



# Level 3 Health and Social Care: Principles and Contexts

Guidance For Teaching  
Unit 6

## UNIT 6

# WORKING IN THE HEALTH AND SOCIAL CARE SECTOR

### Introduction:

The principal aim of this unit guide is to support teaching and learning and act as a companion to the Specification. Each unit guide offers a detailed explanation of key points in the Specification and aims to explain complex areas of subject content.

### Programme of study:

The activities provided here are suggestions only for developing learner knowledge. Each centre must decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Although some of the suggested activities may involve sector engagement, please note that the majority of the activities are designed to take place within the classroom. Learners develop knowledge and understanding through the experience they acquire while carrying out each activity. Formative feedback is crucial to the learning to ensure that the learner is developing the knowledge and skills necessary to achieve the best possible grades. Examples of activities have been given in this guidance that provide plenty of opportunity for formative feedback.

### Overview of content:

In this unit, learners will build on their knowledge and understanding of working in the health and social care sector through classroom teaching and through mandatory sector engagement (minimum 100 hours, which must include 60 hours work placement). Learners will need to keep a reflective diary of their experiences.

Please note that the content of this unit builds on knowledge gained through units 1, 2 and 3 (Certificate) and units 4 and 5 (Diploma).

### Assessment:

This unit is an internally assessed and externally moderated Non Exam Assessment.

This unit will be completed through a set assignment that consists of one task drawing on the learner's knowledge and understanding of working in the health and social care sector. Learners will have a specified time in which to produce evidence for this assessment, completing the work under supervised conditions within the centre.

Centres can start the assignment at any time, once the content of the unit has been delivered.

Candidates are permitted to have access to their sector engagement diary and notes made during their sector engagement when completing their investigation. The teacher will be expected to check these notes in advance of the assessment to ensure that the notes are the candidates own work.

## SECTOR ENGAGEMENT

Completion of this qualification requires learners to undertake a **mandatory** minimum of 100 hours of sector engagement, which includes 60 hours work/observational/shadowing placement. Centres are encouraged to offer more than 60 hours placement where this is feasible and must attempt to ensure that, where possible, learners experience a minimum of two settings during their sector engagement.

The 60 hours of placement could be taken in blocks or over a period of time, dependent on centre timetables. It is however recommended that all of the guided learning of content for Unit 6 is undertaken before learners commence their placement to ensure that they get the most out of their placement.

Settings appropriate for work/observational/shadowing placements could include:

- NHS hospital and community services (allied health services, learning disability services, health visiting teams, supported living services, domiciliary care services, public health services, school nursing services, medical records, medical secretaries, porters etc)
- County Council Social Services/Well-being Departments (referral centres, services for carers, assessment teams, carers units)
- Housing Services or Social Housing Services
- Day centres - older adults or learning disability
- Nursing and care homes
- Hospices or palliative care services
- Family centres
- Food banks
- Special educational needs units - *not mainstream school or nurseries*
- Charities (MIND, British Heart Foundation, Macmillan, local health/social care-related charities) - *not charity shops*
- Sports activities where there is a focus on care values etc.

This list is not exhaustive, and you may have services local to you not available elsewhere.

The remaining 40 hours of sector engagement can take place in a variety of different ways, such as:

- guest lectures related to unit content (health visitors, social workers, nurses, occupational therapist etc)
- employer visits
- visits to health and social care settings (where appropriate)
- university visits for subject-specific workshops/lectures/conferences.

Learners must complete the sector engagement and work placement record available from the qualification page on the [www.healthandcarelearning.wales](http://www.healthandcarelearning.wales) website to evidence how sector engagement hours have been accumulated.

Learners should also keep a reflective diary or log of their sector engagement and work placement activities which will assist them in answering the NEA for Unit 6.

The purpose of the work placement is for learners to:

- gain first-hand experience of working conditions in different health or social care settings
- find out information about a range of careers in health and social care by shadowing individuals in various roles
- learn, apply and practice some of the basic skills needed to work in a health and/or social care setting, such as communication skills etc
- develop skills in assessing their own talents and to gain confidence and responsibility
- understand the role of multidisciplinary working practices
- understand the appropriate legislation in health and social care.

