



For Pearson BTEC Level 3 National in Health and Social Care:  
Extended Certificate (601/7197/2)  
Foundation Diploma (601/7199/6)  
Diploma (601/7194/7)  
Extended Diploma (601/7198/4)  
Extended Diploma in Health Studies

# Starters and Plenaries

## for BTEC Nationals in Health and Social Care

### Unit 2: Working in Health and Social Care

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# Teacher's Introduction

This resource contains 33 activities designed to cover the specification for Unit 2: Working in Health and Social Care, part of the BTEC Nationals (Level 3) in Health and Social Care.

The activities are designed to take 10–15 minutes each to complete. Each activity can be used as an introduction to a lesson to get students ready for learning, or it can be used as a final activity to ensure that learning continues right up until the end of the lesson. Guidance is provided as to whether each activity might work best as a starter or as a plenary; however, teachers should use their discretion and judgement when deciding how best to use an activity.

The activities come in a variety of styles and formats to engage students with the topics on the unit's specification. There is also a mix of individual, pair and small-group activities, and many activities include optional large-group or whole-class discussions which follow on from the activities. A table has been provided which outlines the suggested usage and specification points covered by each activity.

*March 2020*

## Key to icons



Individual activity



Pair activity



Group activity

## Specification Reference Table

This table will enable you to pick and choose starters or plenaries relevant to the topics. If each activity has been selected as either a starter or a plenary, you should be aware that the tasks may be interchangeable depending on how you teach the content of the specification. Some work better as a starter or as a plenary – it is at the teacher's discretion how best to use them.

| Specification reference   | Activity   | Extra resources            |
|---|--|----------------------------|
| <b>Learning Aim A: The responsibilities of people who work in health and social care settings</b> |  |                            |
| <b>A1: The roles of people who work in health and social care settings</b>                        | 1 The roles of people who work in health and social care settings: <b>Who am I?</b>                      | Scissors                   |
| <b>A2: The responsibilities of people who work in health and social care settings</b>             | 2 The day-to-day responsibilities of people who work in health and social care settings: <b>Mind map</b> |                            |
|   | 3 The responsibilities of people who work in health and social care settings: <b>Job advert</b>          |                            |
| <b>A3: Specific responsibilities of people who work in health and social care settings</b>        | 4 Promoting anti-discriminatory practice: <b>Note it!</b>  |                            |
|   | 5 Empowering individuals: <b>Roll the dice</b>   | Scissors and glue, or dice |
|   | 6 Promoting individual rights with the rights of other service users and staff: <b>Debate</b>            |                            |
|   | 7 Dealing with conflict in health and social care service settings: <b>Annotate the case study</b>       |                            |
|   | 8 Ensuring safety in health and social care services: <b>Bingo</b>                                       |                            |
|   | 9 Information management and communication: <b>Case study match-up</b>                                   |                            |
|   | 10 Recording, storage and retrieval of medical and/or personal information: <b>Security advisor</b>      |                            |
|   | 11 Being accountable to professional bodies: <b>Develop a checklist</b>                                  |                            |
| <b>A4: Multidisciplinary working in the health and social care sector</b>                         | 12 Multidisciplinary working: <b>Ball in buster</b>  |                            |
|   | 13 Involving service users, carers and advocates: <b>Spider diagram</b>                                  |                            |
| <b>A5: Monitoring the work of people in health and social care settings</b>                       | 14 Monitoring the work of people in health and social care settings: <b>Forbidden words</b>              |                            |

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## Learning Aim B: The roles of organisations in the health and social care sector

|   |    |   |         |          |
|---|----|---|---------|----------|
| <b>B1: The roles of organisations in providing health and social care services</b>                          | 15 | The provision of services by the public sector: <b>Fact file</b>  |         | Plenary  |
|   | 16 | The provision of services by the private sector: <b>Social media argument</b>                                   |         | Plenary  |
|   | 17 | The provision of services by the voluntary sector: <b>Complete the sentence</b>                                 |         | Starters |
|   | 18 | Settings where health and social care services are provided: <b>Crossword</b>                                   |         | Plenary  |
| <b>B2: Issues that affect access to services</b>  | 19 | Referral, assessment and eligibility criteria: <b>Write a letter</b>  |         | Plenary  |
|   | 20 | Barriers to accessing services: <b>Identify the barriers</b>  |         | Plenary  |
| <b>B3: Ways in which organisations represent the interests of service users</b>                             | 21 | Charities, patient groups and advocacy services: <b>Tweets and hashtags</b>                                     |         | Starters |
|   | 22 | Complaints and whistle-blowing policies: <b>Write a policy</b>  |         | Plenary  |
| <b>B4: The roles of organisations that regulate and inspect health and social care services</b>             | 23 | Organisations that regulate/inspect health and social care services: <b>Design a poster</b>                     | Pencils | Starters |
|   | 24 | The roles of organisations that regulate/inspect health and social care services: <b>Inspection report</b>      |         | Plenary  |
|   | 25 | Organisations that regulate the professions in health and social care services: <b>Newsflash!</b>               | Pencils | Plenary  |
|   | 26 | The roles of organisations that regulate the professions in health and social care services: <b>Story board</b> | Pencils | Starters |
| <b>B5: The responsibilities of organisations towards people who work in health and social care services</b> | 27 | The responsibilities of providers of health and social care services towards employees: <b>Mind map</b>         |         | Plenary  |
|   | 28 | Health and social care providers' responsibility to safeguard employees: <b>Charter of rights</b>               |         | Starters |

## Learning Aim C: Working with people with specific needs in the health and social care sector

|                                       |    |  |          |          |
|---------------------------------------|----|--|----------|----------|
| <b>C1: People with specific needs</b> | 29 | People with specific needs relating to ill health, physical disabilities and sensory disabilities: <b>Quiz</b> |          | Starters |
|                                       | 30 | People with specific needs relating to learning disabilities: <b>Note it!</b>                                  |          | Plenary  |
|                                       | 31 | Specific needs relating to children and later adulthood: <b>Timeline</b>                                       | Scissors | Starters |
| <b>C2: Working practices</b>          | 32 | Working practices: <b>Annotate the case study</b>  |          | Plenary  |
|                                       | 33 | Relevant skills required to work with people with specific needs: <b>Role play</b>                             |          | Starters |

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## Activity 1 – The roles of people who work in health and social care settings

### Teacher's notes

| Starter activity: Who am I?   |  |
|-------------------------------|--|
| <b>Aim of the activity</b>    | For students to be aware of the roles of different professionals in health and social care.  |
| <b>Teacher's instructions</b> | <p>The first activity page contains a series of cards which briefly describe the roles of different health and social care professionals. Each student will need one card and as many sheets as required for there to be enough cards to go around the class. Make as many copies of the second activity page so that all students will have one.</p> <p>Give each student a card, and a minute to read through it. Students should keep their cards secret. Students should then go around the room and ask each other questions to try and guess which professionals their classmates are. For example, they could ask:</p> <ul style="list-style-type: none"><li>'What kinds of service do you work in?'</li><li>'Which organisation regulates your profession?'</li></ul> <p>For each person they speak to, they can ask as many questions as they like. Each student has one chance to guess that person's profession. If they guess correctly, they write down that profession on their activity sheet. Their partner is likely to be able to work out who they are, before moving on to speak to other students. The first student to correctly identify all 10 professionals wins!</p> <p>Students may also wish to make quick notes on the activity page about the roles of health and social care professionals.</p> <p>This activity should take no longer than 15 minutes.</p> |

### Answers

Not applicable for this activity. Students' notes may contain information taken from the questions they ask their classmates.

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# Activity 1 - The roles of people who work in health and social care

## Who am I?

|   |   |  |
|---|---|--|
| <p><b>Doctor</b></p> <p>Typically works in a general practice or hospital setting. They have received medical training and diagnose and treat health problems, and prescribe medication. They may also become specialised in a particular area, and progress to consultant level.</p> | <p><b>Nurse</b></p> <p>A qualified professional who provides care and medical support for people with health needs. They work in a range of settings (including hospitals and communities) and with different client groups, such as those with learning disabilities or mental health needs.</p> |  |
| <p><b>Healthcare assistant</b></p> <p>Works with qualified medical professionals to provide assistance with care tasks. For example, a healthcare assistant may work in hospitals to provide patients with personal care and help during meal times.</p>                              | <p><b>Social worker</b></p> <p>Acts to protect vulnerable groups from harm, such as children from abusive homes or people with learning disabilities. They are usually employed by the local authority, NHS or voluntary services.</p>  |  |
| <p><b>Youth worker</b></p> <p>Works with young people, frequently those deemed to be 'at risk'. The aim of youth work is to help young people achieve their potential and to support their personal development.</p>  | <p><b>Care manager</b></p> <p>A care manager runs a residential care home. This involves supervising care assistants, ensuring that policies and procedures are implemented effectively, and dealing with safeguarding issues or complaints.</p>  |  |
| <p><b>Support worker</b></p> <p>Helps to promote greater independence for individuals and the building of skills. They work in a range of settings, including supported living services and residential services.</p>   |   |  |

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## Activity 1 - The roles of people who work in health and social care

### Who am I?

For this activity, you'll be given a card containing information about a specific health or social care professional. Familiarise yourself with the information, but keep the card secret (don't let your peers know who you are!).

You'll then go around the room and ask your classmates questions to try to work out who you are. You can ask as many questions as you like to learn about their role, but you only have one chance to guess their profession. You need to tick the professions on the list below – the first person to correctly identify all 10 professions wins!

You may also wish to make quick notes on this page to record what you've learnt about each professional role and social care.

| Profession             | Guessed? ✓ | Notes |
|------------------------|------------|-------|
| Doctor                 |            |       |
| Nurse                  |            |       |
| Midwife                |            |       |
| Healthcare assistant   |            |       |
| Social worker          |            |       |
| Occupational therapist |            |       |
| Youth worker           |            |       |
| Care manager           |            |       |
| Care assistant         |            |       |
| Support worker         |            |       |

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## Activity 2 – The day-to-day responsibilities of who work in health and social care settings

### Teacher's notes

| Plenary activity – Mind map   |   |
|-------------------------------|---|
| <b>Aim of the activity</b>    | For students to be aware of the day-to-day responsibilities of different professionals in health and social care.   |
| <b>Teacher's instructions</b> | <p>Photocopy the activity page, and give one copy to each student to complete, which covers the different responsibilities that health professionals have on a day-to-day basis.</p> <p>The centre of the mind map contains an image of different professionals. Students should focus their mind map on one of these if they like. Students should use the mind map to give additional details about each of the day-to-day responsibilities.</p> <p>This activity should take no longer than 15 minutes. Completed mind maps can be used by students as a future revision tool.</p> |

### Answers

As students have some choice over the professional they focus on with their mind map, the day-to-day responsibilities are likely to vary across their mind maps. However, students should be able to identify the main responsibilities under each of the main sections of the mind map, to show the kind of content studied.

### Following policies and procedures

*This is important because:* policies and procedures ensure expected standards for behaviour are met, to promote the safety and well-being of service users.

### Examples of policies and procedures (any three from – accept suitable alternatives)

- Infection control
- Safeguarding
- Compliance
- Food hygiene
- Whistle-blowing
- Health and safety
- Confidentiality
- Lone working
- Medication administration

### Healing and supporting recovery for people who are ill

*This can be done by:* providing the necessary treatments and care (e.g. medication, surgery). Monitoring and reviewing progress towards recovery is also important.

### Enabling rehabilitation

*'Rehabilitation' means:* returning to a previous state of functioning and health.

*This can be done by:* this depends on the needs of the individual. For example, an individual may have input from an occupational therapist that could include home adaptation.

### Providing equipment and adaptations to support people to be more independent

*Why is independence important for service users?* Doing things for oneself is more empowering and builds self-confidence.

### Examples of equipment/adaptations (any three from – accept suitable alternatives)

- Hearing aid
- Mobility aid, e.g. frame, roller, walking stick
- Cutlery / kitchen equipment with specialised handles to aid grip
- Shower seat
- Commode
- Replace doorbell
- Convert bathroom
- Stairlift
- Hoist

Answers

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### Providing personal care

'Personal care' includes the following tasks: assistance with washing, feeding and toileting. Personal care should be carried out in such a way that: it promotes the dignity and respects their individual needs and preferences.

### Supporting routines of service users

Some suggestions have been included in the table below.

| Aspect of day-to-day life | What professionals support individuals with   |
|---------------------------|---|
| Family life               | Encouraging visits from family (e.g. to a residential care home), and making them comfortable for visitors.<br><br>Making an effort to get to know the service user, and to find out what is important to them. |
| Education                 | Supporting the individual to attend education, e.g. by organising transport.<br>Ensuring that individuals are provided with the necessary aids/equipment in education (e.g. hearing aids, specialist software). |
| Employment                | Supporting the person to access services that will help them to find employment.<br>Ensure any possible obstacles in their work environment are reduced.  |
| Leisure activities        | Finding out what the service user likes to do, and offering them opportunities to do these activities.<br><br>Provide many different options for leisure activities.  |

### Assessment, care and support planning

'Assessment' means: finding out which needs an individual has, via a comprehensive assessment of their circumstances and preferences.

The purpose of a care and support plan is: to clearly identify these needs and what actions need to be taken to meet them.

Service users and their families should be involved because: this is an important part of the assessment process and they are experts on their own experiences. Involving them also makes it more likely that (and therefore, more effective) steps are taken to meet their needs.

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## Activity 2 - The day-to-day responsibilities of people who work in health and social care

### Mind map

For this activity, you need to fill in the mind map to explain the different day-to-day responsibilities of health and social care professionals – put a tick next to the relevant job title (in the middle of the page).



Following policies and procedures

This is important because...

Examples of policies and procedures:

Healing and supporting recovery  
This can be done by...

Assessment, care and support planning

'Assessment' means:

The purpose of a care/support plan is...

