Unit 5: Meeting Individual Care and Support Needs

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

Unit introduction

For you to be able to provide the care and support that individuals need, it is important that you have a good understanding of the principles behind providing quality care and support. This unit introduces you to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.

In this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. You will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services. You will explore the different methods used by professionals across all care services. You will reflect on these methods when you consider the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will be useful if you are intending to pursue a career in social care or healthcare, for instance as a social worker or health visitors, practice nurse or occupational therapist. The unit will also be invaluable if you wish to progress to higher education, to degrees in areas such as health and social care management, social work and nursing.

Learning aims

In this unit you will:

A Examine principles, values and skills which underpin meeting the care and support needs of individuals

B Examine the ethical issues involved when providing care and support to meet individual needs

C Investigate the principles behind enabling individuals with care and support needs to overcome challenges

D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine principles, values and skills which underpin meeting the care and support needs of individuals	**A1** Promoting equality, diversity and preventing discrimination **A2** Skills and personal attributes required for developing relationships with individuals **A3** Empathy and establishing trust with individuals	A report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.
B Examine the ethical issues involved when providing care and support to meet individual needs	**B1** Ethical issues and approaches **B2** Legislation and guidance on conflicts of interest, balancing resources and minimising risk	
C Investigate the principles behind enabling individuals with care and support needs to overcome challenges	**C1** Enabling individuals to overcome challenges **C2** Promoting personalisation **C3** Communication techniques	
D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs	**D1** How agencies work together to meet individual care and support needs **D2** Roles and responsibilities of key professionals on multidisciplinary teams **D3** Maintaining confidentiality **D4** Managing information	A report based on case studies on how working practices are used to successfully meet individual needs.

Content

Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals

A1 Promoting equality, diversity and preventing discrimination

- Definition of equality, diversity and discrimination.
- Importance of preventing discrimination.
- Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services.

A2 Skills and personal attributes required for developing relationships with individuals

To include:

- the 6Cs – care, compassion, competence, communication, courage and commitment
- people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills
- communication skills – communicating with service users, colleagues and other professionals, e.g. active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations
- observation skills, e.g. observing changes in an individual's condition, monitoring children's development
- dealing with difficult situations.

A3 Empathy and establishing trust with individuals

Learners require an overview of the different theories of empathy and the various methods of establishing positive relationships with individuals in their care.

- Attachment and emotional resilience theory, to include the effect of secure attachments and support on emerging autonomy and resilience.
- The triangle of care.
- Empathy theories, e.g. Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler.

Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs

B1 Ethical issues and approaches

- Ethical theories, to include consequentialism, deontology, principlism and virtue ethics.
- Managing conflict with service users, carers and/or families, colleagues.
- Managing conflict of interests.
- Balancing services and resources.
- Minimising risk but promoting individual choice and independence for those with care needs and the professionals caring for them.
- Sharing information and managing confidentiality.

B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk

- Organisations, legislation and guidance that influence or advise on ethical issues. All legislation and guidance must be current and applicable to England, Wales or Northern Ireland.
- Organisations, e.g. National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health and Safety Executive (HSE).
- Legislation, e.g. Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014.
- Guidance, e.g.:
  o the DH Decision Support Tool
  o five-step framework
  o NICE and NHS guidance on Care Pathways and Care Plans
  o *Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups* (2013) (NHS)
  o HSE guidance on risk assessments.

- How this guidance may be counterbalanced by other factors, e.g. religion, personal choice, government policies.

Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges

C1   Enabling individuals to overcome challenges

- Different types of challenges faced by individuals with care and support needs, to include:
  - awareness and knowledge
  - practical challenges
  - skills challenges
  - acceptance and belief challenges
  - motivational challenges
  - communication challenges.
- Methods of identifying challenges, to include observation, focus groups, talking to individuals informally or via questionnaires.
- Strategies used to overcome challenges, to include educational information materials, training courses, opinion leaders, clinical audits, computer-aided advice systems, patient-mediated strategies.
- Role of policy frameworks in minimising challenges, including:
  - NHS Patient Experience Framework, in particular understanding of the eight elements that are critical to the service users' experience of NHS services
  - Health Action Plans and how they are used to minimise challenges
  - Adult Social Care Outcomes Framework (ASCOF)
  - Common Assessment Framework (CAF).
- Impact of not enabling individuals to overcome challenges.