### Reflective diary

Learners will be required to keep a reflective diary of their sector engagement experiences which can be in written or electronic format. It is up to each individual learner to decide how they will keep their reflective diary.

The reflective diary should relate to the knowledge gained during delivery of the content of the unit, and also experiences during their sector engagement. The information kept in the reflective diary will assist the learner to answer the NEA for Unit 6. The reflective diary should be kept for external moderation.

Learners should be encouraged to complete a daily diary entry during their work experience. Tutors can also encourage learners to complete their diary entries through regular short in-class discussions to enable learners to reflect on their experiences and care practices observed in the setting. Learners should also be encouraged to complete a diary entry on their wider sector engagement experiences, such as following a visit by a guest speaker etc.

The diary should directly reflect how the content of the unit can be applied to real-life health or social care settings:

- job roles, qualifications and skills needed by health and social care workers
- the role of effective communication, co-production, collaboration, teamwork and professionalism in the care sector
- how codes of conduct/practice are adhered to and applied in health and social care settings
- safeguarding in practice
- how approaches in settings are used to meet individuals' needs and requirements
- how Welsh legislation impacts practice in health and social care settings
- the role of reflection in care settings.

Learners should also draw on knowledge and experiences gained from Units 1-5 and should reflect on how these can be applied in a health and social care setting.

Learners must be encouraged to:

- write an account of the of activities seen and undertaken whilst in the setting work experience and reflect on what they learnt from the experience. For example, a learner may have observed and taken part in an excellent example of a reminiscence therapy session in a care home; the learner should however think deeper and reflect back on the effect this may have had on a service user, or how the activity was communicated to service users
- reflect how the care values are demonstrated in the setting
- reflect on how they may feel in the environment
- observe how all employees in the setting contributes to ensuring that service users meet their personal outcomes whilst identifying the key qualities of each health and/or social care role in the setting
- ask members of the team about their roles in the setting and document this too
- interact with other members of the multidisciplinary team in the setting, which may include visiting physiotherapists, occupational therapists, pharmacists, dieticians etc. On reflection, learners should be noting in their diaries who had an input on the care of the service user, and how they did so
- consider how members of the multidisciplinary team work together effectively to ensure service user personal outcomes are achieved.

### Sector engagement log

Learners are also expected to keep a log of their sector engagement hours. Learners should concisely summarise the activity undertaken, the date the activity took place and the duration in hours. For guidance, a completed example is provided in the template\*. The sector engagement log must be submitted for external moderation.

The sector engagement is not limited to this unit: if guest speakers are invited into the classroom or visits to service providers are organised during delivery of other units, then these can also be counted as sector engagement. Similarly, if visits are arranged that are not directly linked to units studied, then these hours can also be logged as sector engagement.

***\*This can be found in the Appendix of this document***

An example of programme of study for:  
Unit 6 (Working in the health and social care sector)

Topic Area	Activities	Resources	Homework
<p>6.1 Job roles, qualifications and skills needed by health and social care workers</p>	<p>Introduction to unit content and assessment – recap of content 1.1 (Certificate).</p> <p>Learners to come up with a range of roles or careers within health and/or social care that they may aspire to progress onto – discuss these roles as a class.</p> <p>In groups, learners to research the roles that these careers play in care (one role in frontline care and one role in support functions) and feedback to the class; roles to include:</p> <ul style="list-style-type: none"> <li>• <b>Roles in frontline care</b> - ambulance teams, healthcare support workers, care workers, social workers, medicine, nursing, Allied Health Professionals, activities worker, personal assistant, rehabilitation worker</li> <li>• <b>Roles in support functions</b> - estates and facilities, health informatics, managerial, administrator, finance, HR and marketing, cook or kitchen assistant, housekeeper/domestic, driver or transport manager, information advice and assistance worker.</li> </ul>	<p>NHs Health Careers – find your health career quiz: <a href="https://www.healthcareers.nhs.uk/findyourcareer">https://www.healthcareers.nhs.uk/findyourcareer</a></p> <p>NHS Careers: <a href="https://www.healthcareers.nhs.uk/">https://www.healthcareers.nhs.uk/</a></p> <p>HCPC Professions and protected titles: <a href="https://www.hcpc-uk.org/about-us/who-we-regulate/the-professions/">https://www.hcpc-uk.org/about-us/who-we-regulate/the-professions/</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