Service users or families should be involved because...



|                               |  |                             |
|-------------------------------|--|-----------------------------|
| <b>CARE ASSISTANT</b>         |  | <b>DOCTOR</b>               |
| <b>CARE MANAGER</b>           |  | <b>NURSE</b>                |
| <b>YOUTH WORKER</b>           |  | <b>SUPPORT WORKER</b>       |
| <b>SOCIAL WORKER</b>          |  | <b>HEALTHCARE ASSISTANT</b> |
| <b>OCCUPATIONAL THERAPIST</b> |  | <b>MIDWIFE</b>              |

Supporting routines of service users

| Aspect of day-to-day life | How can professionals support routines? |
|---------------------------|---|
| <b>Family life</b>        |   |
| <b>Education</b>          |   |
| <b>Employment</b>         |   |
| <b>Leisure activities</b> |   |

Providing personal care

'Personal care' includes the following tasks:

Personal care should be carried out in a way that...



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## Activity 3 – The responsibilities of people who work in health and social care settings

### Teacher's notes

| Plenary activity – Job advert |  |
|-------------------------------|--|
| <b>Aim of the activity</b>    | For students to demonstrate their understanding of the responsibilities of professionals who work in health and social care.   |
| <b>Teacher instructions</b>   | <p>Photocopy the activity page, and give one copy to each pair of students.</p> <p>For this activity, students need to write a short advert for a health or social care professional from one of the professionals from the list provided. Their job advert should list at least five day-to-day responsibilities of that professional. The activity page contains prompts to help guide students in structuring their job advert.</p> <p>This activity should take no longer than 15 minutes.</p> |

### Answers

Students' answers to this activity will vary somewhat, depending on the professional they choose to write about. In general terms, the day-to-day responsibilities they may include in their answers (and alternatives):

- Following policies and procedures relevant to that health and social care setting
- Healing and supporting recovery for those who are ill
- Enabling rehabilitation
- Providing equipment and adaptations to support people to be more independent
- Providing personal care, to include washing, feeding and toileting
- Supporting routines of service users, to include day-to-day family life, education and employment
- Assessment, care and support planning involving service users and their families

Indicative content for the activity page

**Title:** Full-time position required, immediate start

**Background information:** A vacancy has arisen for a qualified nurse at the Imagine Hospital, on the stroke ward. The job is permanent and full-time, starting immediately.

### As a stroke ward nurse, your day-to-day responsibilities will include:

- Undertaking assessments and planning care that involves the patients and the multidisciplinary team
- Supporting the recovery of patients following a stroke.
- Enabling rehabilitation by helping patients return to pre-stroke levels of functioning
- Ensuring that patients' personal care is seen to, including their washing, feeding and toileting
- Following the hospital's policies and procedures.

### Candidate requirements:

- Registered General Nurse qualification
- Registration with the Nursing and Midwifery Council
- Previous experience working with stroke patients
- Previous experience working in a busy ward environment

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## Activity 3 - The responsibilities of people who work in health

### Job advert

For this activity, you'll be working with a partner to design a job advert for a role in health. You should choose one of the following job roles as the focus for your advert:

- Doctor
- Nurse
- Midwife
- Healthcare assistant
- Social worker
- Occupational therapist
- Youth worker
- Care manager
- Care assistant
- Support worker

Make sure your advert includes at least five of the key day-to-day responsibilities of the role so that candidates for the job know what's expected of them!

**Title**

**Description of job:**

Add some background information here – which service setting does the job relate to? Full-time or part-time?

**A \_\_\_\_\_, your day-to-day responsibilities will include:**

- 
- 
- 
- 

**Candidate requirements:**

Add some criteria here – what experience, skills or qualifications would a candidate need to get this?

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## Activity 4 – Promoting anti-discriminatory practice

### Teacher's notes

| Plenary activity: Note it!    |  |
|-------------------------------|--|
| <b>Aim of the activity</b>    | For students to recap their knowledge of how anti-discriminatory practice is implemented, implementing relevant codes of practice and policies and adapting them to their own practice.  |
| <b>Teacher's instructions</b> | <p>Photocopy the activity page, and give one copy to each student.</p> <p>The activity page contains a series of mini notes that students can use to recap their knowledge of promoting anti-discriminatory practice. Brief captions are provided for each note to help guide students. Give students two minutes per note to write their notes. The activity should take approximately 12 minutes in total.</p> <p><i>Optional extension:</i> students could then discuss their answers as a class and share any they've missed onto or around their own notes.</p> |

### Answers

Information students may wish to briefly cover on their mini notes includes (accept any relevant information):

### Definition of key terms

- **Stereotype:** a generalised belief about a person or a group of people, not based on facts.
- **Prejudice:** a pre-existing negative opinion or view of a person or a group of people, based on stereotypes.
- **Discrimination:** treating someone differently (or excluding them entirely) because of their race, age or ability level.

### Equality Act 2010

- Outlines nine protected characteristics – age, gender reassignment status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, sex, disability and marital / civil partnership.
- It is illegal to discriminate against someone on the basis of any of these characteristics.

### Human Rights Act 1998

- Sets out basic freedoms and rights that all people are considered to have.
- It is illegal to remove these from a person.
- These rights include the right to life, the right to liberty and security, and freedom of expression.

### Codes of practice and policies

- These are based on the legislation above.
- Set out the standards of expected/acceptable behaviour for staff.

### Adapting services

- Services should take into account individual needs so that people are not excluded.
- Building adaptations, e.g. ramps and automatic doors for people with mobility issues.
- Ensuring that information is available in alternative formats, e.g. easy-read, Braille.
- Providing interpreters and translators if required.
- Ensuring care is provided in a culturally sensitive way, being aware of social and cultural differences.

### Challenging discriminatory behaviour

- Challenging behaviour at the time it happens sends the message that this behaviour is unacceptable.
- Challenging behaviour also raises awareness of the different forms of discrimination.
- Discriminatory behaviour can lead to disciplinary action, e.g. suspension or being removed from the premises.
- Can also lead to police involvement, if the incident is particularly severe.
- Long-term efforts such as training and awareness campaigns can also reduce/prevent discriminatory behaviour.

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## Activity 4 - Promoting anti-discriminatory practice

### Note it!

For this activity, you'll be filling in the blank notes below to summarise your knowledge of discriminatory practice. Some captions have been provided to help you.

#### Definition of key terms

Stereotype:

Prejudice:

Discrimination:

Equality

#### Human Rights Act 1998

Codes of practice

#### Adapting services

Challenging discrimination

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## Activity 5 – Empowering individuals

### Teacher's notes

| Starter activity: Roll the dice |   |
|---------------------------------|---|
| <b>Aim of the activity</b>      | For students to understand how individuals can be empowered and social care services.   |
| <b>Teacher's instructions</b>   | <p>Get students into small groups (3–4). Hand out the first activity page and stick together their dice (alternatively, create these before the dice are made. If the template have been numbered, you could choose a different number).</p> <p>Also give each group a copy of the second activity page, which contains questions for students and a table for students to record their answers to the questions.</p> <p>Each side of the dice contains a different element of empowering individuals in social care services. Students take it in turns to roll the dice, and provide a specific example of exactly <i>how</i> this element of empowering individuals is implemented in a real-world setting (which should be recorded in the table provided). Students then apply their knowledge of empowering individuals to solve a problem.</p> <p>This activity should take no longer than 15 minutes.</p> |

### Answers:

Several examples have been provided for each side of the dice as guidance – accept any other examples.

#### 1 – Promoting the rights, choices and well-being of individuals

- Offering a service user a choice of accommodation at a day centre for adults with learning disabilities.
- Aiding a patient to make a complaint about hospital treatment they have received.
- Offering plenty of opportunities for socialising and seeing family at a residential care home to promote well-being.

#### 2 – Promoting and supporting individuals' rights to dignity and independence

- Ensuring that personal care is carried out in private at a care home.
- Encouraging someone in a supported living service to cook their own meals.
- Supporting an adult with learning disabilities to learn how to pay for public transport.

#### 3 – Balancing individual rights with the rights of other service users and staff

- Ensuring that action is taken to reduce the risk of violence against staff, e.g. in a residential care home.
- Finding a compromise between conflicting choices for a leisure activity in a day centre.
- A service user who is frequently aggressive towards another service user may need to be moved to a different unit.

#### 4 – Supporting individuals to express their needs and preferences

- Ensuring that translators and/or interpreters are provided for service users who do not speak English.
- Providing materials in Braille for individuals who are visually impaired.
- Ensuring that loop induction facilities are installed for service users who are hearing impaired.

#### 5 – Providing support consistent with individuals' beliefs, cultures and preferences

- Ensuring that vegetarian and/or vegan options are available in hospitals.
- Some Muslims may prefer to wash in running water, which should be respected, e.g. as in a shower.
- Service users should have opportunities for prayer and involvement with religious activities, e.g. aiding them to attend church.

#### 6 – Putting the individual at the heart of service provision and promoting individuality

- Taking on board feedback from patient groups about the running of a hospital.
- Involving the service user in care planning.
- Offering regular service user meetings, e.g. at a residential home.

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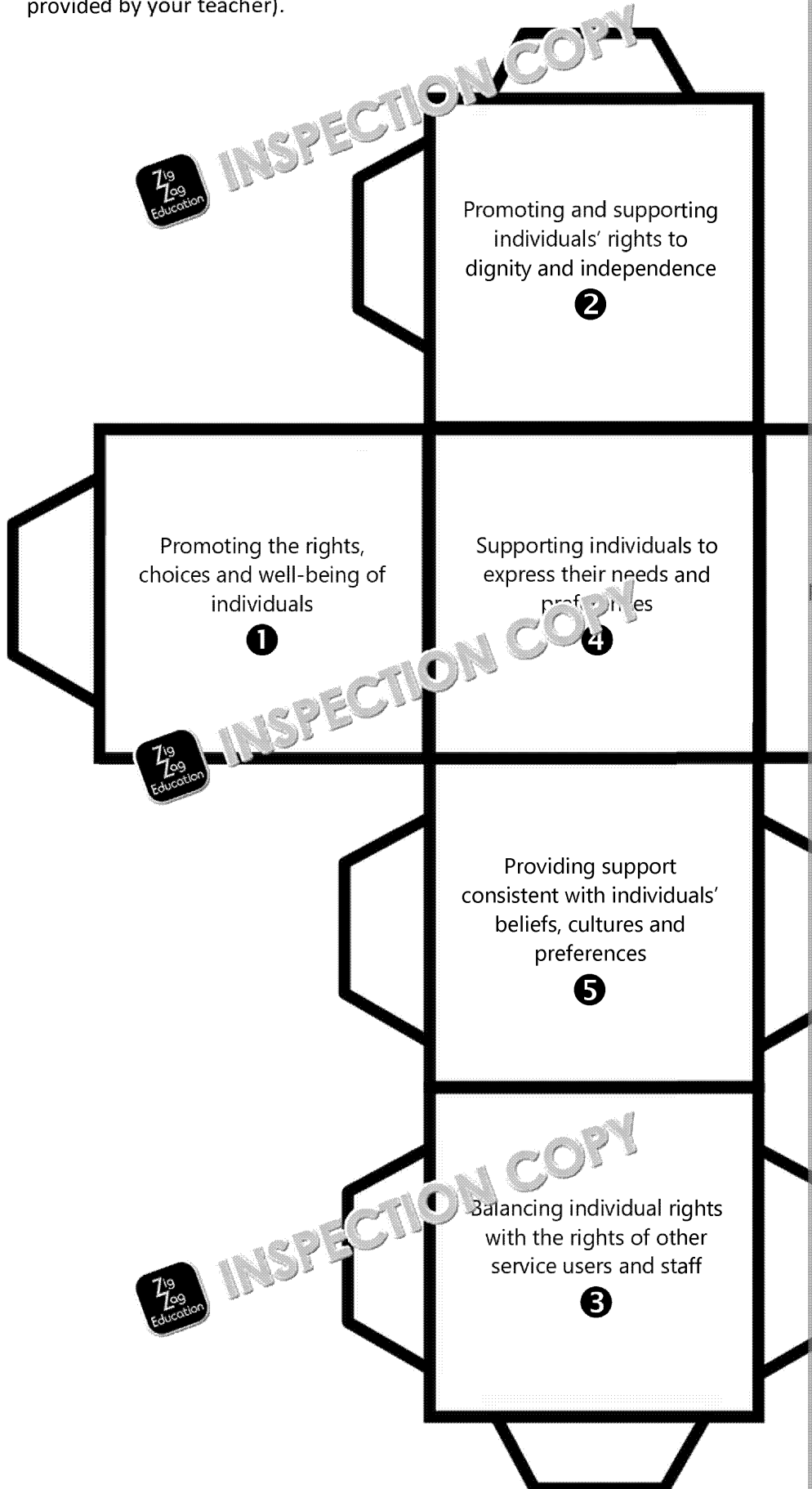




## Activity 5 - Empowering individuals

### Roll the dice

Cut out the template and stick the tabs together to form a die that you can use for (as provided by your teacher).



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## Activity 5 - Empowering individuals

### Roll the dice

For this activity, you'll be working in small groups. Take it in turns to roll the dice – principle of empowering individuals in health and social care services. When you roll a specific example of exactly *how* this element of empowering individuals could be done. Use the table below to record your examples for each principle – a couple have been completed for you.

|   | Example 1   | Example 2 |
|---|---|-----------|
| <b>1. Promoting the rights, choices and well-being of individuals</b>                                | Ensuring that a patient's right to confidentiality is maintained by storing their personal data securely.     |           |
| <b>2. Promoting and supporting individuals' rights to dignity and independence</b>  |   |           |
| <b>3. Balancing individual rights with the rights of other service users and staff</b>             |   |           |
| <b>4. Supporting individuals to express their needs and preferences</b>   | Support workers using Makaton with service users at a residential home for adults with learning disabilities. |           |
| <b>5. Providing support consistent with individuals' beliefs, cultures and preferences</b>  |   |           |
| <b>6. Putting the individual at the heart of care provision and promoting individualised care</b>  |   |           |

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## Activity 6 – Balancing individual rights with the rights of service users and staff

### Teacher's notes

| Starter activity: Debate      |   |
|-------------------------------|---|
| <b>Aim of the activity</b>    | For students to understand how individuals' rights to health and care to be balanced against the rights of other service users and staff.   |
| <b>Teacher's instructions</b> | <p>Split the class into two groups for this debate activity. The state <b>individuals' rights always come first in health and social care</b> for and the other group will be arguing against. Ensure that students of the debate have one or more copies of the activity page.</p> <p>Give the class five minutes to prepare their arguments – some provide the activity page to help them. Each group should nominate a speaker who will have five minutes to present their side of the argument to the class. Then make a decision on the activity page about the opposition's perspective.</p> <p>This activity should take no longer than 15 minutes in total.</p> |

### Answers

Some suggested answers for each of the prompts on the activity page are given here as a suitable alternative as students' answers are likely to vary.

