

Y12 – Y13

BTEC Diploma (x2) in Health and Social Care

Summer Independent Learning

You need to complete the work for Unit 7 during progression week and upload your work to the assignment point on Teams by Friday 1st July.

Instructions:

These tasks are for students who are studying the *Diploma in Health and Social Care*.

You have 2 tasks to complete. **ALL** tasks are **compulsory** and you will be expected to **provide evidence** that you have completed all tasks in your first lesson in September. Your work can be hand written or word processed.

1. Subject tasks – Unit 6 and Unit 7.
 - Time to complete: 10 hours
2. Tutorial task (see the separate tab on the college website for this).

Unit 6: Work Experience in Health and Social Care

What will I be studying?

If you are thinking about a career in health and social care, then work experience is a good way of making you aware of the tasks and activities you may be required to carry out. This unit will help you reflect on and develop your personal attributes and skills required for work in this sector, and extend your knowledge and understanding of the responsibilities of health and social care professionals.

In this unit, you will learn about the benefits of work experience in health and social care. You will examine how work experience can help you to develop personal and professional skills, such as communication and teamwork, and to understand more about the expectations of different professional roles. You will develop a plan to support your learning in placement and you will monitor your progress with a reflective journal. This is a practical unit which will support your work experience placement in health and social care and provide a foundation for you to develop, apply and reflect on knowledge and skills in a realistic situation.

A work experience placement will prepare you for further study in a variety of higher education programmes. It is often a requirement for progression to higher education, and is a component of degree courses in the sector such as social work or nursing.

How will I be assessed?

Two coursework tasks and 100 hours of work placement.



About You

1. Have you completed any work experience?
(Please circle)

Yes

No



If you said 'yes' then please complete Q2 & Q3. If you said 'no' then please skip to Q4.

2. What was your job role, what setting did this experience take place in, and what were your duties?
3. What skills and qualities did you develop from this experience?
4. You will complete work experience as part of the course. Think about where you would like to do work experience and what sort of tasks you would like to get involved in.

Key terms

Find out what the following key terms mean. It is important that you can use the key terms in your coursework.



Key Word	Definition
Hazards	
Active listening	
Safeguarding	
Equality	
Diversity	
Confidentiality	
Dignity	
Disclosure and Barring Service (DBS)	
Person-centred Approach	
Reflective Practice	
Policy	
Procedures	

Health Promotion	
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Risk Assessment

To complete the risk assessment, choose a room in your house, your local park, or another outdoor setting. You need to identify hazards that can potentially harm others and complete the table below. An example hazard has been completed for you below based on a school trip to support you.

What are the hazards?	Who Is At Risk	How can this cause harm?	What control measures could be used to minimise the risk?
1. Slips, Trips & Falls	Students & Staff	Uneven floors, spills, obstacles, lack of housekeeping, cleaning methods – causing injuries, bruising, fractures.	Students shall be advised of hazards at commencement of trip. Provider shall ensure the premises are in a safe condition, with good standards of housekeeping. Rules of work areas should be clearly stated at commencement, and adhered to.
2.			
3.			
4.			
5.			
6.			

Key legislations

Use the internet to find out about the following key pieces of legislation (the Law). Jot down the key points in the table below.

Legislation/regulations	Key points
Health and Safety at Work Act 1974	
Control of Substances Hazardous to Health (COSHH) Regulations 2002	
Food Safety Act 1990	
Food Safety (General Food Hygiene) Regulations 1995	
Manual Handling Operations Regulations 1992	



Legislation/regulations	Key points
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995	
Data Protection Act 2018 with GDPR	
Management of Health and Safety at Work Regulations 1999	

Unit 7: Principles of Safe Practice in Health and Social Care

What will you be studying?