	<p>Learners to research and produce a fact sheet to show understanding:</p> <ul style="list-style-type: none"> <li>• that job specific skills are those abilities that allow an individual to competently perform a particular job</li> <li>• of the skills required for a minimum of two job roles within the health and social care sector (one from frontline care and one from support functions).</li> </ul>		
	<p>Following on from previous sessions, learners to research one health or social care professional role or a career in health or social care that they aspire to progress into on completion of the Diploma – this could be linked to <b>Advanced Welsh Baccalaureate</b> and <b>UCAS applications</b>.</p> <p>Learners to produce a 20-minute PowerPoint or Prezzi presentation, with attached notes for the speaker and a formal hand-out which:</p> <ul style="list-style-type: none"> <li>• describes the role and responsibilities of the professional</li> <li>• explains the educational pathway and career progression required for the role</li> <li>• explains the role of relevant professional bodies</li> <li>• summarises the codes of professional practice in relation to profession</li> <li>• explains how the role fits in with three other health and social care roles in a multidisciplinary team, giving examples.</li> </ul> <p>Learners to present their findings to the rest of the class.</p>	<p>UCAS: <a href="https://www.ucas.com/">https://www.ucas.com/</a></p> <p>UCAS Careers advice: <a href="https://www.ucas.com/careers-advice">https://www.ucas.com/careers-advice</a></p> <p>UCAS careers quiz: <a href="https://www.ucas.com/careers/buzz-quiz">https://www.ucas.com/careers/buzz-quiz</a></p> <p>NHS Careers: <a href="https://www.healthcareers.nhs.uk/">https://www.healthcareers.nhs.uk/</a></p> <p>HCPC Professions and protected titles: <a href="https://www.hcpc-uk.org/about-us/who-we-regulate/the-professions/">https://www.hcpc-uk.org/about-us/who-we-regulate/the-professions/</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

	<p>Learners to prepare for a class discussion on the importance of regulation to some professional roles and that to be able to practice the worker must:</p> <ul style="list-style-type: none"> <li>• be registered with a regulated body</li> <li>• hold relevant qualifications which might include an undergraduate degree or diploma.</li> </ul> <p>Learners to review and produce easy-read revision posters on the following regulatory bodies and who they represent, to include:</p> <ul style="list-style-type: none"> <li>• The Health and Care Professions Council (HCPC)</li> <li>• The Nursing &amp; Midwifery Council (NMC).</li> </ul>	<p>The Health and Care Professions Council (HCPC):  <a href="http://hcpc-uk.org">The Health and Care Professions Council (HCPC)   (hcpc-uk.org)</a></p> <p>The Nursing &amp; Midwifery Council (NMC):  <a href="http://nmc.org.uk">The Nursing &amp; Midwifery Council - The Nursing and Midwifery Council (nmc.org.uk)</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
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Topic Area	Activities	Resources	Homework
<p>6.2 The role of effective communication, so-production, collaboration, teamwork and professionalism in the care sector</p>	<p>Tutor-led session on the role of effective communication, co-production, collaboration, teamwork and professionalism in the care sector, with examples of how these has been or likely to be demonstrated within their sector engagement, to include:</p> <ul style="list-style-type: none"> <li>• effective communication and its role in providing quality care and support to improve well-being outcomes for individuals</li> <li>• co-production is one of the main principles of the Social Services and Well-being (Wales) Act 2014</li> <li>• collaboration is the basis of success in any team</li> <li>• teamwork in health and social care brings together people with different skills, abilities and talents to provide the best possible care and treatment for individuals</li> <li>• professionalism in the health and social care sector is expected by individuals receiving care and support.</li> </ul> <p>Learners to produce a series of revision posters on the above, giving examples in practice.</p>	<p>Social Care Wales – communication: <a href="https://socialcare.wales/service-improvement/effective-communication-with-people-with-dementia">https://socialcare.wales/service-improvement/effective-communication-with-people-with-dementia</a></p> <p>Social Care legislation Wales – Principles of the Act (Co-production): <a href="https://socialcare.wales/co-production">Co-production   Social Care Wales</a></p> <p>RCN – Teamwork: <a href="https://rcni.com/hosted-content/rcn/first-steps/teamwork">https://rcni.com/hosted-content/rcn/first-steps/teamwork</a></p> <p>HCPC – Professionalism: <a href="https://www.hcpc-uk.org/globalassets/resources/reports/professionalism-in-healthcare-professionals.pdf">https://www.hcpc-uk.org/globalassets/resources/reports/professionalism-in-healthcare-professionals.pdf</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<p>Following on from previous sessions, learners to apply their knowledge of effective communication, co-production, collaboration, teamwork and professionalism to support:</p> <ul style="list-style-type: none"> <li>• a high standard of outcome focused care and support</li> <li>• seamless service between all forms of outcome focused care and support</li> </ul>		<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic</p>