#### Side 1: An individual's rights always come first

##### Importance of person-centred care

- Individuals should be at the centre of care – their needs, wishes, beliefs and circumstances.
- This means that care and support provided is more likely to be acceptable to the individual.
- Staff have a duty of care towards service users and must act to uphold their right to non-discrimination.

##### Individuals have a human right to liberty (freedom)

- Part of the Human Rights Act 1998.
- This gives individuals freedom, and service staff must act to uphold this.
- This could mean providing services in line with an individual's rights and preferences, even if it is not what healthcare professionals would recommend as being in their best interests.

##### Services must promote an individual's rights at all times

- Staff are there to care for service users – this is the most important part of their job.
- Some might argue that staff might expect to sacrifice their own well-being to ensure that a care task is carried out to a high level of quality.

#### Side 2: An individual's rights must be balanced against other people's rights

##### All individuals have the same rights – there is a need to balance these

- Every person has the same rights according to the Human Rights Act 1998.
- How can you decide whose rights are more important?

##### Rights of other service users

- There are likely to be times when one service user's preference conflicts with another's. For example, one service user might want to go to the cinema during a trip out, but another service user might not want to go because they are worried about the noise.
- Compromises must be found to balance these conflicts and ensure that no one's rights are completely ignored.
- Sometimes, one service user might want to do something that could directly harm another service user. For example, one service user might want to smoke, but the other service user has the right to a smoke-free environment.

##### Rights of staff

- Staff also have a right to be protected from harm.
- This means that service users do not have a right to abuse or assault staff.
- This means that staff can take steps to protect themselves, which, in some circumstances, could involve a legal reduction of another's rights (e.g. the use of force to restrain a service user from using health services).

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## Activity 6 - Balancing individual rights with the rights of service users and staff

### Debate

For this activity, your teacher will split the class into two groups – each group will be given a side of the debate (your teacher will tell you which side you are on). You have five minutes to prepare your argument and nominate a spokesperson for your group. Each group will then be given two minutes to present their argument. The other group will then be given two minutes to respond to the opposition's argument too.

You'll be debating the following statement:

***'An individual's rights always come first in health and social care'***

#### Side 1:

**An individual's rights always come first**

**Importance of person-centred care**

Individuals have a human right to liberty (freedom)

Services must promote an individual's rights at all times

**An individual's rights are always balanced against the rights of other service users and staff**

All individuals have the right to be treated with respect and to balance these rights

Rights of other service users

Rights of staff



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## Activity 7 – Dealing with conflict in health and social care service settings

### Teacher's notes

| Starter activity: Analyse the case study |   |
|--|---|
| <b>Aim of the activity</b>               | For students to understand the ways in which conflict can be dealt with in health and social care service settings.   |
| <b>Teacher's instructions</b>            | <p>Photocopy the activity pages, giving one set to each pair of students.</p> <p>The activity pages contain several short case studies that describe conflict in health and social care service settings. Students should work together to identify what the risk of conflict is (and to whom), and suggest one way of dealing with it.</p> <p>Students should aim to spend two minutes per case study, meaning the activity should take no longer than 10 minutes in total.</p> <p><i>Optional extension:</i> students could compare their answers in a whole class discussion, joining up with other pairs.</p> |

### Answers

#### GP surgery

*Who is at risk?*

- Receptionist
- Other patients at the surgery

*How could the conflict be managed?*

- Offer the patient alternative ways of contacting the surgery, e.g. telephone consultation if not urgent, walk-in clinic if urgent.
- Listen to the patient and express empathy and understanding for his difficulties.
- Explain how busy the service is, to help foster the patient's understanding.

#### Hospital ward

*Who is at risk?*

- The patient
- Staff on the ward

*How could the conflict be managed?*

- Let the woman's husband know that he is not entitled to know confidential information (e.g. ward location).
- Let him know that security services and/or the police will escort him out or take him to a safe place.

#### Residential care home (elderly patient)

*Who is at risk?*

- The staff member – from assault, or allegations of assault.
- The patient – as she is frail, she could injure herself if she becomes violent, or if she is hit.

*How could the conflict be managed?*

- The care assistant should leave the room for a short period of time and try again later.
- A different care assistant – whom the patient might recognise better – should be sent in to try and calm her down.

Answers

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**Residential care home (for children and young people)**

*Who is at risk?*

- The staff member – from abuse, assault, potential false allegations.
- Other children living in the home, e.g. from damage to the kitchen.
- Other staff members.
- The child himself, e.g. injuring himself while damaging the kitchen.

*How could the conflict be managed?*

- The staff member could suggest an alternative time to go out with him, or suggest that he accompanies him.
- If possible, the kitchen area should be closed off to prevent damage and injury.
- If the child becomes very aggressive and violent (including to himself), restraint may be used.

**Domiciliary care setting**

*Who is at risk?*

- The staff member – from possible abuse or assault from the service user.

*How could the conflict be managed?*

- Attempt to de-escalate the situation verbally by explaining why staff cannot leave; if this does not work:
- Lone worker policies generally state to leave the premises if you become concerned.



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## Activity 7 - Dealing with conflict in health and social care

### Annotate the case study

For this activity, you should work together in your pairs to annotate the case studies. Each case study describes a different scenario in which conflict has arisen in health and social care. You should identify what the possible risk of the conflict is (and to whom it applies), and suggest a way it could be managed. Aim to spend no more than two minutes per case study.

#### GP surgery

An individual comes in to make an appointment for that same day, but is told by the receptionist that there is currently no availability. Throughout the exchange, the man is becoming visibly frustrated.

#### Who is at risk?

#### Hospital ward

A woman has been admitted to hospital after experiencing domestic violence. Her husband is at the hospital, demanding to find out which ward his wife is on and saying he has a right to see her.

#### Who is at risk?

#### Residential care home

An elderly patient with advanced dementia has become aggressive after a care assistant enters her room. She believes that the care assistant is coming to harm her.

#### Who is at risk?

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## Residential care home

A child staying in a children's care home is shouting at a support worker because she is going out to do an activity with another child who lives in the home. He is threatening to smash up the kitchen.



## Who is at risk?

## Domiciliary care setting

A care assistant is visiting a client in their own home. She asks the care assistant to lend her money, and when the care assistant refuses, the client becomes very angry.



## Who is at risk?

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## Activity 8 – Ensuring safety in health and social care services

### Teacher's notes

| Starter activity: Bingo     |  |
|-----------------------------|--|
| <b>Aim of the activity</b>  | For students to understand the way in which health and social safety – both for individuals and for staff.   |
| <b>Teacher instructions</b> | <p>A list of questions (and accompanying answers) are provided below for the 'bingo'. The questions cover different methods for ensuring safety in health and social care services. For each question, students should shout out if anyone with that answer on their bingo card can cross it out. The first person to get a 'house' wins! There are several different bingo cards on the two pages so that each student has one card.</p> <p>This activity should take no longer than 15 minutes in total.</p> |

### Questions and answers

- What is the name of the process which involves reviewing a scenario for risk?**  
Risk assessment
- What should happen following a risk assessment?**  
A plan should be developed to reduce the risk of hazards identified.
- How do complaints procedures aid safety in care settings?**  
By identifying examples of poor practice or care which could harm service users.
- What does 'clinical waste' mean?**  
High-risk waste which contains bodily fluids (e.g. blood).
- What is meant by the term 'safeguarding'?**  
Protecting vulnerable groups from harm and/or abuse.
- What does 'neglect' mean?**  
Failing to take care of an individual's basic needs.
- These are three examples of illness prevention measures.**  
Clean toilets, hand-washing facilities, safe drinking water.
- What are the health and safety responsibilities of employees?**  
Follow policies and procedures, and take reasonable care of their own and others.
- Why is effective hand-washing so important in health and social care?**  
To remove harmful microorganisms from the hands and reduce the spread of infection.
- What does 'COSHH' stand for?**  
Control of substances hazardous to health.
- These are three examples of types of abuse.**  
Emotional, financial, domestic.
- What does 'PPE' stand for?**  
Personal protective equipment.

Answers

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13. **What is a 'sharps bin'?**  
A special bin for the disposal of sharp items, such as needles.
14. **These are examples of personal protective equipment that could be used**  
Gloves and aprons.
15. **What should happen if an accident or incident occurs?**  
Record it on an accident or incident form.
16. **What are some qualities of good record-keeping, regarding health and safety?**  
Factual, truthful and accurate.
17. **What are the items you might find in a first aid kit?**  
Plasters, bandages, safety pins.
18. **A piece of legislation that explains employers' responsibilities to maintain health and safety.**  
Health and Safety at Work Act 1974.
19. **What does 'RIDDOR' stand for?**  
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013).
20. **This is a key element of a complaints procedure.**  
Letting the service user know the outcome of their complaint.

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## Activity 8 - Ensuring safety in health and social care

### Bingo

|   |  |                         |
|---|--|-------------------------|
| Factual, truthful and accurate                              | Clean toilets, hand-washing facilities, safe drinking water                      |                         |
| Recording an accident or incident form                      | Letting the service user know the outcome of their complaint                     | Following and taking on |
| Personal protective equipment                               | Health and Safety at Work Act 1974   |                         |
| High-risk waste which contains bodily fluids (e.g. blood)   | Gloves and aprons  | Reporting and           |
| Health and Safety at Work Act 1974                          | Special bin for the disposal of sharp items, such as needles                     | Person                  |
| Risk assessment   | Control of substances harmful to health  | Plaster                 |
| Emotional, financial, domestic                              | Failing to take care of an individual's basic needs                              | High-risk               |
| Control of substances harmful to health                     | By identifying examples of poor practice or care, which could harm service users | A special sharp         |
| Clean toilets, hand-washing facilities, safe drinking water | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013)     | A plan to reduce        |

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|  |  |           |
|--|--|-----------|
| To remove harmful microorganisms from the hands and reduce the spread of infection       | Protecting vulnerable groups from harm and/or abuse          | Emotional |
| A plan should be developed to reduce the risk of hazards identified                      | Practical, truthful and accurate.                            | Recording |
| Follow policies and procedures, and take reasonable care of their own and others' safety | Letting the service user know the outcome of their complaint | Plaster   |

|  |   |                    |
|--|---|--------------------|
| By identifying examples of poor practice or care, which could harm service users | Failing to take care of an individual's basic needs                 | Microorganisms and |
| Clean toilets, hand-washing facilities, safe drinking water                      | Protecting vulnerable groups from harm and/or abuse                 | Plaster            |
| Personal protective equipment  | A plan should be developed to reduce the risk of hazards identified | Recording          |

|   |  |  |
|---|--|--|
| Health and Safety at Work Act 1974                          | A special bin for the disposal of sharp items, such as needles | Letting the service user know the outcome of their complaint |
| Clean toilets, hand-washing facilities, safe drinking water | High-risk waste which contains bodily fluids (e.g. blood)      | Microorganisms and   |
| Protecting vulnerable groups from harm and/or abuse         | Protecting vulnerable groups from harm and/or abuse            | Factories  |

## Activity 9 – Information management and communication

### Teacher's notes

| Plenary activity: Case study match-up |  |
|---------------------------------------|--|
| <b>Aim of the activity</b>            | For students to understand key principles of effective information management and communication.   |
| <b>Teacher instructions</b>           | <p>Photocopy the activity pages and give one copy to each student. Several short case studies which describe different aspects of effective information management and communication. Students need to match each case study to the principle it best, using the numbered boxes provided (i.e. match the case study to the principle by writing the relevant number in the empty box). Students need to justify their decision.</p> <p>This activity should take no longer than 10 minutes in total.</p> |

### Answers

**Support workers at a residential service for high-risk victims of domestic violence are asked to disclose the address of their workplace.**

- **Answer:** 1) Adhering to legal and workplace requirements specified by codes of practice and social care settings.
- **Suggested justification:** Due to the risk of stalking and harassment of domestic violence victims, very specific scenario for confidentiality, set by the specific requirements of the scenario, it is particularly important that employees keep a higher-than-usual level of confidentiality about their job secret.

**A domiciliary care worker visits a service user, who tells the worker they are planning to harm their own life that night. She asks the worker not to tell anyone, but the worker informs her supervisor.**

- **Answer:** 2) Following appropriate procedures where disclosure is legally required.
- **Suggested justification:** The service user has expressed intent to harm themselves, and care staff have a duty to act.

**The parent of a child living in a residential care home contacts the home to request information about their child due to risk issues. The parent asks to see the child, but is not permitted to have contact with their child due to risk issues. The parent asks for more information about their child, and they refuse to disclose it.**

- **Answer:** 3) Maintaining confidentiality to safeguard service users.
- **Suggested justification:** The child is at risk from their parent; therefore, maintaining confidentiality to safeguard that child.

**An adult man has recently come to live in a supported housing service for people with mental health problems. He used to live with his brother, but their relationship became strained. He asks for information about his brother, but the service refuses to share it, stating that no information is shared with his brother without his consent.**

- **Answer:** 4) Respecting the rights of service users where they request confidentiality.
- **Suggested justification:** The service user is an adult, and has the right to request confidentiality. Information disclosed to family members without his consent.

**Information about service users living in a care home is stored in a locked office. Only those staff members authorised to access this information are able to read it.**

- **Answer:** 5) Applying requirements of the data protection legislation.
- **Suggested justification:** Data protection legislation sets out the way that personal data should be stored.

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## Activity 9 – Information management and communication

### Case study match-up

This activity page contains several case studies which describe different principles of effective information management. The principles are listed in the box on the right (centre) – you need to use the numbers to indicate which case study best illustrates each principle. Write your answer in the box provided.

Support workers at a residential service for high-risk victims of domestic violence are not permitted to disclose the address of their workplace.

