairments and the importance of accessible environments. ● Paired activity - design your own hospital ○ Ask students to work in pairs to design their ideal hospital and label the key features of the hospital that show that they have considered the impact of environmental factors on the care experience.	Multi Comfort UK Can healthcare buildings help us to feel better Cardiff and Vale University Health Board Barbara, the whole story Hearing Healthcare Centre Hearing Loss Simulation - What's It Like? YouTube travel and hearing loss Hearing Loss Sounds BBC iPlayer documentary looking into the deaf experience and societal attitudes towards the deaf community Rose Ayling-Ellis: Signs for Change Northwestern Medicine Visualizing Visual Impairments and Visualizing Visual Impairments: Part II

A3 Challenges to providing appropriate care environments	• Whole class activity – challenges to providing appropriate care environments ○ Provide students with a variety of case studies of different individuals requiring care from across the life stages and discuss as a group the challenges to providing appropriate care environments for these individuals. ○ Watch a video about the purpose of integrated care as a stimulus and then mind map the challenges to providing integrated care reflecting those listed in A3 in the specification. ○ Discuss as a group how these challenges might impact on different individuals. • 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.	The Kings Fund Integrated Care Systems Explained The Kings Fund How does the NHS in England work and how is it changing?
B1 The influence of legislation and policies on safe practice	• Whole class and individual activity – legislation and policies that affect safe practice ○ Reintroduce students to the concepts of safe practice and the role of legislation and policies. ○ Share with students the core legislation listed in B1 of the specification and ask them to undertake research into each one. ○ Provide students with a table to complete using their research: - Name of the legislation / policy. - Summary of the purpose of the legislation /policy. - Examples of how the legislation influences safe practice. • Guest speaker – environmental health ○ Invite an individual to the classroom who has experience working in environmental health (either face to face or online).	Legislation use Legislation.gov.uk to search for any piece of UK legislation. GOV.UK The Care Act factsheets Professional Standards Authority Healthcare Regulation Professional Standards Authority Health and Safety Executive www.hse.gov.uk Health and Safety Executive http://www.hse.gov.uk/pubns/hsis1.pdf

	○ Students can interview the individual to gain better understanding of environmental health and the importance of enforcing rigorous standards and following legislation and policy. ● Whole class and group activity - ensuring safety in practice ○ Provide students with print outs of summaries/weblinks to summaries of the key legislations and policies listed in B1 in the specification and a series of scenarios of safety-related issues in health and social care (e.g. work-place accident, chemical spill, confidentiality breach). ○ Ask students to create flowcharts showing what legislation or policy applies to each scenario, how the issue should be dealt with to meet the law and what the consequences could arise from not following the law or policy. ○ Students share their flowcharts with the wider group and facilitate a whole class discussion about the importance of compliance for ensuring safety. ● Paired activity - risk assessments ○ Provide students with a case study to read about a vulnerable service user who has health and social care needs and requires a risk assessment to undertake certain activities with reference to manual handling and personal protective equipment. ○ Ask students to work in pairs to identify the main 'hazard' that exists in relation to their care with respect to the risks associated with manual handling. ○ Ask students to create a mind-map outlining the health and/or social care professionals' responsibilities regarding wearing of PPE and when doing manual-handling operations to minimise risks to themselves and service users. ● Group activity - legislation relevant to promoting the rights of all individuals	PHSC Risk assessment in Health and Social Care Social Care TV a variety of videos looking at issues covered by health and social care legislation Safeguarding of Vulnerable Adults - Preview Clip
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	○ Break students into 4 groups and assign each group a piece of legislation relevant to promoting rights as listed in B1 of the specification. ○ Ask students to create prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on the purpose of the legislation, how it promotes rights and examples of the legislation in relation to health and social care practice. ○ Students share their presentations with the class in the form of peer teaching.	
B2 How duty of care contributes to safe practice	● Paired activity – understanding duty of care in practice ○ Ask students to define ‘duty of care’ in the context of health and social care practice. ○ Ask students to feedback their ideas to the wider group ○ Share with students the definition of ‘a legal obligation to protect wellbeing and prevent harm’ and consolidate their ideas into the areas of: - Upholding the rights and promoting the interests of vulnerable individuals. - Protecting health, safety and wellbeing. - Ensuring safe practice. - Duty of candour (share a video to aid understanding of this concept – see resources section). ○ Provide students with a table of a range of job roles for health and social care workers and ask them to work in their pairs to detail how each professional may demonstrate their duty of care to different service user groups in a variety of health and social care settings. ● Individual Activity – Maintaining expected standards of care ○ Ask students to design a piece of artwork either by hand or electronically that describes the CQC Fundamental Standards.	Royal College of Nursing Duty of care Advice guides United Lincolnshire Hospitals NHS Trust News understanding duty of candour Doing the right thing: Duty of Candour United Lincolnshire Hospitals NHS Trust NHS Resolution Duty of Candour Care Quality Commission The fundamental standards Care Learning examples of dilemmas 2.1 Describe Dilemmas That May Arise Between The Duty Of Care And An Individual's Rights Skills for Care Standard 3