	<ul style="list-style-type: none"><li>• better working environments for staff and individuals accessing care and support, including the co-production model</li><li>• improved experience for the individual's carers and families of any individuals accessing person-centred care and support</li><li>• personal safety of individuals and prevents errors occurring</li><li>• successful and efficient teamwork.</li></ul> <p>Learners to work in small groups to produce a classroom display showing their application of knowledge.</p>		covered during the week
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Topic Area	Activities	Resources	Homework
<p><b>6.3</b> How codes of conduct/practice are adhered to and applied in health and social care settings</p>	<p><b>Guest-speaker: Local SCWWDP Manager*</b> to discuss how social care workforce regulation and codes of conduct and practice are adhered to and applied in social care, to include:</p> <ul style="list-style-type: none"> <li>• The Code of Professional Practice for Social Care</li> <li>• The Residential Child Care Worker: practice guidance</li> <li>• The Social Care Code of Practice for Employers</li> <li>• Practice guidance for social care workers registered with Social Care Wales.</li> </ul> <p>Learners to discuss with guest speaker how the above codes of conduct/practice are adhered to and applied through:</p> <ul style="list-style-type: none"> <li>• communication to all staff</li> <li>• training to ensure the code is understood</li> <li>• practice and promotion by management</li> <li>• supervision and performance management</li> <li>• complaints and complement services</li> <li>• registration and workforce regulation: fitness to practice investigations and proceedings</li> <li>• regulation and inspection services in inspecting codes of practice/conduct.</li> </ul> <p>Learners to produce a report suitable for new social care workers in a care setting on workforce regulation, codes of conduct and practice and how they are adhered to and applied in the setting.</p> <p>* The Social Care Wales Workforce Development Programme (SCWWDP) is funded by Welsh</p>	<p>Social Care Wales - Code of Professional Practice for Social Care: <a href="#">untitled (socialcare.wales)</a></p> <p>Social Care Wales - The Residential Child Care Worker practice guidance: <a href="#">The-residential-child-care-worker-April-2017.pdf (socialcare.wales)</a></p> <p>Social Care Wales - The Social Care Code of Practice for Employers: <a href="https://socialcare.wales/cms_assets/file-uploads/Employer-Code-2018.pdf">https://socialcare.wales/cms_assets/file-uploads/Employer-Code-2018.pdf</a></p> <p>Practice guidance for social care workers registered with Social Care Wales: <a href="#">Practice-guidance-social-workers.pdf (socialcare.wales)</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker</p> <p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