☐

**Justification:**

**Adhering to legal and workplace requirements specified by codes of practice in specific health and social care settings** 1

**Maintaining confidentiality and safeguarding service users**

**Respecting the service users' wishes and request for confidentiality**

**Following appropriate procedures where disclosure is legally required.** 2

**Applying requirements of the data protection legislation**

A domiciliary care worker visits a service user, who tells the worker they are planning on taking their own life that night. She asks the care worker not to tell anyone, but the care worker immediately informs her supervisor.

☐

**Justification:**

Information about residents living in a care home is stored in a locked office, in a locked filing cabinet, and only those who are authorised to access this information are able to read it.

**Justification:**

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## Activity 10 – Recording, storage and retrieval and/or personal information

### Teacher's notes

| Starter activity: Security advisor |  |
|------------------------------------|--|
| <b>Aim of the activity</b>         | For students to understand how medical and/or personal information is stored and retrieved.  |
| <b>Teacher's instructions</b>      | <p>Photocopy the activity page, and give one copy to each group of students.</p> <p>Each group of students will be focusing on a different topic (electronic devices; mobile phones; social media; written records; use of photographs), and making recommendations relevant to that topic for the appropriate recording and retrieval of medical and/or personal information. Students should be given 10 minutes to complete this part of the activity.</p> <p>Students could then discuss their ideas as a class, possibly coming up with general principles for information management that could be applied to all topics. This should take no longer than 15 minutes in total.</p> |

### Suggested answers

Some possible security recommendations relating to the five topics are provided below. Students should select one recommendation from each of these lists, but accept any suitable alternatives.

#### Electronic methods

- Use of password protection on files.
- Ensure that only authorised persons have access to files with password protection.
- Ensure screen is locked when leaving desk.
- Use initials of service users on documents.
- Ensure service user consent is obtained before sending information electronically.
- Create an effective filing system to ensure that records are stored appropriately.
- Delete records when they are no longer required.

#### Mobile phones

- Avoid using personal mobile phones while at work.
- Do not give out your personal mobile phone number to service users.
- Do not take photographs of service users on your personal mobile phone.
- Use a work mobile rather than a personal mobile while on shift.
- Do not leave voicemails containing identifying information.
- Only provide information over mobile phone with service user consent.
- Use of a passcode lock to maintain security.

#### Social media

- Do not add or accept service users on social media.
- Do not share confidential information about service users on social media.
- Talk to service users about the risks of sharing information on social media, especially for adults with learning disabilities.
- Avoid logging into personal social media accounts on work computers.
- Do not take photographs of your workplace on your personal social media – this includes photographs of service users who have not given their consent.
- Ensure service user consent is obtained for any information posted on social media (including information about that health and social care organisation).

Answer

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**Written records**

- Store documentation in a locked filing cabinet and/or locked office.
- Use service user initials.
- Ensure only authorised persons have access.
- Destroy documentation when no longer required.
- Ensure consent is obtained.
- Sign and date all documentation.

**Use of photographs**

- Only obtain photographs with explicit consent.
- Avoid posting photographs on the organisation's official social media account has been taken.
- Be mindful of who is in the background of photographs, as they may not have consented.
- Ensure images are stored securely, e.g. in a password protected folder.
- Avoid taking photographs with a personal mobile phone – use a company mobile phone.
- Ensure that only authorised persons can view photographs.



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## Activity 10 - Recording, storage and retrieval of m personal information

### Security advisor

You'll be working as a small group for this activity, acting as 'security advisors' for a client. You must come up with a list of five recommendations for how to appropriately record, store and/or personal information. Your group will focus its recommendations on **one** topic. Your teacher will let you know which topic you are in):

- Electronic devices
- Mobile phones
- Social media
- Written records
- Use of photographs

Use the box below to fill in your list of five recommendations. You will be discussing

Topic:

1

4

2

5

3



Class discussion notes



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## Activity 11 – Being accountable to professional bodies

### Teacher's notes

| Plenary activity: Develop a checklist |  |
|---------------------------------------|--|
| <b>Aim of the activity</b>            | For students to understand the ways in which health and social care professionals are accountable to professional bodies.  |
| <b>Teacher instructions</b>           | <p>Photocopy the activity pages and give one copy to each group of students.</p> <p>Students must work together to develop a checklist that a health and social care professional could use to evaluate their own practice. This checklist needs to cover all the actions/responsibilities that the health and social care professional has. They must ensure that they are accountable to professional bodies. This activity should take no longer than 10 minutes.</p> <p><i>Optional extension:</i> students could discuss their answers as a whole class (or in another group) to add any ideas they may have missed to their checklist.</p> |

### Suggested answers (accept others as appropriate):

- Being familiar with codes of professional conduct
- Following codes of professional conduct
- Being familiar with current codes of practice
- Applying current codes of practice
- Ensuring that revalidation procedures are followed
- Knowledge of the procedures for raising concerns
- Knowledge of whistle-blowing procedures
- All mandatory training has been completed
- Supervision and appraisal procedures have been followed

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## Activity 11 - Being accountable to professional bodies

### Develop a checklist

Work together as a small group to develop a checklist that could be used by a health professional to evaluate their own practice. The focus of this checklist should be on the differences between the professional body (called 'accountability indicators' for the purposes of this activity) that staff should be accountable to professional bodies.



One accountability indicator has been included in the checklist to get you started.

| Accountability indicator                  |
|---|
| <i>Following safeguarding regulations</i> |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |

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## Activity 12 – Multidisciplinary working

### Teacher's notes

| Starter activity: Jargon buster |   |
|---------------------------------|---|
| <b>Aim of the activity</b>      | For students to understand the different terms relevant to multi and social care.   |
| <b>Teacher instructions</b>     | <p>Photocopy the activity pages and give one copy to each pair of students.</p> <p>Students should work together in their pairs to examine the meanings of 'multidisciplinary working', 'partnership working', 'joined-up working'.</p> <p>Students should first note down their initial ideas about what the terms are important – allow around four minutes for this part of the activity. Students should then have a further six minutes to move on to the next part of the activity and discuss ideas with one another.</p> <p>Students should then make any revisions to their definitions and the activity should take no longer than 10 minutes in total.</p> |

### Suggested answers (accept suitable alternatives)

#### Multidisciplinary working

Multiple professionals with different training/occupations working together to provide care to a service user.

#### Partnership working

Two or more organisations working together to provide care to a service user.

#### Joined-up working

Providing care that involves multiple professionals and/or organisations in a smooth sharing of information.

#### Holistic approach

Providing health and social care in such a way that considers all aspects of an individual (physical, intellectual, emotional, social).

#### Why are these ways of working important?

Because all of these support the provision of high-quality, effective care. Having multiple professionals involved can help to ensure that a service user's holistic needs are met, as different professionals are meeting different needs. Ensuring that services work together smoothly and efficiently without undue delays or inconvenience to the service user.

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## Activity 12 - Multidisciplinary working

### Jargon buster

You'll be working with a partner to write some definitions for a group of key terms come across in health and social care. First, discuss and jot down your initial ideas in the textboxes below. The last box asks you to consider why these ways of working are important in health and social care.

**Multidisciplinary working:**



**Partnership working:**

**Joined-up working:**

**Holistic approach:**

**Why are these ways of working important?**



Your teacher will then ask you to move around the room and discuss your ideas with others. You can edit your definitions above or add in any other notes to the box below.

**ADDITIONAL NOTES:**



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## Activity 13 – Involving service users, carers and advocates

### Teacher's notes

| Starter activity: Spider diagram |   |
|----------------------------------|---|
| <b>Aim of the activity</b>       | For students to understand the different ways that service users can be involved in planning, decision-making and support with other service providers. They should also understand the importance of involving service users, carers and advocates in social care.   |
| <b>Teacher's instructions</b>    | <p>Photocopy the activity page, and give one copy to each student.</p> <p>The activity page contains a spider diagram for students to fill in, showing how service users, carers and advocates can be involved in planning and support with other service providers. Give students six minutes to complete the diagram. There is also a box on the page which asks students to explain why involving service users, carers and advocates is important. Give students four minutes to write their answers.</p> <p>This activity should take no longer than 10 minutes in total.</p> <p><i>Optional extension:</i> students could then discuss their ideas as a class and add them to their spider diagrams if necessary.</p> |

### Suggested answers (accept suitable alternatives)

#### Ways to involve service users, carers and advocates

- Inviting all parties to meetings
- Asking them to provide feedback on service delivery
- Providing information in an accessible way, e.g. easy read format, in languages other than English
- Community outreach
- Ensuring buildings in which meetings are held are accessible
- Providing plenty of opportunity for questions to be asked
- Letting service users know they are entitled to an advocate and providing information on how to access one
- Using technology, e.g. electronic care records

#### Why is it important to involve service users, carers and/or advocates?

- Service users are experts by experience, and part of providing person-centred care means that the user's individual preferences and circumstances are taken into account.
- Carers should be involved because they know the service user well, and will likely be able to provide information relating to their care (e.g. helping them with medication, encouraging the service user to do physiotherapy exercises).
- Advocates represent service user interests, which is especially important if they cannot speak for themselves, e.g. those who are non-verbal.

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## Activity 13 - Involving service users, carers and

### Spider diagram

For this activity, you will be thinking about the ways that service users, carers and advocates can be involved in planning, decision-making and support with other service providers.

Fill in the spider diagram below with as many methods as you can think of for involving service users, carers and advocates – one has been done for you to get you started. You should also answer the question in the box provided.



Provide copies of  
all correspondence  
about that service  
user

Ways to involve  
service users,  
carers and  
advocates



Why is it important to involve service users, carers and advocates?



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## Activity 14 – Monitoring the work of people in health and social care settings

### Teacher's notes

| Plenary activity: Forbidden words |  |
|-----------------------------------|--|
| <b>Aim of the activity</b>        | For students to be able to identify various methods for monitoring health and social care settings.  |
| <b>Teacher's instructions</b>     | <p>Photocopy the activity page, and give one copy to each pair of students. One member of each pair sees the activity sheet.</p> <p>The activity page contains a list of key methods for monitoring health and social care settings. The member of the pair who has the activity sheet describes each method to their partner, without using the names of the 'forbidden words' listed. Once their partner guesses correctly, they move on to the next one. There is also an additional part of the activity for students to suggest other ways in which health and social care professionals' work may be monitored.</p> <p>This activity should take no longer than 10 minutes in total.</p> |

### Suggested answers (accept suitable alternatives)

| Method for monitoring the work of health and social care professionals | Suggested description  |
|--|--|
| <b>Line management</b>   | Regular meetings with one's manager (e.g. a team manager) to discuss issues in a staff member's work.  |
| <b>External audits</b>   | An outside body comes into the organisation to check procedures and working practices.   |
| <b>Whistle-blowing</b>   | When an employee of an organisation passes on information about wrongdoing of an organisation and/or its staff.  |
| <b>Service user feedback</b>   | The perspective of people receiving care. This can be used to provide information about how to improve the work of health and social care professionals. |
| <b>Criminal investigation</b>  | If the misconduct suspected is severe, law enforcement may be involved.  |

### Other ways in which the work of health and social care professionals may be monitored

- Colleague observation
- Visitor feedback
- Carer/advocate feedback

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## Activity 14 - Monitoring the work of people in health and social care

### Forbidden words

You'll be working with a partner for this activity – only one of you should see this activity and describe different methods by which health and social care professionals' practice is monitored in the workplace.

You are not allowed to use the name of the method itself or any of the forbidden words. If your partner guesses the name of the method correctly, you can move on to the next method.

| Method                 | Forbidden words                 |
|------------------------|---------------------------------|
| Line management        | supervise                       |
| External inspection    | Ofsted; Care Quality Commission |
| Whistle-blowing        | misconduct                      |
| Service user feedback  | meeting; survey                 |
| Criminal investigation | police                          |

Can you think of any other ways in which the work of health and social care professionals is monitored? Make some notes in the box below about your ideas.





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## Activity 15 – The provision of services by the public sector

### Teacher's notes

| Plenary activity: Fact file   |   |
|-------------------------------|---|
| <b>Aim of the activity</b>    | For students to understand the different public sector services that provide social care.   |
| <b>Teacher's instructions</b> | <p>Photocopy the activity page and give one copy to each group of students.</p> <p>Each group of students should create a fact file which contains information about one public sector service from the following:</p> <ul style="list-style-type: none"> <li>• NHS Foundation Trusts (covering hospitals, mental health services)</li> <li>• Adult social care services</li> <li>• Children's services</li> <li>• GP practices</li> </ul> <p>Either allocate the topic that different groups should cover, or let them choose for themselves. Some prompts have been provided on the activity page for students. This activity should take no longer than 15 minutes in class.</p> <p><i>Optional extension:</i> you may wish to invite groups of students to present their fact files to the rest of the class.</p> |

### Suggested answers (accept suitable alternatives)

Students' fact files are likely to cover the following key information about the different public sector services:

#### NHS Foundation Trusts

- **What is this type of service?** NHS Foundation Trusts are organisations which are run, due to a degree of independence from the Department of Health and they deliver a range of different types of service, such as hospitals, mental health services and GP practices.
- **What kinds of health/social care needs:** This depends on the type of trust – physical health needs (e.g. surgical and cardiology wards); mental health services; mental health needs; and community health services.
- **Professionals working in the service:** Key professionals in NHS Foundation Trusts include (specialised consultants), nurses, healthcare assistants, radiographers and psychologists.
- **Other relevant information:** In England, NHS Trusts are inspected by the Care Quality Commission.

#### Adult social care services

- **What is this type of service?** These provide care and support to vulnerable adults. Services include residential homes, supported living and domiciliary care.
- **What kinds of health/social care needs:** Adults who are at risk of harm and need support to live safely or independently; for example, some elderly adults, people with mental health needs and people with physical disabilities.
- **Professionals working in the service:** Key professionals in adult social care include social workers, care assistants, support workers and care managers.
- **Other relevant information:** In England, adult social care services are inspected by the Care Quality Commission.

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Answer

### Children's services

- **What is this type of service?** Care provided to at-risk children and young people in foster care (short-term placements), residential services (e.g. children's homes).
- **What kinds of health/social care needs:** For children and young people at risk in their home environment. Children's services may also specialise in working with specific needs, e.g. learning disabilities and/or mental health needs.
- **Professionals working in the service:** Key professionals in children's social care include social workers, support workers, care managers and foster carers.
- **Other relevant information:** In England, children's services are inspected by CQC.