When working in health and social care settings, you must have a clear understanding of the duty of care and safe working practices and procedures, and how to promote the safety and wellbeing of service users. Safe working practice is a priority in health and social care. This unit will develop your knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety, and responding to different situations and emergency incidents in health and social care settings. You will learn about the professional responsibilities for maintaining safe practice. You will explore the legal duty of care and the importance of legislation, policies and procedures in protecting individuals from harm, upholding their rights and promoting their welfare. You will examine the types of abuse and neglect that service users can experience and learn how to recognise and respond to concerns about abuse and neglect in health and social care settings. This unit will support you in carrying out practical procedures to maintain health and safety and respond to and emergencies in health and social care settings, such as infection control procedures and fire and evacuation drills.

This unit provides essential knowledge and understanding and forms a good basis for aspects of higher education study in health and social work courses and nursing qualifications. It will also prepare you for work in the health and social work sector in a variety of roles.

How will I be assessed?

Two coursework tasks.

Key terms

Find out what the following key terms mean. It is important that you can use the key terms in your coursework.



Key term	Definition
Duty of care	
Legal obligation	
Abuse	
Neglect	
Protect	
Balancing rights & responsibilities	
Safe practice	
Legislation	
Policy	
Procedure	
Clinical negligence	
Physical abuse	
Emotional abuse	
Sexual abuse	
Financial abuse	
Discrimination	
Domestic abuse	
Coercion	
Vulnerable	
Response	
Proactive	
Reactive	
Empowerment	
Impairment	
Awareness	
Disclosure	
Whistleblowing	
Confidentiality	
Hazard	

Duty of care

The duty of care owed by health and social care workers to their service users, colleagues and themselves is implicit in their job role.

1. Identify a range of job roles for health and social care workers. Say how they demonstrate their duty of care to different service user groups in a variety of settings.

Health care

Job role	Care setting	Example

Social care

Job role	Care setting	Example

2. Read the following scenario.

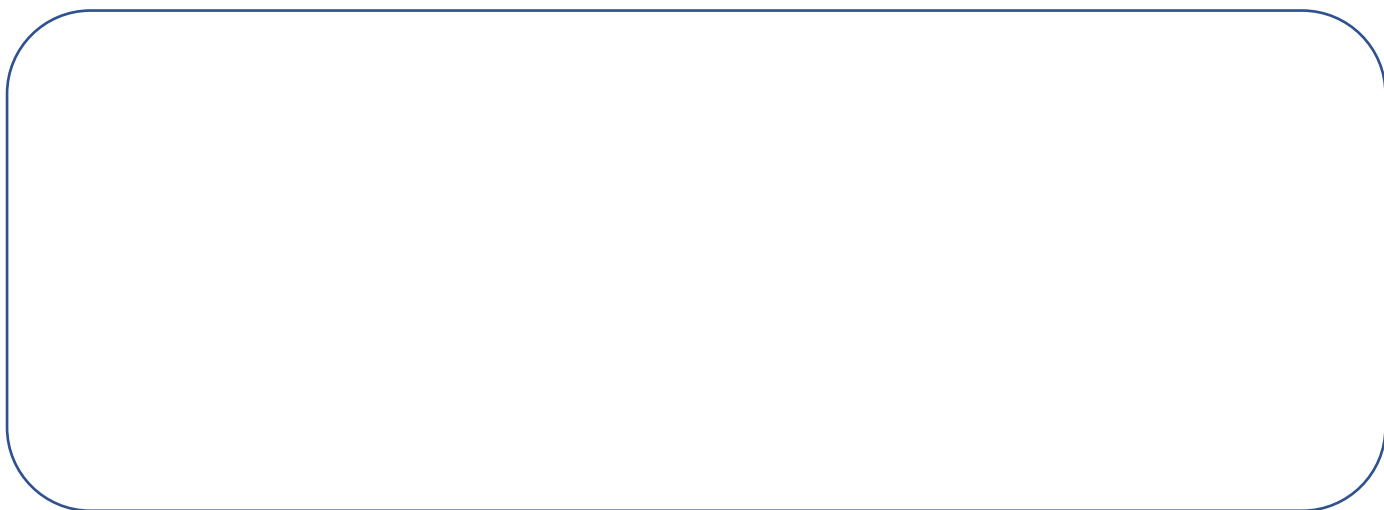
Ellie, aged 44, has a learning disability. She attends a day centre. Ellie can communicate well and likes to be independent. Ellie's key worker, Tom, always greets her when she arrives. They sit down and talk about what Ellie would like to achieve that day. Ellie said that she would like to make some chocolate cookies. They plan the things that Ellie will need and what she needs to do. Tom asks Ellie what she can do to make cooking safe. She says, 'I'll put on oven gloves to put cookies in the oven 'cos it's hot'. Tom says, 'Well remembered'. He checks the kitchen area, moves a bin left on the floor, wipes some spilt water and clears a space on the worktop. He then observes Ellie as she finds the ingredients and any equipment needed.