	○ Students should choose appropriate images and short case examples to exemplify the standards. ○ Ask students to read part 1 of the Skills for Care document Standard 3 Care Certificate Standard 3 and ask them to complete activity 3.1a. ○ For an extension task, some students may also choose to attempt some of the other activities such as 3.4a/b. ● Whole class and individual activity - safer recruitment practices ○ Read an article, watch a video or listen to a podcast about the tragic case of the Soham murders and how they led to the creation of DBS regulations. ○ Ask students to write a paragraph summarising the importance of the Disclosure and Barring Service (DBS) Regulations. ● Individual activity – promoting diversity in the workforce ○ 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. ● Paired activity – Balancing the rights of others and duty of care ○ Share examples of dilemmas that may arise when balancing rights of others and duty of care to reflect those in B2 of the specification. ○ Students should discuss in pairs how the dilemmas could be managed. ● Individual activity - knowledge check ○ Consolidate student learning by testing their knowledge of different terminology relevant to duty of care using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a key terms glossary.	Caring for Care The Care Certificate Standard 3 Duty of Care - What you need to know Gov.UK 10 years of making recruitment safer BBC the tragic Soham murders that lead to the creation of DBS checks BBC Sounds - The Story, Soham, 20 years on: The crime that shook Britain Race Equality Foundation Race equality and the Health and Justice workforce
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B3 Duty of care and working with vulnerable individuals	• Whole class and individual Activity ○ Introduce the definition of vulnerability from Applying all Our Health (2022) ○ Provide students with a table with a list of reasons why service users may be the victim of abuse and neglect. ○ Ask students to complete the table and identify which service user groups would be most at risk for the reasons given in the table and why. • Group activity – risk and protective factors ○ Introduce students to the concepts of risk factors and protective factors at the individual, family and environmental level ○ Create 4 case studies about vulnerable individuals or families and place each one on a separate table with a large A3 sheet of A3 paper with the heading ‘risks’ and ‘protections’. ○ Assign students into small groups and ask them to rotate round the tables reading the different case studies and identifying as many risk and protective factors for each of the individuals /families from the case studies. ○ Discuss as a whole group the findings and how the impact of the risk factors could be reduced and the protective factors enhanced. • Whole class and individual activity - the impact of pandemics on increasing vulnerability ○ Read an article, watch a video or listen to a podcast about the impact of pandemics on increasing vulnerability. ○ Ask students to complete a table identifying the social and emotional effects of the pandemic on particular social groups. • Paired activity - cultural considerations when working with vulnerable individuals ○ Using think, pair, share ask students to brainstorm cultural considerations when working with vulnerable individuals.	Gov.UK Health disparities and health inequalities: applying All Our Health London ADASS What Is Safeguarding? Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action NMC - YouTube Youth.Gov Risk and Protective Factors for Youth BBC iPlayer UK Covid-19 Inquiry - Covid: Were We Prepared? CQC Culturally appropriate care SCIE Safeguarding SCIE Multidisciplinary teams working for integrated care SCIE Safeguarding Adults Reviews (SARs) under the Care Act NSPCC serious case reviews Recently published case reviews NSPCC The national review into the murders of Arthur Labinjo-Hughes and Star Hobson: CASPAR briefing NSPCC Learning
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	○ Share findings with the wider group and ask students to create examples of what the B3 specification points would look like in practice. ● Whole class and individual activity - responding to concerns about vulnerable individuals: ○ Introduce to students the different ways health and social care professionals can respond to concerns about vulnerable individuals to include reporting, documenting and following policies and procedures. ○ Ask students to draft a letter from a health and social care professional to be submitted to senior management expressing their concerns about service user safety due to poor staffing levels. This could be in either a health or social care setting. ○ Share with students' examples of serious case and independent case reviews such as the tragic cases of Arthur Labinjo-Hughes, Star Hobson, Clive Treacey, Baby P and Victoria Climbié. ○ Discuss as a class the failings in reporting and communication and the importance of multi-agency and multi-disciplinary working between the statutory organisations like the NHS and Social Services ○ Share with students' real-life examples of failures in duty of care such as Mid Staffordshire NHS Foundation Trust, Nottingham University Hospitals Trust, and the Winterbourne View Care Home and, where relevant, discuss the role of whistleblowing in these examples. ● 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.	Gov.UK Peter Connelly Serious Case Review reports published Gov.UK The Victoria Climbié Inquiry: report of an inquiry by Lord Laming NMC Let's talk about speaking up Caring with Confidence: The Code in Action BBC News Winterbourne View: Abuse footage shocked nation NHS England Clive Treacey Independent Review ITVX Maternity: Broken Trust
C1 Standards setting and regulation of health and social	● Whole class teaching and learning – regulation and standards ○ Introduce to students the concepts of regulation and standards, what they mean in the context of health and social care and	Care Quality Commission Care Quality Commission home page