### GP practices

- **What is this type of service?** A primary care health service which offers the first point of contact for people with health needs. If required, patients can be referred on to receive more specialist (secondary or tertiary) care.
- **What kinds of health/social care needs:** Often common, everyday health needs (e.g. colds, flu, rashes, contraception). If required, patients can be referred on to receive more specialist (secondary or tertiary) care.
- **Professionals working in the service:** Key professionals in GP practices are general practitioners, nurses, health care assistants, receptionists and practice managers.
- **Other relevant information:** In England, GP practices are inspected by the CQC.



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## Activity 15 - The provision of services by the public sector

### Fact file

For this activity, you'll be working in a small group to create a fact file. This fact file is about one of the following types of public sector health and social care service:

- NHS Foundation Trusts (covering hospitals, mental health services and community health services)
- Adult social care
- Children's services
- GP practices

There is a template provided for you below, containing some tips and prompts to get you started.



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## Activity 16 – The provision of services by the

### Teacher's notes

| Plenary activity: Social media argument |  |
|---|--|
| <b>Aim of the activity</b>              | For students to demonstrate their knowledge about private sector and social care.  |
| <b>Teacher instructions</b>             | <p>Photocopy the activity page, and give one copy to each student.</p> <p>The activity page is a template for a comment thread on social media. Students should be divided into two groups, representing the two sides of the debate – arguing for and against private health and social care.</p> <p>Each comment should take no longer than two minutes, meaning the total time for the activity should be no longer than 10 minutes in total.</p> |

### Suggested answers (accept suitable alternatives)

#### Advantages of private care provision:

- ✓ Reduced waiting times
- ✓ Greater range of treatments / care options may be available
- ✓ Reduces strain on public sector services
- ✓ Some people may be eligible for funding to receive private sector care

#### Disadvantages of private care provision:

- ✗ Not everyone can afford it
- ✗ Expensive
- ✗ Privatisation can lead to profit being more important than good-quality care
- ✗ Good-quality care should be available to everyone, not just those who can afford it

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## Activity 16 – The provision of services by the private sector

### Social media argument

For this activity, you'll be responding to comments on 'social media' which are discussing the provision of services by the private sector in the social care sector. The first 'status' is provided for you, and you need to fill in the others. You should try to structure your comments into an 'argument' between two users – one is arguing for public care provision, and the other is arguing for private care provision.



Public care is the only way forward. The private sector brings higher-quality care to patients  
#privatisation #privatesector



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## Activity 17 – The provision of services by the voluntary sector

### Teacher's notes

| Starter activity: Complete the sentence |   |
|---|---|
| <b>Aim of the activity</b>              | For students to demonstrate their knowledge about voluntary sector and social care.   |
| <b>Teacher instructions</b>             | <p>Photocopy the activity page, and give one copy to each student.</p> <p>The activity page contains several partially complete sentences about the provision of health and social care services. Students should complete the sentences (spending approximately two minutes per sentence). They could then compare their work and compare answers (maximum five minutes).</p> <p>This activity should take no longer than 15 minutes in total.</p> |

### Suggested answers (accept suitable alternatives)

**The term 'voluntary sector services' means** those services provided by charities and voluntary organisations.

**If a service is non-profit-making, this means** that the goal of the business is not to make a profit for those in charge of it.

**Money made by voluntary sector services goes toward** improving and funding health and/or care services provided, rather than towards a profit.

**Voluntary sector services are often funded by** donations and, sometimes, by the government or from the local authorities.

**An example of a voluntary sector service is** AgeUK. AgeUK provides support to older people, including support with legal queries, befriending and domiciliary care.

Note – students could choose to cover any other voluntary sector service.

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## Activity 17 - The provision of services by the voluntary sector

### Complete the sentence

This activity page contains several partially complete sentences relating to health and social care in the voluntary sector. Using your own knowledge about voluntary sector services, complete the ends of the sentences. When you've finished, you may wish to pair up with a partner or a friend to compare and mark each other's answers.

The term 'voluntary sector services' means \_\_\_\_\_

If a service is non-profit-making, this means \_\_\_\_\_

Money made by voluntary sector services goes towards \_\_\_\_\_

Voluntary sector services are often funded by \_\_\_\_\_

An example of a voluntary sector service is \_\_\_\_\_



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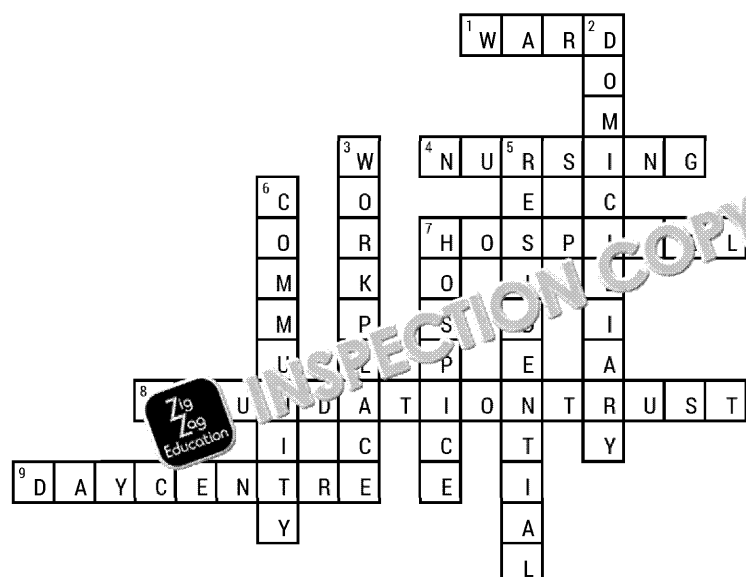
## Activity 18 – Settings where health and social services are provided

### Teacher's notes

| Plenary activity crossword  |  |
|-----------------------------|--|
| <b>Aim of the activity</b>  | For students to check their knowledge of settings in which health services are provided.   |
| <b>Teacher instructions</b> | <p>Photocopy the activity page, and give one copy to each student.</p> <p>The activity page contains a crossword of different health and social care settings. Clues are provided which describe the settings, and the crossword contains the names of the individual service settings.</p> <p>This activity should take no longer than 10 minutes in total.</p> |

### Answers

| Across |  |
|--------|--|
| 1      | A specific part of a hospital, which provides care for people with a particular condition.                     |
| 4      | A _____ home usually provides 24/7 care to elderly adults who require support from a nurse.                    |
| 7      | A general term usually referring to an institution which provides a variety of health services.                |
| 8      | An NHS organisation that has some independence from the Department of Health.                                  |
| 9      | This provides support and advice for people who are struggling with socialising, sometimes on a drop-in basis. |
| Down   |  |
| 2      | _____ is provided to service users in their own home.  |
| 3      | Occupational health services are part of providing care to people in the workplace.                            |
| 5      | A _____ home is a service in which someone goes to live on a long-term basis.                                  |
| 6      | _____ health services provide care and support to individuals outside of clinical settings.                    |
| 7      | Palliative (end-of-life) care is provided in this setting.   |



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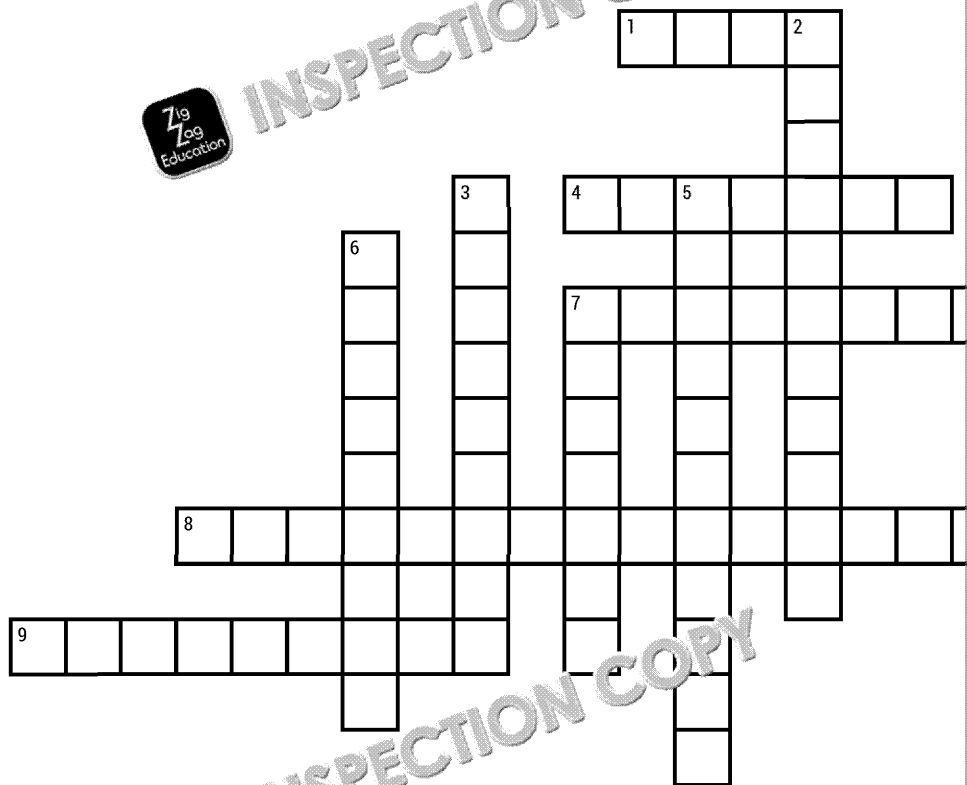
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## Activity 18 - Settings where health and social care services are provided

### Crossword

The crossword below is about different health and social care service settings. Can you fill in the crossword using the clue provided? Solve the clues to work out the name of each service setting, then write the name in the appropriate places on the grid.



### Across

- 1 A specific part of a hospital, which provides care for people with a particular health condition.
- 4 A \_\_\_\_\_ home usually provides 24/7 care to elderly adults who require support and assistance.
- 7 A general term usually referring to an institution which provides a variety of social care services.
- 8 An NHS organisation that has some independence from the Department of Health.
- 9 This provides support and opportunities for socialising, sometimes on a drop-in basis.

### Down

- 2 \_\_\_\_\_ care is provided to service users in their own home. (11)
- 3 Occupational health services are part of providing care to people in the \_\_\_\_\_.
- 5 A \_\_\_\_\_ home is a service in which someone goes to live on a long-term basis.
- 6 \_\_\_\_\_ health services provide care and support for individuals outside of clinical settings.
- 7 Palliative (end-of-life) care is provided in this setting. (7)



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## Activity 19 – Referral, assessment and eligibility

### Teacher's notes

| Plenary activity: Write a letter |  |
|----------------------------------|--|
| <b>Aim of the activity</b>       | For students to understand some of the issues around accessing assessment and eligibility criteria. The activity will also build student confidence in writing an appropriate style.   |
| <b>Teacher instructions</b>      | <p>Photocopy the activity page, and give one copy to each student.</p> <p>This activity page contains a template for a letter. Students need to write a letter sent out in response to an inquiry about how to access a service and assessment process, and the eligibility criteria. Students could write on either a day care centre, a residential care home, domiciliary care, or they may prefer to come up with a service of their own.</p> <p>This activity should take no longer than 15 minutes in total.</p> |

### Example answers

Students' answers are likely to vary widely due to the different ways in which this letter is written. Below is an exemplar letter for someone inquiring about accessing a residential home for people with learning disabilities, provided below.

Dear Mr Roberts,

Thank you very much for your letter inquiring about how to access our residential care service.

The first step involved in accessing our service is to receive a referral. You can do this by contacting your GP and asking them to make a referral to us. This will allow us to start to assess your son's needs.

The second step involves going through the assessment process. For our service, this involves a meeting with ourselves and your son. We can conduct the meeting at our service or in your son's home. We are more than welcome to have family members and other professionals attend this meeting to discuss your son's needs and circumstances in detail, as well as any possible risks.

Note that your son needs to meet our eligibility criteria to be able to access the service. These are:

1. Be 18 years of age or older.
2. Have a learning disability of at least moderate severity.
3. Require care and support to live safely and complete the tasks of daily living.

I hope this letter has explained the process clearly, but please don't hesitate to contact us if you need further information or have any further questions.

Yours sincerely,

Patricia Ralph

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## Activity 19 - Referral, assessment and eligibility

### Write a letter

For this activity, you need to write a letter about the referral and assessment process and the eligibility criteria of a health and social care service. You should imagine that you are writing the letter in response to a potential service user who has approached the service to find out how to access it. You should focus your letter on one particular health and/or social care service, such as:

- Day care centre
- Residential care
- Domiciliary care
- Hospital service

Alternatively, you could choose another service you've thought of. The template below is for you (or feel free to write your own letter on a piece of paper).

Dear \_\_\_\_\_,

Thank you very much for your letter enquiring about how to access \_\_\_\_\_.

The first step involved in accessing our service is to receive a referral. You can

The second step involves going through our assessment process. For our service

Note that you need to meet our eligibility criteria to be able to access the service.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I hope this letter has explained the process clearly, but please don't hesitate to contact us if you need more information or have any further questions.

Yours sincerely,

\_\_\_\_\_

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## Activity 20 – Barriers to accessing services

### Teacher's notes

| Plenary activity: Identify the barrier |   |
|--|---|
| <b>Aim of the activity</b>             | For students to understand the different barriers that someone may face when accessing health and social care services.   |
| <b>Teacher instructions</b>            | <p>Photocopy the activity pages and give one copy to each student.</p> <p>The activity page contains several short case studies, each of which describes a barrier to accessing a health and social care service. Students are asked to identify the barrier being described (a list is provided in a table). Students are then asked to suggest a way to overcome the barrier by writing the relevant case study number next to each barrier. For each scenario, students should also suggest one way to overcome the barrier.</p> <p>This activity should take no longer than 15 minutes in total (two to three minutes per student).</p> |

### Suggested answers (accept suitable alternatives)

#### 1. An individual's specific needs

Possible ways to overcome this barrier:

- Contact the centre and ask whether they will consider installing an induction loop.
- Locate an alternative day centre that does take into account the needs of people with hearing difficulties.