	<p>Government and managed by Social Care Wales. Each Local Authority administers the funds allocated to provide training and development opportunities for people employed in social care.</p>		
	<p><b>Guest-speaker: Senior NHS Manager</b> to discuss how social care workforce regulation and codes of conduct and practice are adhered to and applied in social care, to include:</p> <ul style="list-style-type: none"> <li>• The Health and Care Professions Council Standards</li> <li>• NHS Wales Code of Conduct for Healthcare Support Workers in Wales, (currently non-regulatory)</li> <li>• The Code of Practice for NHS Wales Employers (currently nonregulatory).</li> </ul> <p>Learners to discuss with guest speaker how the above codes of conduct/practice are adhered to and applied through:</p> <ul style="list-style-type: none"> <li>• communication to all staff</li> <li>• training to ensure the code is understood</li> <li>• practice and promotion by management</li> <li>• supervision and performance management</li> <li>• complaints and complement services</li> <li>• registration and workforce regulation: fitness to practice investigations and proceedings</li> <li>• regulation and inspection services in inspecting codes of practice/conduct.</li> </ul> <p>Learners to produce a report suitable for new healthcare support workers in a local hospital on workforce regulation, codes of conduct and practice and how they are adhered to and applied in the setting.</p>	<p>HCPC The Health and Care Professions Council Standards:  <a href="http://hcpc-uk.org">Standards of conduct, performance and ethics   (hcpc-uk.org)</a></p> <p>NHS Wales Code of Conduct for Healthcare Support Workers in Wales:  <a href="http://www.nhs.uk">Home - NHS Wales</a></p> <p>The Code of Practice for NHS Wales Employers:  <a href="http://www.nhs.uk">Home - NHS Wales</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker</p> <p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

	<p>Tutor-led session on the role and purpose of professional bodies and the benefits of membership to care professionals, to include:</p> <ul style="list-style-type: none"> <li>• professional bodies e.g. British Medical Association (BMA), Royal College of Nursing (RCN), British Association of Social Workers (BASW)</li> <li>• promoting professional standards of practice and ethics</li> <li>• providing information and advice</li> <li>• protecting and supporting workers</li> <li>• providing opportunities for members to network</li> <li>• publishing professional journals</li> <li>• providing career development.</li> </ul> <p>Learners to produce a series of revision posters on the role and purpose of professional bodies and the benefits of membership to care professionals suitable for new members of staff in a health or social care setting.</p>	<p>BMA: <a href="#">BMA - Home   British Medical Association</a></p> <p>RCN: <a href="#">RCN - Home   Royal College of Nursing</a></p> <p>BASW: <a href="http://www.basw.co.uk">www.basw.co.uk</a>   <a href="#">The professional association for social work and social workers</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<p>Learners to research the purpose of trade unions and the benefits of membership to care workers, to include:</p> <ul style="list-style-type: none"> <li>• why they exist e.g. to provide better working conditions for its members</li> <li>• what they aim to do e.g. to protect and improve employees' pay and conditions of employment.</li> </ul> <p>Learners to produce a series of revision posters on the role and purpose of trade unions and the benefits of membership to care workers, suitable for new members of staff in a health or social care setting.</p>	<p>What is a trade union and what are the benefits of joining one?: <a href="https://www.thompsonstradeunion.law/news/commentary/personal-injury/what-is-a-trade-union-and-what-are-the-benefits-of-joining-one">https://www.thompsonstradeunion.law/news/commentary/personal-injury/what-is-a-trade-union-and-what-are-the-benefits-of-joining-one</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

Topic Area	Activities	Resources	Homework
<p>6.4 Role of employers in promoting and protecting the rights of individuals</p>	<p><b>Guest speaker: HR Manager/Assistant from LHB, local surgery or local independent care provider</b> on the role of employers in promoting and protecting the rights of individuals accessing services and employees working within health and social care.</p> <p>Tutor-led session on how the requirements of the legislation are met through policies, procedures and strategies, to include:</p> <ul style="list-style-type: none"> <li>• basic employment rights: minimum pay/living wage, sick leave and pay, holiday leave and pay, part time worker's rights</li> <li>• discrimination issues: understanding how to identify and challenge discrimination and harassment (Equality Act 2010)</li> <li>• health and safety: basic principles (Health and Safety at Work Act 2005)</li> <li>• policies, procedures, initiatives and strategies affecting health and well-being, including confidentiality and social media policies (Wellbeing of Future Generations (Wales) Act 2015, General Data Protection Regulations GDPR).</li> </ul> <p>Some of the above may be revision from, and links can be made with, unit 1 (1.3).</p>	<p>Employment rights: <a href="https://businesswales.gov.wales/all-guides/employing-people-govuk/contracts-employment-and-working-hours">https://businesswales.gov.wales/all-guides/employing-people-govuk/contracts-employment-and-working-hours</a></p> <p>The Equality Act 2010: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85039/easy-read.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85039/easy-read.pdf</a></p> <p>Health and Safety at Work Act 2015: <a href="https://www.hse.gov.uk/pubns/laweasyread.pdf">https://www.hse.gov.uk/pubns/laweasyread.pdf</a></p> <p>Well-being of Future Generations Act: <a href="#">Well-being of Future Generations (Wales) Act 2015 - The Future Generations Commissioner for Wales</a></p> <p>GDPR: <a href="#">For organisations   ICO</a></p>	<p>WJEC online resources</p> <p>Learner to think of and write down questions ready to ask guest speaker</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>