C2 Promoting personalisation

- Personalisation – ensuring that every person receiving care and support is able to set their personal goals and has choice and control over the shape of their care and support.
- Methods of recognising preferences, to include care plans, learning plans, behavioural plans, specialist support from health and social care professionals.
- The importance of promoting choice and control and the financial impact of this on care provision.

C3 Communication techniques

- Different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social.
- Types of communication examples, to include verbal, body language, written, formal and informal.
- Alternative communications, to include Makaton, British Sign Language (BSL), braille, communication boards and symbol systems.
- Theories of communication, to include Argyle, Tuckman, Berne.
- New technologies and communication techniques.

Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs

D1 How agencies work together to meet individual care and support needs

- Role of organisations responsible for commissioning healthcare services, e.g. Clinical Commissioning Groups in England, Local Health Boards in Wales, Health and Social Care Board in Northern Ireland; formation, organisation roles and members.
- Role of organisations responsible for commissioning social care services, e.g. local authorities.
- Role of bodies responsible for integrating health and social care, e.g. Health and Wellbeing Boards (HWB).

- Role of assessment and eligibility frameworks, to include Common Assessment Framework (CAF), the National Eligibility Criteria (Care Act 2014), Department of Health, National Framework for NHS Continuing Healthcare.
- The Education, Health and Care plan (EHC).

D2 Roles and responsibilities of key professionals on multidisciplinary teams

- Multidisciplinary teams, members and formation.
- Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team, to include:
  - healthcare professionals, e.g. GP, nurse, paediatrician, clinical psychologist
  - social care professionals, e.g. social worker, occupational therapist
  - education professionals, e.g. special educational needs co-ordinator (SENCO), educational psychologist
  - allied health professionals, e.g. speech and language therapist
  - voluntary sector workers, e.g. Macmillan nurses, family support workers.
- How multi-agency and multidisciplinary teams work together to provide co-ordinated support, e.g. an autistic child may have involvement with the following agencies and professionals: NHS (GP, paediatrician, clinical psychologist, counsellor, speech and language therapist), local authority and education services (social worker, SENCO, educational psychologist), and the voluntary sector (family support officers from the National Autistic Society).

D3 Maintaining confidentiality

- Definition of confidentiality.
- Working practices to maintain confidentiality, to include:
  - keeping yourself informed of the relevant laws
  - keeping information locked away or password protected
  - sharing information only with people who are entitled to have access to the information, e.g. other people in the multidisciplinary team, service users and their carers or families (depending on the situation)
  - being professional about how information is shared.
- Codes of practice for care workers establishing importance of confidentiality.
- Relevant aspects of legislation, e.g. Health and Social Care Act 2012.
- Role of the Health and Social Care Information Centre (HSCIC).