The recipe requires Ellie to heat the chocolate in a bowl over hot water. Tom observes Ellie putting water into a saucepan. She fills it nearly to the top so he suggests she pours some out, explaining that when it gets hot it could bubble over the top. Ellie puts the saucepan on the stove. Tom advises that she turns the handle so that it is not sticking out. She is unsure how to turn the ring on so Tom demonstrates, turns it off and lets Ellie turn it on again. She turns on the electric ring and puts the bowl of chocolate on the top. Tom asks questions such as, 'Do you think the bowl might get hot?' and 'What could you do to stop your hands getting burned when you lift it off?' Ellie remembers she should use the oven gloves. She adds the chocolate to the mixture and makes the cookies.

3. State five ways in which Tom carries out his legal obligation to keep Ellie safe.



4. Assess how Tom balanced Ellie's rights with his duty of care.



Using the case study below, write a 500-word explanation about the quality of the duty of care given by the professionals. You will need to reflect on the strengths and weaknesses of their care as well as the impact on the service user(s).

CASE STUDY: Zebra Ward

Zebra Ward is a paediatric medical ward at the Prince Oswald Children's Hospital, providing care for children from the age of six months to two years with a variety of medical conditions.

Lucy Smith, aged six months, and Kevin Smith, aged four years, are brother and sister and have recently been admitted to the ward from the Emergency Department, following a car accident involving their father as driver and a stone wall. Neither of the children were secured in their car seats and have both sustained serious injuries. Both have broken bones and bruised faces.

When the duty doctor examines the children, she notices bruises at the base of Kevin's spine and round marks on Lucy's neck that resemble burns. When the children's father is questioned, he states that the marks were inflicted by his wife who died three months ago due to a long-term illness that had affected her mental state. The doctor is unconvinced, as the marks appear to be more recent. However, another emergency is admitted and the doctor forgets to record her opinions.

A nurse is asked to give each child a sedative to help them sleep. He notices the marks, but is in a hurry to complete the medicine round before going off duty and fails to record his observations. The nurse also fails to complete the ward records with regard to the sedatives given to both children.

The children's father did not sustain any major injury and was allowed home after examination. He comes the next day to visit his children and bring them each a present. A visitor to Zebra Ward notices that Kevin and Lucy do not look pleased to see him. Kevin hides under his bed, refusing to come out, and Lucy cries when her father lifts her out of the cot. The nursing staff assume that the children's reaction is due to delayed shock from the car accident. However, the visitor, a social worker, is not convinced and asks to speak to the ward manager, who says that he cannot discuss such issues with a visitor.

Legislation

Research **two** of the following pieces of legislation:

- Health & Safety at Work Act 1974
- Equality Act 2010
- Care Act 2014
- GDPR 2018
- Safeguarding Vulnerable Groups Act 2006

Produce a one-page summary for each of the acts you have chosen. You need to explain the purpose of the act and how it is relevant to health and social care settings.

The impact of legislation

Referring to the Zebra Ward case study and the two pieces of legislation you chose to research, write a 1000-word explanation about the impact the legislation has on the duty of care within health and social care settings. You must consider:

- The importance and relevance of the legislation for the Zebra Ward setting.
- How each legislation can support duty of care and maintain health and safety within the setting.
- The strengths and weaknesses of how well each legislation has been applied within Zebra Ward.
- The impact that the legislation will have on the service users of Zebra Ward if applied correctly.