Topic Area	Activities	Resources	Homework
<p>6.5 Safeguarding in practice</p>	<p>Learners to review knowledge gained on Safeguarding from 1.5 and 5.3 on how safeguarding in practice can be achieved in different settings, to include:</p> <ul style="list-style-type: none"> <li>ensuring that safeguarding is at the centre of all practice</li> <li>the importance of value-based recruitment and sound induction training of staff</li> <li>regular reviewing and updating of processes and procedures</li> <li>making full use of Disclosure and Barring Service (DBS) checks in settings</li> <li>how feedback from individuals is used in a range of settings in line with Welsh Government policies</li> <li>how individuals accessing outcome focused provision can live free from harm, abuse and neglect which is paramount to high quality care and support</li> <li>ensuring effective complaints systems</li> <li>through duty to report (whistle blowing).</li> </ul> <p>Learners to produce a series of revision posters on how safeguarding practice can be achieved in different settings, suitable for new workers in a health or social care setting.</p>	<p>Disclosure and Barring Service (DBS): <a href="http://www.gov.uk">Disclosure and Barring Service - GOV.UK (www.gov.uk)</a></p> <p>NHS Wales – Complaints in the NHS: <a href="#">Home - NHS Wales</a></p> <p>AgeCymru – How to make a complaint about Social Care in Wales: <a href="#">Microsoft Word - FS59w - February 2022 (ageuk.org.uk)</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
	<p><b>Guest-speaker: Social Worker</b> to discuss that breaching safeguarding procedures and policies could lead to:</p> <ul style="list-style-type: none"> <li>abuse and neglect for the individuals accessing the care and support</li> <li>prosecution for the individual who is in breach and/or the organisation/care setting.</li> </ul>	<p>Social Care Wales – Neglect handout: <a href="https://socialcare.wales/cms_assets/file-uploads/Neglect-handout-Activity-5-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Neglect-handout-Activity-5-Safeguarding-pack-v.3.pdf</a></p> <p>Social Care Wales – examples of hearings/prosecution:</p>	<p>Learner to think of and write down questions ready to ask guest speaker</p> <p>WJEC online resources</p>

	<p>Learners to produce a resource suitable for new employees in a health or social care setting on what may occur to individuals accessing care and support in the setting if safeguarding procedures and policies were not being followed.</p>	<p><a href="https://socialcare.wales/search?search=prosecution">https://socialcare.wales/search?search=prosecution</a></p> <p>Care Inspectorate Wales: <a href="https://careinspectorate.wales/">https://careinspectorate.wales/</a></p> <p>Healthcare Inspectorate Wales: <a href="https://hiw.org.uk/">https://hiw.org.uk/</a></p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
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Topic Area	Activities	Resources	Homework
<p>6.6 How approaches in settings are used to meet individuals' needs and requirements</p>	<p><b>Guest-speaker: Dementia Specialist Nurse</b> to discuss how <b>activity-based approaches</b> (life story and reminiscence work used with individuals who are living with memory loss or dementia) may be used in care settings to meet individuals' needs and requirements.</p> <p>Learners to work in pairs or small groups to develop activity-based resources including life story and reminiscence resources, which could be used with individuals who are living with memory loss or dementia – this could also, where appropriate, involve a visit to a dementia residential care home to observe activities.</p>	<p>What is dementia?: <a href="http://alzheimersresearchuk.org">Dementia information - Alzheimer's Research UK (alzheimersresearchuk.org)</a></p> <p>Dementia Bookcase Analogy (video): <a href="#">Alzheimer's Society – Bookcase Analogy - YouTube</a></p> <p>The Dementia Village (video): <a href="#">CNN's World's Untold Stories: Dementia Village - YouTube</a></p> <p>Reminiscence: <a href="http://nhs.wales">Home - Betsi Cadwaladr University Health Board (nhs.wales)</a></p> <p><a href="https://sbuhb.nhs.wales/news/swansea-bay-health-news/the-derwen-arms-gets-its-own-brew/">https://sbuhb.nhs.wales/news/swansea-bay-health-news/the-derwen-arms-gets-its-own-brew/</a></p> <p><a href="http://nhs.wales">New hair salon is a real highlight for dementia patients - Swansea Bay University Health Board (nhs.wales)</a></p> <p><a href="http://nhs.wales">Gift of books helps group flick through memories - Swansea Bay University Health Board (nhs.wales)</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker</p> <p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p><b>Guest-speaker: Mental Health Practitioner</b> to discuss how different approaches may be used in care settings to meet individuals' needs and requirements, to include:</p>	<p>Mind – What is CBT? (video): <a href="#">What is CBT?   Making Sense of Cognitive Behavioural Therapy - YouTube</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker</p>