care environments in England	organisations responsible for setting and monitoring the standards i.e. Care Quality Commission and the professionals' bodies. • Group activity – the Care Quality Commission (CQC) ○ Ask students to visit the website Care Quality Commission and assign students to work in groups to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about the role of the CQC to include: - Role and purpose. - A list of the different health and social care settings the CQC regulates. - Standards of care. - How they do their job - An example of a local inspection. • Individual activity – professional bodies ○ Provide students with a variety of different health and social care professionals e.g. doctor, nurse, midwife, social worker, occupational therapist and ask them to research and create a four page information booklet about how each of the different professions are regulated by their respective professional bodies i.e. Health and Social Care Professions Council (HCPC), Nursing and Midwifery Council (NMC), Social Work England (SWE), General Medical Council (GMC) • Whole class and group activity - codes of practice ○ Introduce students to the concept of a code of practice. Watch a selection of the Nursing and Midwifery Code in Action videos to help students understand the issues a code of practice focuses on (see resources section). ○ Discuss as a group why codes of practice are important and how they can help regulate practice. ○ 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 What we do and The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates Social Work England Home - Social Work England Health and Care Professions Council The Health and Care Professions Council (HCPC) General Medical Council About us - GMC Professional Standards Authority Healthcare Regulation Professional Standards Authority NMC Code in Action series of videos Let's talk about accountability Caring with Confidence: The Code in Action NMC
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	Nursing and Midwifery Council (NMC), Health Care Professions Council (HCPC) and Social Work England and summarise the standards of professional practice in a one-page infographic to share with the class.	
C2 Responsibilities for maintaining safe environments	• Whole class and individual activity - maintaining safe environments ○ Provide a video stimulus about safe working environments e.g. Safe environments or Social Care TV - Health and Safety - Preview Clip - YouTube (see resources section). ○ Brainstorm as a group the role of employers and employees to maintain safe practice in health and social care environments. ○ Refer to C2 in the specification to ensure the main areas have been covered. ○ Ask students to create two mind-maps to reflect their understanding of employers' and employees' responsibilities to maintain safe practice in health and social care environments. • Paired activity – applying knowledge of safe environments to case examples ○ Provide students with a variety of case studies focused on a number of health and safety issues present in different health and social care settings. ○ Ask the students to make notes about the actions employers could take to improve safety for the staff and service users and what the employees could do in relation to each case study. • Guest speaker – health and safety in practice ○ Invite an individual to the classroom who has experience working in a managerial position responsible for maintaining safe working environments e.g. care manger, practice manager or health and safety lead (either face to face or online). ○ If this is not possible consider asking the school business manager / health and safety lead who will be able to discuss many of the same issues of maintaining safe environments.	Technical Education Networks Health and Science Care Quality Commission Safe environments Care Learning Explain How Health And Social Care Practitioners Can Take Steps To Safeguard Themselves Skills for Care Safe environments Social Care TV Social Care TV - Health and Safety - Preview Clip - YouTube

	Students can interview the individual to gain better understanding of health and safety policy, health and safety management and risk assessment.	
C3 Effective record keeping in health and social care environments	Whole class and paired activity – the purpose of records in health and social care - Introduce students to the purpose of records in health and social care. Ask students to consider the following questions: - What information needs to be recorded and how does this relate to observation skills? - Who is responsible for keeping records about service users? - What different methods are available for recording and storing information? - Ask student to list the reasons why accurate records are central to health and social care practice for the service user, the staff and the care setting/organisation? - Emphasise confidentiality, accuracy, and the role of records in ensuring continuity of care. - Discuss issues that could arise if appropriate records are not kept, refer to previous discussions about serious case reviews and whistleblowing covered in B3 above. - Provide students with a table to complete from researching the legal obligations in practice for safe record keeping in the following legislations: - General Data Protection Regulations (2018) 6 principles. - Freedom of Information Act (2000). - Health and Social Care Act (2008). Paired activity – types of records match up - Prepare a set of cards with descriptions of different types of records (including digital records) and another set with their corresponding names.	NHS England High quality patient records NHS Better Health - NHS NHS England information about electronic health monitors NHS England » Glucose monitoring for patients living with diabetes Gov.UK Data protection: The Data Protection Act - GOV.UK Gov.UK Freedom of Information Act 2000 Gov.UK Health and Social Care Act 2008