#### 2. Social

Possible ways to overcome this barrier:

- Reassurance from sources of support that mental health problems are nothing to be ashamed of.
- In the long-term, efforts to reduce the stigma around mental illness would be helpful.

#### 3. Geographical

Possible ways to overcome this barrier:

- The agency should ensure that they are offering sufficient travel reimbursement to care assistants.
- Advertise locally for a care assistant who lives close by.

#### 4. Individual preferences

Possible ways to overcome this barrier:

- If their care is urgent, it may be possible to fast-track their referral to their chosen service.
- If this is not possible, healthcare professionals may be able to reassure them about their performance.

#### 5. Financial

Possible ways to overcome this barrier:

- Some individuals may be eligible for free dental care if they are on a low income.
- Some dental surgeries offer appointments outside of regular work hours, so that people do not have to take time off work.

#### 6. Cultural

Possible ways to overcome this barrier:

- Provide care assistants with a similar cultural/religious background.
- Long-term approaches to raise awareness of diversity and respecting service user preferences.

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## Activity 20 - Barriers to accessing services

### Identify the barrier

This activity page contains several short scenarios, each of which describes someone accessing a health and social care service. You need to identify each barrier from the list below. The barriers have been numbered so that you can match them to the scenarios by writing the relevant number in the box.

| An individual's specific needs | Individual preferences |
|--------------------------------|------------------------|
| Physical                       | Social                 |
| Cultural                       | Geographical           |

For each scenario, you should also suggest one way this barrier could be overcome.

1. An individual with hearing difficulties wants to access a day service for adults with learning disabilities. However, the building does not have an audio induction loop system installed.

2. An individual has recently experienced a brief psychotic episode, and feels that she should contact mental health services. However, she's worried about the social stigma attached to accessing these services.

3. An individual living in a very rural location would like a domiciliary care assistant to visit frequently. However, care agencies are struggling to find an assistant who is able to travel that distance multiple times per day.

4. An individual is trying to arrange a referral to hospital for further investigations. They had a bad experience at their closest hospital, and would prefer to visit a different one. However, the waiting list is longer for their preferred hospital.

5. An individual wants to attend the dentist but has to take time off work to do so. If they do this, they will miss out on income and have to pay the dental charges.

6. An individual who requires domiciliary care prefers to wash in running water due to her religious background. However, she is worried that care services will not be able to meet this need and is hesitant to accept the assessment.

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## Activity 21 – Charities, patient groups and advocacy

### Teacher's notes

| Starter activity: Tweets and hashtags |  |
|---------------------------------------|--|
| <b>Aim of the activity</b>            | For students to understand the different ways that charities, patient groups and advocacy services can help represent the interests of service users.  |
| <b>Teacher's instructions</b>         | <p>Photocopy the activity pages and give one copy to each student.</p> <p>For this activity, students need to create a series of short tweets relating to the role of charities, patient groups and advocacy services in representing service user interests.</p> <p>This activity should take no longer than 10 minutes in total (one</p> |

### Example answers (accept suitable alternatives)

1. Service user interests should be represented because this involves respecting individual circumstances #PersonCentred
2. Charities can raise awareness of issues relating to service users' interests, and can help to #ApplyPressureForChange
3. Patient groups can support individuals to make complaints if they receive poor care #RightToComplain
4. Advocacy means speaking up on behalf of an individual who would find it difficult to do so #SpeakUpSpeakOut
5. Anybody can be an advocate, but advocates are usually trained volunteers #MentalHealthAdvocates
6. Advocates can help by attending meetings with health and social care professionals

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## Activity 21 – Charities, patient groups and a

### Tweets and hashtags

For this activity, you should create a series of tweets which explain how charities, patient groups and services can help to represent the interests of service users. Your six tweets should

1. The importance of representing service user interests
2. An example of how charities can represent service user interests
3. An example of how patient groups can represent service user interests
4. What the term 'advocacy' means
5. Who can be an advocate?
6. An example of how advocacy can represent service user interests

Each tweet should be no longer than 140 characters. Make sure you include a cat

Tweet 1:

.....

#

Tweet 2:

.....

#

Tweet 3:

.....

#

Tweet 4:

.....

#

Tweet 5:

.....

#

Tweet 6:

.....

#

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## Activity 22 – Complaints and whistle-blowing

### Teacher's notes

| Plenary activity: Write a policy |  |
|----------------------------------|--|
| <b>Aim of the activity</b>       | For students to understand key elements of complaints and whistle-blowing in health and social care.   |
| <b>Teacher instructions</b>      | <p>Photocopy the activity pages and give one copy to each pair of students.</p> <p>For this activity, students will be creating their own versions of either a complaints policy or a whistle-blowing policy. Allocate each member of the pair to 'cover' one policy, or allow students to decide for themselves. Note that you could also allow students to write both a complaints policy and a whistle-blowing policy. The activity contains prompts to help guide students in creating their policies and should take no longer than 15 minutes in total.</p> <p><i>Optional extension:</i> students could feed back their ideas to the rest of the class.</p> |

### Suggested content for answers (accept suitable alternatives)

#### Complaints policy

- Service users have a right to complain.
- Complaints help improve services by identifying what's gone wrong and what can be done to prevent it from happening again.
- Staff should support service users to make complaints, and make service users aware of their right to complain.
- Complaints must be recorded with accuracy and detail.
- Complaints can be made by the service user themselves or on behalf of the service user, e.g. another health professional or an advocate.
- Service users should be given a timeframe by which they will receive a response and any action to be taken.

#### Whistle-blowing policy

- 'Whistle-blowing' is when an employee alerts external agencies about concerns that could harm the service.
- Whistle-blowing is an essential part of preventing and tackling poor practice and protecting service users.
- Concerns can be raised about current poor practice, as well as previous poor practice or potential poor practice.
- Examples of situations which could be reported include illegal behaviour by the employee, harm to the user's safety, and harm to the environment.
- Whistle-blowers should not face discrimination at work for raising their concerns.
- Whistle-blowers have the right to remain anonymous.

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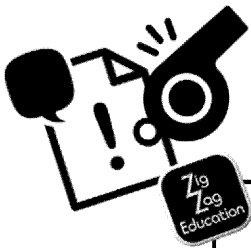
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## Activity 22 - Complaints and whistle-blowing

### Write a policy

For this activity, you will be working with a partner to create either a complaints policy or a whistle-blowing policy. Your teacher will advise you about which policy to write. Some prompts have been provided to help you.



**Introductory section** – why is this kind of policy important? How are service user interests represented?

**Key elements of the policy** – e.g. steps involved in a complaints procedure; why an individual might 'blow the whistle'.

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## Activity 23 – Organisations that regulate/inspect health and social care services

### Teacher's notes

| Starter activity: Design a poster |  |
|-----------------------------------|--|
| <b>Aim of the activity</b>        | For students to understand the different organisations responsible for inspecting health and social care services.   |
| <b>Teacher's instructions</b>     | <p>Photocopy the activity page, and give one copy to each group of students.</p> <p>For this activity, students will be designing a poster that explains which regulates/inspects health and social care services. Depending on the level they are studying, they could select from the following:</p> <ul style="list-style-type: none"> <li>• England: <ul style="list-style-type: none"> <li>○ Care Quality Commission (CQC)</li> <li>○ Ofsted</li> </ul> </li> <li>• Wales <ul style="list-style-type: none"> <li>○ Care Inspectorate Wales (formerly the Care and Social Services Inspectorate Wales (CASSIW))</li> <li>○ Healthcare Inspectorate Wales (HIW)</li> </ul> </li> <li>• Northern Ireland <ul style="list-style-type: none"> <li>○ Regulation and Quality Improvement Authority (RQIA)</li> </ul> </li> </ul> <p>This activity should take no longer than 15 minutes in total.</p> <p><i>Optional extension:</i> students could show their poster to the rest of the class.</p> |

### Suggested content for answers (accent on the alternatives)

#### Care Quality Commission (CQC)

- **Country covered:** England
- **Services regulated/inspected:** All healthcare and adult social services, e.g. hospitals, surgery, community care agencies, dentists.

#### Ofsted:

- **Country covered:** England
- **Services regulated/inspected:** Educational services and social care services for children, e.g. children's homes, schools, adult education, fostering agencies etc.

#### Care Inspectorate Wales (formerly CASSIW)

- **Country covered:** Wales
- **Services regulated/inspected:** All social care services for children and adults, e.g. care agencies, boarding schools for children with additional needs, nursing homes

#### Healthcare Inspectorate Wales (HIW)

- **Country covered:** Wales
- **Services regulated/inspected:** All health services, e.g. hospitals, mental health services, dentistry, surgical clinics.

#### Regulation and Quality Improvement Authority (RQIA)

- **Country covered:** Northern Ireland
- **Services regulated/inspected:** All health and social care services for adults and children, e.g. GP practices, adoption agencies, residential care, children's homes.

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Answer

**Relevant for all posters**

- **Why are regulation and inspection important?**

They encourage services to maintain good standards of care which is safe and inspection improve services. Regulation gives services guidance for meeting the obligations, e.g. to hire appropriate staff and provide the right training. Inspectors identify potential problems in the running of services, as well as feeding back the things that are good.

- **How might organisations and individuals respond to inspection?**

Inspections can be very stressful and can cause staff to feel anxious. On the other hand, they provide an opportunity to learn how to improve and see where things are going well. Organisations can respond by changing some of their working practices in line with recommendations.

- **What happens during an inspection?**

Some services will receive notification that an inspection will be carried out, but others will be unexpected. Inspectors will speak to staff, service users and other relevant individuals to get their views on the service. They will also observe care being carried out and check records to ensure that procedures are being followed correctly.



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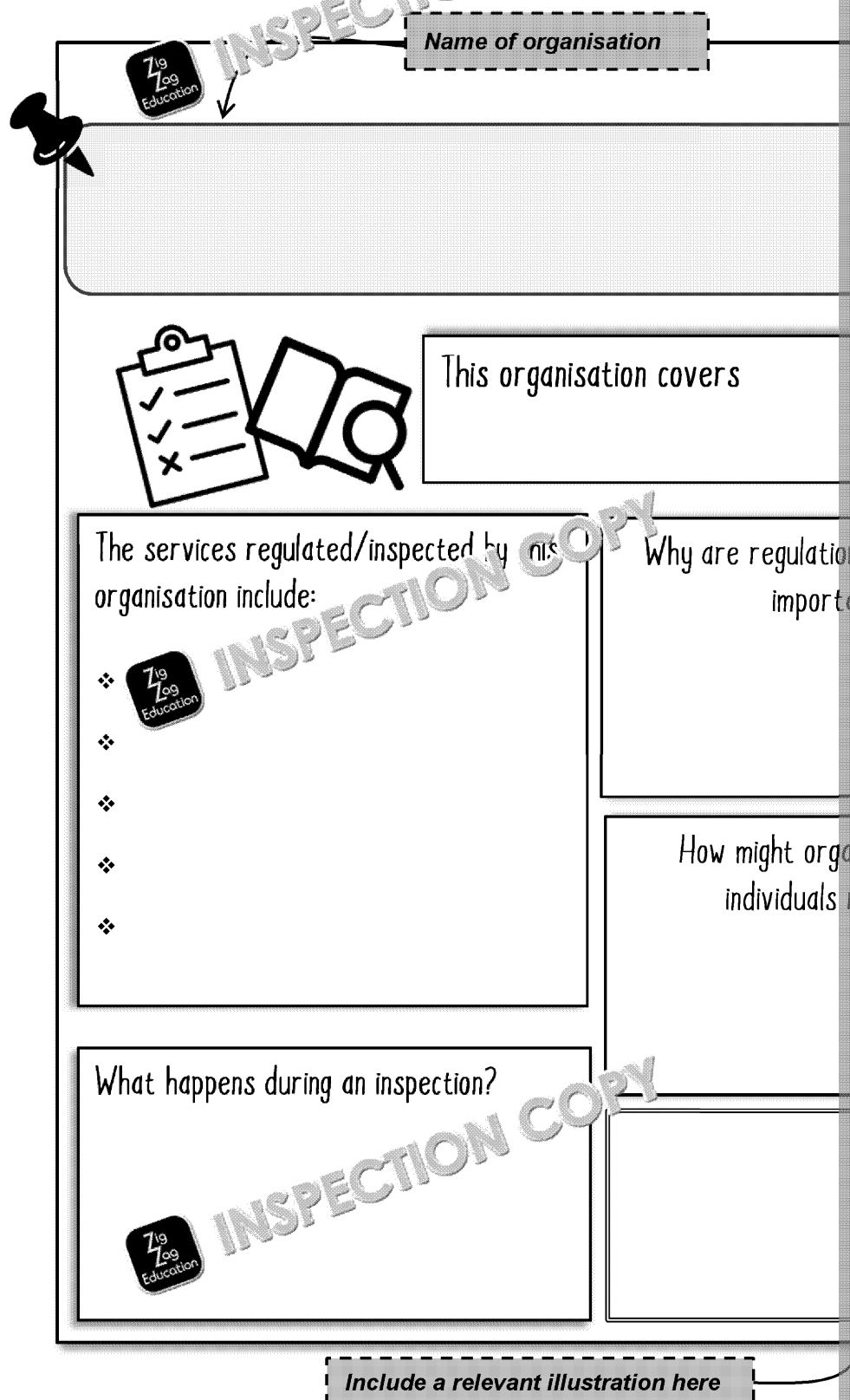
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# Activity 23 - Organisations that regulate/inspect health and social care services

## Design a poster

For this activity, you'll be working in a small group to design a poster which explains which regulates/inspects health and social care services. The organisation you focus on is the one you are studying – your teacher will give your group a list of options.

The poster template below contains prompts to help you.