	<ul style="list-style-type: none"> <li>• <b>cognitive behaviour therapy (CBT):</b> talking therapy used to treat individuals with anxiety, depression and grief</li> <li>• <b>behaviour therapy</b> looks at specific learned behaviours and how the environment influences those behaviours; may help in treating conditions such as eating disorders, self-harm and substance misuse</li> <li>• <b>positive behavioural support:</b> may be used when individuals demonstrate behaviours that challenge.</li> </ul> <p>Learners to produce own revision resources on the above approaches.</p>	<p>Greater Manchester Mental Health – Jack’s Story (video):  <a href="#">Cognitive Behavioural Therapy (CBT) - Jack's Story - YouTube</a></p> <p>Behavioural Therapy:  <a href="#">Aversion Therapy (simplypsychology.org)</a></p> <p>Positive Behaviour Support:  <a href="#">PBS - your questions - Challenging Behaviour Foundation</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
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Topic Area	Activities	Resources	Homework
<p><b>6.7</b> How Welsh legislation impacts practice in health and social care settings</p>	<p>Tutor-led session on how Welsh legislation, regulations and frameworks impacts practice in health and social care settings to achieve desired outcomes, to include:</p> <ul style="list-style-type: none"> <li>• Regulation and Inspection of Social Care (Wales) Act 2016</li> <li>• Social Services and Well-Being (Wales) Act 2014</li> <li>• Welsh Language (Wales) Measure 2011</li> <li>• Mental Capacity Act 2005</li> </ul> <p>Learners to produce posters for each of the above legislations explaining how they impact on health and social care practice to ensure that service users meet their desired outcomes.</p>	<p>Social care legislation in Wales – overview of Regulation and Inspection of Social Care (Wales) Act 2016: <a href="#">Regulation and inspection of social care in Wales   Social Care Wales</a></p> <p>Social care legislation in Wales – overview of Social Services and Well-Being (Wales) Act 2014: <a href="#">Regulation and inspection of social care in Wales   Social Care Wales</a></p> <p>Welsh Language Commissioner – overview of Welsh Language (Wales) Measure 2011: <a href="#">h404 (comisiynyddygyraeg.cymru)</a></p> <p>Social Care Wales – Mental Capacity Act 2005: <a href="#">hThe Mental Capacity Act and Deprivation of...   Social Care Wales</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Learners to spend time researching how health and social care providers in Wales are inspected and regulated to ensure professional standards and guidance are adhered to through:</p> <ul style="list-style-type: none"> <li>• Care Inspectorate Wales (CIW)</li> <li>• Healthcare Inspectorate Wales (HIW)</li> <li>• Social Care Wales (SCW).</li> </ul> <p>Learners could research service providers local to them to find recent inspection reports to summarise.</p>	<p>CIW: <a href="#">Our reports   Care Inspectorate Wales</a></p> <p>HIW: <a href="#">Find an inspection report   Healthcare Inspectorate Wales (hiw.org.uk)</a></p> <p>SCW: <a href="#">Adult care home worker registration   Social Care Wales</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Following on from previous session, learner-led discussion on inspection frameworks and what is expected of settings to show positive achievements of wellbeing goals and outcomes, to include:</p> <ul style="list-style-type: none"> <li>• Care Inspectorate Wales inspection framework</li> <li>• Healthcare Inspectorate Wales inspection framework.</li> </ul> <p>Learners to summarise the above inspection frameworks as a revision exercise.</p>	<p>CIW inspection framework:  <a href="#">Our inspections   Care Inspectorate Wales</a></p> <p>HIW inspection framework:  <a href="#">Inspect healthcare   Healthcare Inspectorate Wales (hiw.org.uk)</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