D4 Managing information

- Working practices for managing information, to include:
  - identifying why the information is needed
  - identifying what information is needed
  - searching for the information
  - using information legally and ethically.
- The importance of sharing information with colleagues, other professionals, the individual with care needs and their family.
- Impact of new technologies on managing information.
- Bodies that control the management of information, e.g. the National Adult Social Care Intelligence Service (NASCIS).
- Legislation and codes of practice that relate to the storage and sharing of information in health and social care. Legislation and codes of practice must be current and applicable to England, Wales or Northern Ireland, e.g.:
  - Data protection legislation
  - Freedom of information legislation
  - Mental health legislation
  - Mental capacity legislation
  - Care Quality Commission (CQC) codes of practice
  - The Health and Care Professions Council (HCPC) codes of practice.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals		
A.P1 Explain the importance of promoting equality and diversity for individuals with different needs.	**A.M1** Analyse the impact of preventing discrimination for individuals with different needs.	
A.P2 Explain the skills and personal attributes necessary for professionals who care for individuals with different needs.	**A.M2** Assess different methods professionals might use when building relationships and establishing trust with individuals with needs.	**A.D1** Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.
Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs		
B.P3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs.	**B.M3** Analyse how an ethical approach to providing support would benefit specific individuals with different needs.	**BC.D2** Justify the strategies and techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care.
Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges		
C.P4 Explain the strategies and communication techniques used with individuals different needs to overcome different challenges.	**C.M4** Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs.	
C.P5 Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs.		
Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs		**D.D3** Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality.
D.P6 Explain why meeting the needs of the individuals requires the involvement of different agencies.	**D.M5** Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs.	
D.P7 Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals.	**D.M6** Analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working.	**D.D4** Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals.
D.P8 Explain the arrangements for managing information between professionals.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignment for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, B.P3, C.P4, C.P5, A.M1, A.M2, B.M3, C.M4, A.D1, BC.D2)

Learning aim: D (D.P6, D.P7, D.P8, D.M5, D.M6, D.D3, D.D4)

Further information for teachers and assessors

For this unit, learners must have access to:

- current policies, legislation and codes of practice – ideally, these should be provided through visiting guest speakers or, if they are undertaking work experience, through learners' work experience placement
- case studies on which to base their assignments. Teachers must provide learners with a range of case studies to choose from, or learners can choose their own case study with the teacher's approval. If learners are basing their assignments on real case studies, for example from their work experience placement, then confidentiality must be respected.

Essential information for assessment decisions

Learning aims A, B and C

For distinction standard, learners will select material from the provided case studies which allows them to explore the issues surrounding equality and diversity, and preventing discrimination, and how successfully promoting anti-discriminatory practice has been achieved for each case study. Learners will draw together their understanding of the empathy theories and how they are applied, together with personal skills and attributes, to successfully promote anti-discriminatory practice. Learners must demonstrate clear understanding of the skills and attributes needed by professionals in order to meet individual care and support needs. Learners must consider the advantages and disadvantages of theories and use detailed analysis and research to reach reasoned and valid conclusions and recommendations. Learners must demonstrate clear understanding of all of the terminology used in a health and social care context.

Learners will make reasoned judgements about different ethical issues and their influence on planning support to meet individual care and support needs. Learners must suggest how professionals could best minimise risk and balance resources, to reach a justified conclusion of how this can have a positive impact on the individual.

Learners will draw together their understanding of strategies that can be used to overcome the challenges faced by individuals. They must consider the advantages and disadvantages of the strategies and use detailed analysis and research to reach reasoned and valid conclusions and recommendations. They must also explore a range of legislation and codes of practice and their influence in overcoming challenges, the ethical issues, the resulting conflicts of interest and how they can be resolved. Learners must consider the different approaches used by professionals when communicating with individuals with care needs and make reasoned judgements about the success of the communication techniques used.

For merit standard, learners will relate the situation of the individuals in the case studies with the possible effects of discrimination, and the skills, attributes and empathy theories that can be employed to prevent discrimination. Learners will be expected to use vocational language to explore empathy and how professionals could establish trust with the individuals in their different care environments. Learners could include a description of the six Cs of care and a range of communication skills that professionals use when building positive relationships. They could consider the impact of these skills on individuals when preventing discrimination.

Learners must demonstrate the relevance of each selected empathy theory. They should analyse the value of each in explaining the importance of professionals building positive relationships with individuals. They must use the case studies to demonstrate how professionals promote equality, diversity and antidiscriminatory practices.

Learners will carefully consider different ethical theories and approaches and draw conclusions about how the application of each one may impact on meeting individual care and support needs. Learners must demonstrate understanding of more complex influencing factors such as the ethical issues on maintaining confidentiality.