**Name of organisation**

**This organisation covers**

**The services regulated/inspected by this organisation include:**

- ❖
- ❖
- ❖
- ❖
- ❖

**Why are regulation and inspection important?**

**How might organisations ensure the safety of individuals?**

**What happens during an inspection?**

**Include a relevant illustration here**

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## Activity 24 – The roles of organisations that regulate and inspect health and social care services

### Teacher's notes

| Plenary activity: Inspection report |  |
|-------------------------------------|--|
| <b>Aim of the activity</b>          | For students to understand the roles of different organisations that regulate and inspect health and social care services.   |
| <b>Teacher's instructions</b>       | <p>Photocopy activity page, and give one copy to each group.</p> <p>For this activity, students will be writing a fictional 'Inspection Report' as if they were inspectors from an organisation which regulates/inspects health and social care services. Depending on which country students are studying, they could be asked to write about:</p> <ul style="list-style-type: none"> <li>England: <ul style="list-style-type: none"> <li>Care Quality Commission (CQC)</li> <li>Ofsted</li> </ul> </li> <li>Wales <ul style="list-style-type: none"> <li>Care Inspectorate Wales (formerly the Care and Social Care Inspectorate Wales (CSCIW))</li> <li>Healthcare Inspectorate Wales (HIW)</li> </ul> </li> <li>Northern Ireland <ul style="list-style-type: none"> <li>Regulation and Quality Improvement Authority (RQIA)</li> </ul> </li> </ul> <p>The organisation chosen will influence which health and social care services they will write their inspection report about. Their inspection report should include the following information: how the inspection was carried out; recommendations for changes to the working practices of the service as a whole.</p> <p>This activity should take no longer than 15 minutes in total.</p> |

### Suggested content for inspection reports (accept suitable alternatives)

Students' answers are likely to vary widely, but some suggested content for their inspection reports (which will apply regardless of the health and social care service chosen) is provided below as a guide.

#### How the inspection was carried out

- Students could describe their inspection as announced or unannounced
- Interviews with staff and service users, relatives too
- Checking of paperwork and record-keeping
- Observations of care
- Reviewing feedback and complaints

#### Recommendations for service staff

- Attend relevant training, e.g. safeguarding, infection control
- Spend more time carrying out personal care to promote respect and dignity
- Eat meals with service users to promote social interaction
- Ensure that personal mobile phones are not used on shift
- Ensure that records are written in clear handwriting

#### Recommendations for service's working practices overall

- Replace old furniture as it represents a hazard
- Introduce visitors' signing in and out book
- Recruit more staff to reduce reliance on agency workers
- Train more staff on medication administration
- Reduce institutionalisation by giving more flexibility over routines, e.g. meal times

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## Activity 24 - The roles of organisations that regulate health and social care services

### Inspection report

For this activity, you'll be writing a fictional 'Inspection Report' in your group. You will be acting as representatives from an organisation that carries out inspections – your teacher will provide you with a list of organisations you can choose from. You will then write a report based on your inspection of a service of your choice. The prompts in the template below will help to guide you.



### INSPECTION REPORT

#### Name of service:

*How we carried out this inspection:*

*Three recommendations for service staff, specifically:*

1.



2.

3.

*Three recommendations for the service's working practices overall:*

1.

2.



3.

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## Activity 25 – Organisations that regulate the health and social care services

### Teacher's notes

| Plenary activity: Newsflash!  |  |
|-------------------------------|--|
| <b>Aim of the activity</b>    | For students to understand the different organisations responsible for regulating health and social care services.   |
| <b>Teacher's instructions</b> | <p>Photocopy the activity page, and give one copy to each group of students.</p> <p>For this activity, students will be writing a fictional news report or article identified and addressed by one organisation which regulates health and social care professionals. The organisation that their report focuses on will be one of the organisations that students are studying:</p> <ul style="list-style-type: none"> <li>• England / Wales / Northern Ireland: <ul style="list-style-type: none"> <li>○ Nursing and Midwifery Council (NMC)</li> <li>○ Health and Care Professions Council (HCPC)</li> <li>○ General Medical Council (GMC)</li> </ul> </li> <li>• Wales <ul style="list-style-type: none"> <li>○ Care Council for Wales</li> </ul> </li> <li>• Northern Ireland <ul style="list-style-type: none"> <li>○ Northern Ireland Social Care Council (NISCC)</li> </ul> </li> </ul> <p>Students should also choose a relevant profession to focus their report on. For example, if choosing the NMC, they could write their report about a nurse or midwife. Give students guidance/ideas on what to include in their report. Their report should describe a professional in a health and social care service, and describe how they are regulated by the chosen regulatory organisation. This activity should take no longer than 15 minutes.</p> <p><b>Extension:</b> students could present their news report to the class.</p> |

### Suggested content for answers (accept suitable alternatives)

Students' answers are likely to vary widely, but some suggested content for their news reports (regardless of the organisation/profession chosen) is provided below as guidance.

#### Examples of malpractice:

- Giving medication to the wrong person
- Theft of medication/equipment
- Abuse or neglect
- Failing to follow revalidation procedures
- Giving unnecessary treatment
- Causing harm
- Breaching confidentiality
- Exploitation/theft

#### How regulatory organisations could deal with it (depends on incident):

- Removal from the register
- The individual loses their job
- Launching wider investigations into other organisations
- Criminal investigation

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## Activity 25 - Organisations that regulate the practice of health and social care services

### Newsflash!

In your group, you'll be writing a fictional news report on a malpractice in health and social care.

Your report should describe the malpractice by a health and social care professional that was dealt with by a regulatory organisation. The regulatory organisation you write about will depend on the country you are studying – your teacher will give you guidance on this. If you know which regulatory organisation you are writing about, you can also decide which health and social care professional you would like to focus your news report on.

Some prompts have been provided on the news report template (below) to help you.

At the top of the page, there is a dashed box containing the title: **Activity 25 - Organisations that regulate the practice of health and social care services**.

The main body of the page is a large rectangle divided into three sections:

- Top section:** A large empty box for writing the headline.
- Middle section:** A large empty box for writing the main body of the article. To the left of this box is a smaller box labeled "Include a relevant illustration" with an arrow pointing to the main body box. Below this box is a "Zig Zag Education" logo.
- Bottom section:** A large empty box for writing the conclusion or a final thought.

On the right side of the page, there is a vertical dashed line with the word "Article" written vertically next to it.

At the bottom of the page, there is a dashed box containing the following text:

**The main body of the article.**  
Describe the malpractice that occurred and its effects.  
Then explain who the relevant regulatory organisation is, and what they did about it.  
Be creative and make up quotes for relevant people.

Below this box is a "Zig Zag Education" logo.

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## Activity 26 – The roles of organisations that regulate health and social care professions in health and social care services

### Teacher's notes

| Starter activity: Storyboard  |  |
|-------------------------------|--|
| <b>Aim of the activity</b>    | For students to understand the role of organisations responsible for regulating health and social care professions.  |
| <b>Teacher's instructions</b> | <p>Photocopy the starter activity pages, and give one set to each student.</p> <p>For this activity, students will be creating a storyboard to illustrate and describe the role of an organisation that regulates health and social care professionals. The organisation they focus on will depend on the country students are studying (give students a list of organisations to choose from).</p> <ul style="list-style-type: none"> <li>England / Wales / Northern Ireland: <ul style="list-style-type: none"> <li>Nursing and Midwifery Council (NMC)</li> <li>Health and Care Professions Council (HCPC)</li> <li>General Medical Council (GMC)</li> </ul> </li> <li>Wales <ul style="list-style-type: none"> <li>Care Council for Wales</li> </ul> </li> <li>Northern Ireland <ul style="list-style-type: none"> <li>Northern Ireland Social Care Council (NISCC)</li> </ul> </li> </ul> <p>Their storyboard should illustrate and describe the key steps of regulation carried out, what the effect is on organisations, the effect on individuals, and the eventual improvement in services. If students like, they could focus on a specific type of health and social care service (e.g. a care home, a GP practice).</p> <p>Some students could be invited to present their storyboard to the rest of the class. This should take no longer than 15 minutes in total.</p> |

### Suggested content for answers (accept all reasonable alternatives)

Students' answers are likely to vary, but some suggested content for their storyboard (organisation/profession/individuals chosen) is provided below as guidance.

### How regulation is carried out (i.e. what the organisation actually does)

- Provides training, education and continuing professional development opportunities
- Provides registration of adequately trained professionals
- Creates/influences codes of conduct/practice for professionals
- Conducts investigations into alleged misconduct
- In some circumstances, can represent professionals, e.g. during disputes with employers

### What the effect is on services

- Staff working in services are skilled and well-trained
- Improves public perception of health and social care
- Reduces risk of harm to service users in that service
- Complaints will be investigated by the organisation

### What the effect is on professionals working in the service

- Staff that are well-trained and skilled in providing the highest-quality care
- Staff have another organisation to turn to for advice/representation if they are having concerns
- Additional training opportunities are provided, to enhance professionals' competence

### Changes in working practices of the service

- Regulatory organisations may insist on increased staffing levels
- Recommendations may be made about how to improve the care in the service, e.g. by changing procedures
- Recruitment processes might be influenced

### The eventual improvement in services

- Safer and more effective care
- Skilled and confident staff
- Complaints investigated and handled efficiently

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## Activity 26 - The roles of organisations that regulate the provision of social care services

### Storyboard

For this activity, you'll be creating a storyboard which illustrates the roles of an organisation that regulates the provision of social care services. The organisation that you choose will depend on the country you are in. Your teacher will be able to advise you. You may also wish to focus your storyboard on a particular setting.

Your storyboard should cover the following information (some partially completed captions have been provided on the storyboard template on the next page to help you):

- How regulation is carried out (i.e. what the organisation actually does)
- What the effect is on services
- What the effect is on professionals working in the service
- Changes in working practices of the service
- The eventual improvement in services

Fill in each part of the storyboard with an illustration that portrays the different aspects of a regulatory organisation's role.

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## Activity 26 - The roles of organisations that regulate the professions

### Storyboard

Name of regulatory organisation...

|   |  |
|---|--|
|  |  |
|---|--|

a) Regulation by this organisation involves...

|   |  |
|---|--|
|  |  |
|---|--|

c) This affects professionals by...

a) An example of a change to working practice...

|   |  |
|---|--|
|  |  |
|---|--|

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## Activity 27 – The responsibilities of providers of social care services towards employees

### Teacher's notes

| Plenary activity: Mind map    |  |
|-------------------------------|--|
| <b>Aim of the activity</b>    | For students to recap their understanding of some of the responsibilities of providers of health and social care services towards their employees.   |
| <b>Teacher's instructions</b> | <p>For the teacher to copy the activity pages, and give one set to each student.</p> <p>The first activity page contains a completed mind map which summarises the responsibilities of providers of health and social care services towards their employees. Students have three minutes to study this.</p> <p>Then, students should have a go at filling in the partially completed mind map with the responsibilities they can remember. Give students five minutes to do this. Students then look at the original, using it to amend the information they added to their mind map, allowing a further three minutes for this.</p> <p>This activity should take around 10–15 minutes in total.</p> |

### Answers

These are provided on the completed version of the mind map.

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## Activity 27 - The responsibilities of providers of health and social care

### Mind map

For this activity, you need to fill in the mind map below which summarises some of the responsibilities of health and social care employees. You will have 10 minutes to do this, before you need to go to the next page – a partially completed mind map. You have five minutes to complete everything you can remember!



### Ensuring employees understand how to implement the organisation's codes of practice

A 'code of practice' is guidance for how workers should act and carry out their caring responsibilities. Ways that employers can ensure employees understand these include:

- Providing individual employees with a written copy
- Ensuring induction training covers the code of practice
- Publicly displaying codes of practice in relevant places, e.g. in the office



### Ensuring employees understand how to implement the organisation's codes of practice

CPD means continuing professional development. Service providers should ensure that all employees have opportunities to undertake CPD.

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## Activity 27 - The responsibilities of providers of health and social care

### Mind map

Fill in the blank sections of this worksheet and complete the mind map with as much information as you can remember.

Ensuring employees understand how to implement the organisation's codes of practice

A 'code of practice' is \_\_\_\_\_

Ways that employers can ensure employees understand these include:

- 
- 
- Publicly displaying codes of practice in relevant places, e.g. in the

Responsibilities of health and social care service providers

Ensuring

CPD means \_\_\_\_\_

Service providers must provide the best care

\_\_\_\_\_, CPD opportunities

Codes of practice for employees often include:

Promoting independence

Reducing the risk of harm

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## Activity 28 – Health and social care providers to safeguard employees

### Teacher's notes

| Starter activity: Charter of rights |  |
|-------------------------------------|--|
| <b>Aim of the activity</b>          | For students to demonstrate their understanding of how health and social care providers safeguard their employees.   |
| <b>Teacher's instructions</b>       | <p>For this activity, students need to come up with a 'charter of rights' (things that their employers (i.e. health and social care providers) owe their employees to do) in order to safeguard employees. Give students 10 minutes to complete the activity (two minutes per right).</p> <p>Pairs could then join up with other pairs to discuss their ideas and agree a list of rights; allow seven minutes for this part of the activity. This activity should take no more than 15 minutes in total.</p> <p><i>Optional extension:</i> rather than having pairs of students discuss their ideas, have a whole-class discussion on students' ideas for the charter.</p> |

### Suggested answers (accept suitable alternatives)

- Employees have the right to have internal and external complaints dealt with in a timely manner.
- Employees have the right to be a member of a trade union.
- Employees have the right to be a member of a professional association.
- Employees must be able to follow the protocols of regulatory bodies.
- Employees have the right to effective training and supervision.
- Employees must be able to access organisational policies and procedures.

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## Activity 28 - Health and social care providers' responsibility

### Charter of rights

For this activity, you'll be working with a partner to create a 'charter of rights' for employees. You should include a list of things which safeguard employees, that their employer must do or not do. One has been filled in for you to get you started.



### EMPLOYEES' CHARTER OF RIGHTS

1. Employees have the right to take part in whistle-blowing without being discriminated against or bullied. As far as possible, whistle-blowers will remain anonymous.

2.

3.

4.

5.