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Topic Area	Activities	Resources	Homework
<p>6.8 Role of reflection in care settings</p>	<p>Tutor-led session on the role of regular reflection/reflective practice in care settings and that reflection on processes, policies and procedures improves practice by ensuring:</p> <ul style="list-style-type: none"> <li>• all individual needs are personalised and met</li> <li>• care workers can build on and improve their practice and contribute to their ongoing learning and professional development</li> <li>• policies, procedures and documentation are updated as required.</li> </ul> <p>Learners to research and produce revision resources on the reflection requirements of different health and/or social care professions and the benefits of regular reflection/reflective practice.</p>	<p>RCN – Reflection: <a href="https://rcni.com/hosted-content/rcn/first-steps/reflection">https://rcni.com/hosted-content/rcn/first-steps/reflection</a></p> <p>HCPC – Becoming a reflective practitioner: <a href="https://www.hcpc-uk.org/globalassets/news-and-events/benefits-of-becoming-a-reflective-practitioner----joint-statement-2019.pdf">https://www.hcpc-uk.org/globalassets/news-and-events/benefits-of-becoming-a-reflective-practitioner----joint-statement-2019.pdf</a></p> <p>Nursing Times – Realising the benefits of reflective practice: <a href="#">Realising the benefits of reflective practice   Nursing Times</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p><b>Guest-speaker: Local Nursing Students</b> discussing the different ways in which reflective practice can take place in health and social care settings, that they have seen in practice on placements. Ways that reflective practice takes place could include:</p> <ul style="list-style-type: none"> <li>• individuals producing a reflective diary</li> <li>• regular team meetings and discussions</li> <li>• observations by senior colleagues</li> <li>• appraisals, supervisions and performance management reviews</li> <li>• awareness, self-reflection and the impact on self.</li> </ul> <p>Learners to produce a range of resources suitable for a new member of staff in a health or social care setting on how reflective practice is achieved within the setting.</p>	<p>Getting started with reflective practice: <a href="#">Getting started with Reflective Practice (cambridge-community.org.uk)</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker</p> <p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Tutor-led discussion on the models and theories behind reflective practice, to include:</p> <ul style="list-style-type: none"> <li>• Honey and Mumford</li> <li>• Kolb</li> <li>• Schon.</li> </ul> <p>Learners to produce easy-read guides to the above models and theories to reinforce knowledge gained through previous revision guides on reflective practice.</p>	<p>Honey &amp; Mumford Learning Style questionnaire:  <a href="https://study.cardiffmet.ac.uk/AcSkills/Documents/Studying/Independent%20learning/honeyandmumford_learning_styles_questionnaire[1].pdf">https://study.cardiffmet.ac.uk/AcSkills/Documents/Studying/Independent%20learning/honeyandmumford_learning_styles_questionnaire[1].pdf</a></p> <p>Kolb:  <a href="http://www.simplypsychology.org/kolb.html">Kolb's Learning Styles and Experiential Learning Cycle (simplypsychology.org)</a></p>	<p>WJEC online resources</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
<b>Work experience hours</b>			
	<p>Prepare learners for controlled assessment – use sample NEA’s for unit 6 found on <a href="http://www.healthandcarelearningwales.com">Health and Care Learning Wales</a> website</p>		<p>WJEC online resources</p> <p>Own revision notes.</p>
<b>Controlled assessment</b>			