Learners will use vocational language to analyse the success of strategies and communication techniques when used by professionals to overcome the challenges faced by individuals with care and support needs. They will also explore the impact of challenges on individuals and how professionals use a variety of approaches to enable individuals to overcome such challenges. Learners could research the range of legislation and codes of practice used when overcoming challenges, using information from recognised sources.

For pass standard, learners will consider the importance of promoting equality and diversity, and preventing discrimination for each case study. Learners must recall and relate knowledge of how the professionals in the case studies promote equality and diversity and the skills and attributes needed to do this. They must use the case studies to demonstrate their understanding of the importance of promoting equality. Learners must explain the key principles of providing care, showing an understanding of the skills and attributes required by those professionals who meet the care and support needs of individuals.

Learners must show that they have planned and carried out research on the different ethical principles using appropriate search techniques. They should produce evidence of their understanding that is up to date, well referenced and relevant. Learners' conclusions about the impact of ethical principles must be supported by examples from their research.

Learners will recall and relate in some detail, knowledge of the strategies and communication techniques used by professionals. Evidence must be supported by examples of the challenges faced by the individuals in each case study and learners must state whether the approach used was successful or not. They could also explain the relevant legislation or codes of practice. Learners must explain the key principles of the communication techniques that each professional used and explain, using reasoned arguments, the impact that these have had on each individual.

Learners will recall knowledge relating to the care and support needs of each individual and relate it to how each professional promotes personalisation and recognises individual preferences and promotes choice when enabling individuals to overcome challenges. When explaining the benefits of this approach, learners could contrast it with the possible outcome for individuals if preferences and choices were not taken into account.

Learning aim D

For distinction standard, learners will draw on and bring together their knowledge and understanding across learning aims to make suitable judgements on how successful multi-agency and multidisciplinary working meets individual needs. Learners must evaluate how an individual's right to equality and independence can be promoted by multi-agency and multidisciplinary teams through enabling individuals to overcome challenges, but that this must be balanced with overcoming ethical issues.

Learners will consider how different organisations and professionals on the multi-agency and multidisciplinary teams work together to justify the suitability of each in providing support to meet each individual's needs, while managing information and maintaining confidentiality. Learners could then discuss how effective the team's working practices are for meeting individual needs. They could go on to make reasoned judgements about the importance of legislation and codes of practice in managing information and maintaining confidentiality. Learners could draw on the roles and responsibilities of three professionals in a variety of care environments to demonstrate proficient understanding of complex situations such as end-of-life plans or child-protection cases when maintaining confidentiality becomes an ethical issue.

For merit standard, learners will give supported reasons for the benefits of organisations and professionals on multi-agency and multidisciplinary teams providing co-ordinated care and support for individuals. Learners must make reasoned, analytical judgements on the benefits of multidisciplinary working, showing the way that the roles of different team members interrelate and work together to meet individual needs. Learners will actively reflect on how codes of practice and legislation impact on multidisciplinary working. They must analyse how legislation and codes of practice provide guidance for managing information, including who information can be shared with and when to share it, and this must be related to the situations in the case studies.

For pass standard, learners will determine the level of impact that the roles and responsibilities of three members of the multidisciplinary team from the case studies have in meeting individual support needs, and how organisations work together to commission and provide care for individuals. Learners must show that they understand how support from different disciplines can be combined to provide a full package of care for the individuals.

Learners must recall and relate knowledge and understanding of how members of the multidisciplinary team manage information. They could include examples of legislation and codes of practice that the team is bound by when managing information and resolving conflicts of interest, in order to show their understanding of the issues involved.

Learners' research must be relevant to the given case studies and information must be selected and organised to reach suitable conclusions.

Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:
- Unit 1: Human Lifespan Development
- Unit 2: Working in Health and Social Care
- Unit 7: Principles of Safe Practice in Health and Social Care.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.