	○ In pairs ask students to match each description with the correct record type. ○ Once matched, ask each pair to explain the purpose of one record type to the class. ● Small group activity - record keeping in practice ○ Assign students into small groups and provide each group with a case study about an individual using health and social care services. ○ Ask each group to: - Identify which records would be necessary for this individual's care. - Describe the kind of information each record should contain. - Discuss who would access or update each record (e.g., doctor, nurse, social worker). ○ Provide each group with a blank template for different record types (e.g., care plan, medication log, incident report) and ask the group to complete the records based on their case study. ○ Share their record with the class and discuss the importance of maintaining confidentiality and adhering to data protection laws (e.g., GDPR) with each record type. ● Whole class and individual activity – digital records ○ Brainstorm on the board the benefits of digital records. Refer to C3 in the specification to ensure the main areas have been covered. ○ Students should create mind-maps of the benefits and ways to ensure digital information can be kept secure. ● Group Activity - Department of Health and Social Care / NHS health tools and Apps ○ Explore with students' ways they can monitor their own health and wellbeing by engaging with the wide range of NHS tool and Apps. ○ Ask students to download one of the Better Health Apps. E.g. Food Scanner or NHS Active 10 Better Health - NHS and set an activity for	
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	them to engage in over the week. Consider creating a competition for them to compete against their peers. • 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.	
C4 Poor practice and its impact in health and social care	• Whole class teaching and learning - understanding the impact of poor practice ○ Provide students with a definition and examples of poor practice in health and social care ○ Using serious care review examples discuss as a group how poor practice can impact on the service users, staff and employers/organisations in health and social care • Group activity – poor practice case examples ○ Provide each group with a real-world or hypothetical case study that demonstrates poor practice ○ Ask groups to identify the poor practice in the case study and discuss the immediate and long-term impact on the service users, staff and employers/organisations in health and social care. ○ Students should record their findings. • 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.	See resources in B3 section

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
MY – TPR* Managing Yourself - Taking Personal Responsibility	• Work experience – in a health and social care setting ○ Support students to organise a day (or longer) of work experience at a health and social care setting where they will learn about the different roles, responsibilities and behaviours relevant to the health and social care sector. ○ Whilst on work experience, ask the students to review the codes of conduct relevant to the health and social care professionals in the setting and understand the behaviour and privacy and confidentiality policies. ○ Ask students to write a 1-page summary of how codes of conduct and policies affect practice in that setting. • Paired activity - ways to demonstrate accountability ○ Assign students into pairs and ask them to design a role play a scenario where a health and social care professional takes accountability for a mistake. Provide the students with a scenario where a health and social care professional has made a mistake. Assign one student to the role of the professional and one to the role of the line manager. They should role play a line management meeting whereby the health and social care professional demonstrates accountability e.g. by taking responsibility for the mistake, not blaming others and being open to feedback.

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.childrenscommissioner.gov.uk - Children's Commissioner for England

Activity - Explains how children's rights relate to safety in care and education environments.

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

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

www.hee.nhs.uk Health Education England (HEE)

Activity- Offers training and educational materials on maintaining safe care environments in the health sector.

Documentaries such as [Maternity: Broken Trust](#), available on ITVX.

www.nice.org.uk - National Institute for Health and Care Excellence (NICE)

Activity - Provides evidence-based guidance on safe practices in health and social care.

<http://www.nmc.org.uk> - 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.

www.nspcc.org.uk - NSPCC

Activity - a children's charity providing services to prevent abuse, help rebuild children's lives and support families.

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

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

<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.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.

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.

Textbooks

Ferreiro Peteiro, M., 2013. Health and Safety in Health and Social Care: HSC 027. London: Hodder Education.

Moonie, N., Aldworth, C., Aslangul, S. and Webb, J., 2010. Health and Social Care: Principles and Practice. 2nd ed. Harlow: Heinemann.

Mantell, A., 2018. Safeguarding Adults in Social Care. London: SAGE Publications.

Green, J., Tones, K., Cross, R. and Woodall, J., 2019. Health Promotion: Planning and Strategies. 4th ed. London: SAGE Publications.

Megías López, M. and Sánchez Martínez, M.M., 2015. Introduction to Health and Safety in Health and Social Care. Boston: Cengage 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)