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## Activity 29 – People with specific needs relating to physical disabilities and sensory disabilities

### Teacher's notes

| Starter activity: Quiz      |   |
|-----------------------------|---|
| <b>Aim of the activity</b>  | For students to check their knowledge of the specific needs of people with physical disabilities and sensory disabilities.  |
| <b>Teacher instructions</b> | <p>Immediate feedback (on this page) is the list of quiz questions and the answers that students can use to fill in their answers. Photocopy this page to each student.</p> <p>The quiz questions cover key information about needs relating to physical and sensory disabilities. There is a mix of multiple-choice and short-answer questions. Students could swap answer sheets with a partner to mark one another's answers.</p> <p>This activity should take no longer than 10 minutes in total.</p> |

### Questions and answers

- Schizophrenia is an example of what? (1 mark)**  
b) A mental health condition
- Explain the difference between 'acute' and 'chronic' health conditions. (2 marks)**  
Acute conditions come on suddenly and last for a short duration (1). Chronic conditions develop gradually and last for a long period of time (1).
- Which body fluid does sickle cell anaemia affect? (1 mark)**  
a) Blood
- List three symptoms of depression. (3 marks)**  
Any three from (accept suitable alternatives):
  - Persistent low mood
  - Fatigue
  - Changes to appetite
  - Disturbance to sleep pattern
  - Reduced motivation
  - Reduced enjoyment of life
  - Anxiety
  - Suicidal feelings or thoughts
  - Reduced sex drive
- Give a definition of 'sensory disability'. (1 mark)**  
A reduction in the functionality of the senses, such as hearing or vision.
- Which of the following is a communication system designed for use by people with hearing impairment? (1 mark)**  
c) Braille
- Which term is used to describe being unable to feel or move the lower part of the body? (1 mark)**  
Paraplegia
- Which of the following genetic conditions is unlikely to cause a severe physical disability? (1 mark)**  
d) Down's syndrome

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## Activity 29 - People with specific needs relating to ill health, sensory disabilities

### Quiz

This activity involves a short quiz about different needs relating to ill health, physical and sensory disabilities. Some of the questions are multiple-choice questions, and some are open answer questions.

1



2

3

4

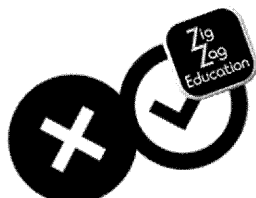
5



6

7

8



Now, swap your answer sheet with a partner and mark each other's answers to see how many you get right?

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## Activity 30 – People with specific needs relating to learning disabilities

### Teacher's notes

| Plenary activity: Note it!    |  |
|-------------------------------|--|
| <b>Aim of the activity</b>    | For students to summarise their knowledge of the specific needs relating to learning disabilities.   |
| <b>Teacher's instructions</b> | <p>Photocopy the activity page, and give one copy to each student.</p> <p>The activity page contains a series of mini notes that students can use to summarise their knowledge of learning disabilities and individuals' needs relating to them. Brief captions have been provided for each note to help guide students. Allow two minutes per note, meaning the activity should take approximately 10 minutes.</p> <p><i>Optional extension:</i> students could then discuss their answers as a class, sharing information they've missed onto or around their own notes.</p> |

### Suggested answers

#### Definition of learning disability

- A lifelong condition which reduces intellectual abilities, and makes it more difficult to lead a daily life.

#### Causes of learning disability

- Genetic conditions
- Trauma during birth that causes brain damage
- Head injury
- Drug/alcohol use during pregnancy
- Neglect or limited intellectual stimulation during early years

#### Differs from learning difficulties

- Someone with a learning difficulty finds it hard to develop skills in one particular area, e.g. motor skills (dyspraxia). Unlike learning disabilities, this does not affect their general intelligence.

#### In which areas might support be required?

- Personal care
- Managing the home, e.g. domestic tasks
- Finances/bills/budgeting
- Feeding and preparation of meals
- Mobility
- Communication
- Going out and about
- Additional education

#### What kinds of support are available?

- Domiciliary care, e.g. to aid with daily living tasks
- Residential care, e.g. if learning disabilities and additional needs are profound
- Day centre services, e.g. to build skills and provide opportunities for socialising
- Support workers, e.g. to encourage social inclusion, to assist with attending appointments

#### Communication

- Use of communication aids, signs, gestures
- Easy-read formats
- Software, e.g. speech-to-text

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## Activity 30 - People with specific needs relating to learning

### Note it!

For this activity, you'll be filling in the blank notes below to summarise your knowledge. Some captions have been provided to help you. You'll also discuss your ideas as a group and identify any that you've missed!

**Definition of learning disability**



**Cause**

**Differs from learning difficulties**



**In what ways do you think support should be provided?**

**What kinds of support are available?**



**Communication**

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## Activity 31 – Specific needs relating to early years and later adulthood

### Teacher's notes

| Starter activity Card sort    |   |
|-------------------------------|---|
| <b>Aim of the activity</b>    | For students to explore the different needs that might relate to early years and later adulthood age categories.  |
| <b>Teacher's instructions</b> | <p>Photocopy the activity pages, so that there are enough for each group. Give each group a set of cards on the first activity page and give a set to each group on the second activity page.</p> <p>The activity page contains cards with different needs written on them. Students need to decide, in their groups, whether each need is more likely to relate to early years or later adulthood contexts. Give students five minutes to do this. Give each group a table on the second activity page with their categorisations for each need. Give them five minutes for their decision. Give students five to eight minutes for this part of the activity. The activity takes no longer than 13 minutes in total.</p> <p><i>Optional extension:</i> note that some of these cards relate to both early years and later adulthood. This could enable an interesting discussion to be had as a whole class about the reasons for categorising each card.</p> |

### Suggested answers

The table below gives some ideas about students' likely categorisations of the cards.

| Need                                 | Early years or later adulthood? | Reason   |
|--------------------------------------|---------------------------------|--|
| Assistance with personal care        | Both                            | Due to mobility reductions, some older adults may need assistance to wash and dress. Depending on whether a child has acquired a disability, young children are also likely to require assistance.   |
| Assistance with feeding              | Both                            | Due to mobility reductions, some older adults may need help to prepare meals. Depending on whether a child has acquired a disability, young children may need help with feeding. Young children should be supervised due to the risk of choking. |
| Cognitive decline and dementia       | Later adulthood                 | Dementia is much more likely to affect the elderly. Cognitive decline is also a common, normal part of ageing.   |
| Weakened muscles and bones           | Later adulthood                 | Bone density and muscle tone/strength of older adults are reduced.   |
| A less efficient immune system       | Both                            | Infants' immune systems are not yet fully developed. The immune system reduces in efficiency with age.   |
| Language development                 | Early years                     | A key need for young children is to effectively communicate through language.  |
| Greater risk of pneumonia            | Both                            | Young children and the elderly are high-risk groups.   |
| Social isolation                     | Later adulthood                 | Due to possible ill health or reduction in mobility, it can be more difficult to get out and about.  |
| Limited awareness of risk and danger | Early years                     | Young children have not yet acquired the ability to know what constitutes danger. They are more likely to be harmed.   |



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## Activity 31 - Specific needs relating to early years and

### Card sort

|  |                                       |              |
|--|---------------------------------------|--------------|
|  <p>Assistance with personal care</p> | <p>Assistance with feeding</p>        |              |
| <p>Weakened muscles and bones</p>  | <p>A less efficient immune system</p> |              |
|  <p>Greater risk of pneumonia</p>   | <p>Social isolation</p>               | <p>Limit</p> |

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## Activity 31 - Specific needs relating to early years and

### Card sort

For this activity, you'll be working in a small group to sort cards. Your teacher will give you a set of cards, each of which contains information about different needs. Your task is to sort these cards into two categories: think each need relates more to an 'early years' age group or to a 'later adulthood' age group.

Once you've done this, use the table below to record your categorisations for each need.

| Need                                 | Early years or late adulthood? | Reason |
|--------------------------------------|--------------------------------|--------|
| Assistance with personal care        |                                |        |
| Assistance with feeding              |                                |        |
| Cognitive decline and dementia       |                                |        |
| Weakened muscles and bones           |                                |        |
| A less efficient immune system       |                                |        |
| Language development                 |                                |        |
| Greater risk of pneumonia            |                                |        |
| Social isolation                     |                                |        |
| Limited awareness of risk and danger |                                |        |

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## Activity 32 – Working practices

### Teacher's notes

| Plenary activity: Annotate the case study |  |
|---|--|
| <b>Aim of the activity</b>                | For students to understand the different working practices that people with specific needs.  |
| <b>Teacher's instructions</b>             | <p>Photocopy the activity page and give one copy to each student.</p> <p>The activity page contains a short case study which individual students will read. It describes a care professional who has recently undergone financial abuse. Students should then annotate the case study to explain how, in this situation:</p> <ul style="list-style-type: none"><li>• policies and procedures have affected the professional</li><li>• regulation has affected the professional</li><li>• working practices have affected the service users in this situation.</li></ul> <p>This activity should take no longer than 10 minutes.</p> <p><i>Optional extension:</i> students should try to summarise their knowledge of poor working practice. Two examples are given for them to choose from.</p> |

### Suggested answers

#### How have policies and procedures affected Sophie?

- All social care organisations should have a safeguarding policy, which outlines what to do if a service user is suspected (e.g. speaking to one's manager about concerns immediately).
- Procedures of the organisation include training – induction training program should cover safeguarding and how to spot potential abuse. This will have helped Sophie to report the financial abuse.

#### How have regulations affected Sophie?

- The Care Quality Commission (CQC) regulates social care services – it will inspect the service and will need to see evidence that the safeguarding policy has been followed.
- The CQC sets out standards for the provision of safe and effective care, which Sophie can refer to if she is concerned about abuse.

#### How have working practices affected service users?

- Their right to be protected from harm will be upheld by following safeguarding procedures.
- If suspicions of financial abuse turn out to be correct, that individual service user will be protected and will have to worry less about money.

### Extension activity

Two possible examples of recent poor practice are described below (as these were the examples given in the activity page), but accept any other suitable alternative that students may provide for.

- Victoria Climbié – a young girl living in London who suffered long-term abuse. She was killed in 2000, and her guardians (her great aunt and her great aunt's husband) were charged with her murder. Several health and social care organisations had previous contact with the family, but they failed to effectively intervene. An investigation found that poor communication was a key contributing factor, and led to the establishment of the Victoria Climbié Review.
- Mid Staffordshire NHS Trust – the 2013 Francis Inquiry found evidence of poor practice at the hospital, which included low staffing levels, inadequate personal care and neglect. Reports later led to the introduction of an improved induction training program for support workers.

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## Activity 32 - Working practices

### Annotate the case study

First, read the short case study below, describing a health and social care professional. The boxes around the case study contain questions for you to consider – jot down your answers.



**How have policies and procedures affected Sophie?**

**How have regulations affected Sophie?**

Sophie is a support worker who works in a residential home for adults with learning disabilities. One of the residents has returned from a weekend away with their brother, and Sophie notices that her brother has spent all of her money without asking her. This resident has recently been struggling to pay for groceries and for her bills. Sophie suspects financial abuse is occurring, and speaks to her supervisor about what to do.

**How has Sophie's role affected the resident?**

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### Extension task

Summarise your knowledge of a recent example of poor working practices in health and social care, such as the case of Victoria Climbié. You can also describe other examples of poor working practices in health and social care, such as the case of Victoria Climbié.



## Activity 33 – Relevant skills required to work specific needs

### Teacher's notes

| Starter activity Role play    |   |
|-------------------------------|---|
| <b>Aim of the activity</b>    | For students to understand the different skills that are required for specific needs.   |
| <b>Teacher's instructions</b> | <p>Photocopy the activity pages, and give one set to each pair of students.</p> <p>The activity involves the pair of students role-playing an interview. One student is the interviewer (a manager of a domiciliary care agency) and the other is the interviewee (someone applying to the agency to be a care assistant). The care assistant will help elderly people with the tasks of daily living.</p> <p>The interviewer's page contains a checklist of the skills needed for the job. The interviewer should try to ask the interviewee questions that will provide evidence of these skills. The interviewer should tick off when the interviewee provides evidence of them, and make short notes about how they provide the skill. The interviewee's page gives them a short list of the skills they need to evidence. Allow five to ten minutes for the interview.</p> <p>The pairs should be given no more than five minutes at the start of the lesson to prepare their individual sheets. This will be helpful for the interviewee in particular to make some notes about what they could do to provide the skills they need to evidence. Allow five to ten minutes for the interview.</p> <p>This activity should take no longer than 15 minutes in total.</p> |

### Answers

Not applicable to this activity.

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## Activity 33 - Relevant skills required to work with people

### Role play – interviewer sheet

You are going to be role-playing an interview for this activity – you are the interviewer. You should imagine you are the manager of an auxiliary care agency that provides assistance with the tasks of daily living to elderly adults. You will be interviewing a candidate to join the agency as a care assistant.

Below is a checklist of relevant skills the care assistant needs to do the job well. You will have a few minutes at the beginning of this activity to review this checklist, and think of some interview questions that will cover these areas (make notes in the checklist below if you want to). Make sure you formulate your questions in a way that requires the candidate to give evidence of their skills.

During the interview, make sure you tick off each skill as the interviewee gives you evidence. You should also write some short notes which outline how the skill was evidenced.

| Skill required to work for the agency           | How was this evidenced |
|---|------------------------|
| Excellent communication skills                  |                        |
| Empathy and compassion                          |                        |
| Experience of providing personal care           |                        |
| Good record-keeping                             |                        |
| Awareness of safeguarding issues                |                        |
| Ability to work flexible hours                  |                        |
| Awareness of issues relating to confidentiality |                        |

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## Activity 33 – Relevant skills required to work with people

### Role play – interviewee sheet

You are going to be role-playing an interview for this activity – you are the interviewee. You should imagine you have applied for a care assistant job at a domiciliary care agency that provides help with the tasks of daily living to elderly adults. Your interview is with the manager of the agency.

Below is a list of relevant skills that you need to do the job well. You will have a few minutes at the beginning of this activity to review this list. During this time, you should come up with some possible responses to interview questions that will require you to give evidence of these skills.

Be imaginative – think of different scenarios in which you have shown these skills, or about the topic that would demonstrate your awareness. Make notes in the table below.

| Skill required to work for the agency           | My notes |
|---|----------|
| Excellent communication skills                  |          |
| Empathy and compassion                          |          |
| Experience of providing personal care           |          |
| Good record-keeping                             |          |
| Awareness of safeguarding issues                |          |
| Ability to work flexible hours                  |          |
| Awareness of issues relating to confidentiality |          |

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