




ExtCert & Nat Dip Health & Social Care Unit 2 Topic A	Road Map				
<p>In this unit you will explore what it is like to work in the health and social care sector.</p> <p>The aims are as follows:</p> <p><b>LG1:</b> Knowledge  <b>LG2:</b> Application  <b>LG3:</b> Skills</p>	<b>Assessment Grades</b>				
	Topic A: Roles and responsibilities of people who work in health and social care				
	Roles & Responsibilities PowerPoint				
	Past exam questions				
Themes	Learning Goals/Outcomes/Content				
<p>1. Understanding the roles of people who work in health and social care settings – doctors, nurses, midwives, healthcare assistants, social workers, occupational therapists, youth workers, care managers/assistants, support workers</p>	<p>LG1: To know the roles and responsibilities of health and social care professionals.</p> <p>LG2: To explore the roles and responsibilities of health and social care professionals to case studies.</p> <p>LG1: To know the terms roles and responsibilities.</p> <p>LG2: To present the roles and responsibilities of the specific professional.</p> <p>LG3: Group working skills and presentational skills.</p> <p><i>Roles of doctors, nurses, midwives, healthcare assistants, social workers, occupational therapists, youth workers, care managers/assistants and youth workers.</i></p>				
<p>2. Policies and procedures in health and social care settings</p>	<p>LG1: To know and understand a range of different policies used in health and social care settings.</p> <p>LG2: To examine the purpose of policies and procedures in health and social care.</p> <p>LG2: To explain how the professionals would abide by the policies and how the policies are used to promote the health and wellbeing of the people in the organisation.</p> <p>LG3: Group working skills.</p> <p><i>Policies – Health and safety policy, equality and diversity, medication policy, safeguarding policy, Disclosing and Barring Service (DBS) referral policy, death of a resident procedures and complaints policy.</i></p>				
<p>3. Healing and supporting recovery for people who are ill</p>	<p>LG1: To know the forms of support available for those who are ill.</p> <p>LG2: To describe and examine the forms of support available for those who are ill.</p> <p><i>Range of treatments and care procedures used in healthcare settings may include – prescribing medication, surgery, radiotherapy, organ transplant and support for lifestyle changes.</i></p>				
<p>4. Enabling rehabilitation</p>	<p>LG1: To identify the lifestyle changes individuals can make.</p> <p>LG2: To examine how health care professionals can support individuals through lifestyle changes.</p> <p>LG1: To identify the strategies and additional support mechanisms and services used within rehabilitation.</p> <p>LG2: To examine how the equipment and adaptations can help support individuals.</p> <p><i>Restoring a person to good health following surgery, an accident or other illness. It may include complementary therapists.</i></p>				

5. Equipment and adaptations	<p>LG2: To examine how the equipment and adaptations can help support individuals.</p> <p><i>Equipment to increase mobility such as walking sticks, walking frames, wheelchairs, adapted shopping trolleys, stairlifts and adapted cars. Appliances that support daily living activities such as special cutlery, feeding cups, special dining chairs, bathing aids and raised toilet seats. Technology and other resources that support educational achievement such as adapted computers, signers, additional time in examinations for those who are dyslexic and enlarged text for people with poor vision.</i></p>			
6. Personal care	<p>LG1: To understand personal care.</p> <p>LG2: To examine the roles professionals play in personal care.</p> <p>LG1: To know what personalised care is.</p> <p>LG2: To assess the role of a care plan and how this should be implemented.</p> <p><i>Providing personal care including washing, toileting and feeding. Domiciliary care workers may provide support for people living in their own home. A wide range of equipment is available to extend the independence of people in terms of personal hygiene. Health professionals must be aware of religious and cultural differences related to personal care. Specific dietary requirements this includes religious belief, physical disorder and sometimes personal choice.</i></p>			
7. Anti-discriminatory practice & empowering individuals.	<p>LG1: To understand what discrimination means and laws involved.</p> <p>LG2: To examine the impact of discrimination on service users and how health and social care workers can promote anti-discriminatory practice.</p> <p>LG1: To understand discrimination and empowerment.</p> <p>LG2: To examine how health and social care workers can promote anti-discriminatory practices and empower service users.</p> <p><i>Codes of practice and policies that identify and challenge discrimination such as the Equality Act 2010, The Human Rights Act 1998. Empowering individuals by promoting individualised care, supporting individuals' rights to dignity and independence, support with beliefs cultures and preferences of service users and help support service users to express their needs and preferences.</i></p>			
8. Ensuring safety	<p>LG1: To know the responsibilities of employers and employees in the workplace. To understand risk assessments.</p> <p>LG2: To apply the understanding of risk assessments to create a risk assessment from a case study.</p> <p>LG1: To understand the terms safeguarding and personal protective equipment. To know control of substances that are harmful to health.</p> <p>LG2: To examine importance of the principles of safeguarding, personal protective equipment and control of substances to health and social care settings.</p> <p><i>Risk assessments, safeguarding and protecting individuals from abuse, protect service users, staff and volunteers from infections, control and disposal of substances harmful to health, reporting and recording accidents and incidents and complaints procedures.</i></p>			

<p>9. Information management and communication – ways of promoting effective communication and ensuring confidentiality</p>	<p>LG1: To know how to maintain confidentiality and good communication in health and social care settings.</p> <p>LG2: To examine the importance of maintaining confidentiality and good communication in health and social care settings.</p> <p><i>The Data Protection Act 1998, recording and storage of data, confidentiality safeguarding and legal disclosure.</i>  <i>Accountability to professional organisations (GMC, NMC, HCPC) - codes of professional conduct. Raising concerns and whistleblowing.</i></p>			
<p>10. Multidisciplinary working</p>	<p>LG1: To understand multi-disciplinary working.</p> <p>LG2: To assess the importance and impacts of working in a multi-disciplinary team.</p> <p>LG2: To examine the importance of multi-disciplinary working for the benefit of service users.</p> <p>LG2: To examine multi-disciplinary team working to real life examples.</p> <p><i>Multi-disciplinary team, joined up working with other service providers, involving service users, carers and advocates in the multi-disciplinary team, holistic approach.</i>  <i>Monitoring the work of people in health and social care settings – line managers, external inspection by relevant agencies (CQC, Ofsted), whistleblowing, service user feedback, criminal investigations.</i></p>			
<p>Links: Unit 5 Meeting individual needs  Topic B: The roles of organisations in health and social care settings</p>				