SHC 21 Introduction to communication in health and social care

**settings**

**Outcome 1.1 Identify different reasons why people communicate**

Activities suitable for this criteria:
- **Page 2**, Think about three people you support
- **Page 4**, Complete the boxes
- **Page 7**, Much of the communication between you, as a worker, and the individuals you support will be based on building and maintaining a working relationship with those people.

**Outcome 1.2 Explain how effective communication affects all aspects of own work**

Activities suitable for this criteria:
- **Page 3**, Communication is a two-way process
- **Page 4**, Complete the boxes

**Outcome 1.3 Explain why it is important to observe an individual’s reaction when communicating with them**

Activities suitable for this criteria:
- **Page 3**, Communication is a two-way process
- **Page 6**, What do these faces tell you about how people feel?

**Outcome 2.1 Find out an individual’s communication and language needs, wishes and preferences**

Activities suitable for this criteria:
- **Page 9**, The A&E department at the hospital where you work serves a very diverse community, with patients of every age, ability and background.
- **Page 10**, keep a diary for a week to show when you have used the following communication methods appropriately

Case studies suitable for this criteria:
- **Page 3** case study, Mary
Outcome 2.2 Demonstrate communication methods that meet an individuals’ communication needs, wishes and preferences

Activities suitable for this criteria:
Page 8, Complete the following sentences to show your knowledge of how to communicate effectively
Page 9, The A&E department at the hospital where you work serves a very diverse community, with patients of every age, ability and background.
Page 10, keep a diary for a week to show when you have used the following communication methods appropriately
Case studies suitable for this criteria:
Page 3 case study, Mary

Outcome 2.3 Show how and when to seek advice about communication

Activities suitable for this criteria:
Page 12, The following people and services can give help and advice regarding communication problems. When would you use them? Draw a line to match them up.

Outcome 3.1 Identify barriers to communication

Activities suitable for this criteria:
Page 13, Talk to five people you support and ask them what problems they experience when trying to communicate.
Case studies suitable for this criteria:
Page 14 case study, Community House

Outcome 3.2 Demonstrate how to reduce barriers to communication in different ways

Activities suitable for this criteria:
Page 13, Talk to five people you support and ask them what problems they experience when trying to communicate.
Case studies suitable for this criteria:
Page 14 case study, Community House

Outcome 3.3 Demonstrate ways to check that communication has been understood

Activities suitable for this criteria:
Page 15, Complete the gaps in the following sentences using the words below to show you know how to make sure a communication is fully understood

Outcome 3.4 Identify sources of information and support or services to enable more effective communication

Activities suitable for this criteria:
Page 16, Complete the crossword with people who are a source of information to enable effective communication.

Outcome 4.1 Explain the term ‘confidentiality’

Activities suitable for this criteria:
Page 17, What sort of information about you would you want to keep private?
Page 19, Ask to see your workplace’s policy about maintaining confidentiality of information. Make notes about what it tells you.

Outcome 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working
Activities suitable for this criteria:
Page 17, Use an internet search engine to search for the eight rules of the Data Protection Act 1998.
Page 19, Ask to see your workplace’s policy about maintaining confidentiality of information. Make notes about what it tells you.
Page 19, Think about the potential consequences of a worker breaching (breaking) confidentiality for the following people.

Outcome 4.3 Describe situations where information normally considered to be confidential might need to be passed on
Activities suitable for this criteria:
Page 20, Complete the table to show that you understand when it is acceptable to break confidentiality
Page 20, Think about the examples you have given in the previous activity and what might happen if the information was not disclosed for each of the following people

Outcome 4.4 Explain how and when to seek advice about confidentiality
Activities suitable for this criteria:
Page 21, How would you manage the following situations?

SHC 22 Introduction to personal development in health and social care settings

Outcome 1.1 Describe the duties and responsibilities of own role
Activities suitable for this criteria:
Page 25, Look at your job specification and briefly describe five of your duties and responsibilities

Outcome 1.2 Identify standards that influence the way the role is carried out
Activities suitable for this criteria:
Page 27, Ask your colleagues and manager which standards you have to follow in order to provide the required quality of care.

Outcome 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
Activities suitable for this criteria:
Page 28, Complete the gaps in the following passages using the words below and answer the questions.

stereotype prejudiced label

Case studies suitable for this criteria:
Page 26 case study, Doris and Andrea
Outcome 2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice

Activities suitable for this criteria:
Page 33, Think about a work activity you do on a regular basis and answer the following questions
Page 36, Keep a diary for two or three weeks to show that you’re thinking about the way you carry out day-to-day activities, how well you carry them out and whether they meet standards, how you think you could improve the way you work, including what you need to learn and what skills and understanding you need to improve

Case studies suitable for this criteria:
Page 31 case study, Rose

Outcome 2.2 Assess how well own knowledge, skills and understanding meet standards

Activities suitable for this criteria:
Page 33, Think about a work activity you do on a regular basis and answer the following questions
Page 34, Answer the following questions about one of your day-to-day work activities

Case studies suitable for this criteria:
Page 31 case study, Rose

Outcome 2.3 Demonstrate the ability to reflect on work activities

Activities suitable for this criteria:
Page 33, Think about a work activity you do on a regular basis and answer the following questions
Page 36, Keep a diary for two or three weeks to show that you’re thinking about the way you carry out day-to-day activities, how well you carry them out and whether they meet standards, how you think you could improve the way you work, including what you need to learn and what skills and understanding you need to improve
Page 40, Think of one of your work activities that you would definitely like to improve.

Case studies suitable for this criteria:
Page 31 case study, Rose

Outcome 3.1 Identify sources of support for own learning and development

Activities suitable for this criteria:
Page 37, Complete the gaps in the following sentences using the words below to show that you know how different people can support you in your learning and development.

training feedback needs formal meet developing informal

Page 38, Complete the crossword to show you where else you can get support for your learning and development. The first letter of each answer has been given as an extra clue.

Outcome 3.2 Describe the process for agreeing a personal development plan and who should be involved

Activities suitable for this criteria:
Page 39, Complete the gaps in the following sentences using the words below
Specific Relevant Achievable Time-bound Measurable

Page 40, Complete this spidergram using the names or job roles of people who need to be involved in agreeing your PDP.
Outcome 3.3 Contribute to drawing up own personal development plan
Activities suitable for this criteria:
Page 39, Complete the gaps in the following sentences using the words below
Specific Relevant Achievable Time-bound Measurable
Page 40, Think of one of your work activities that you would definitely like to improve.

Outcome 4.1 Show how a learning activity has improved own knowledge, skills and understanding
Activities suitable for this criteria:
Page 42, Complete the spidergram below to show how a learning activity has improved your knowledge, skills and understanding.

Outcome 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding
Activities suitable for this criteria:
Page 42, Complete the spidergram below to show how a learning activity has improved your knowledge, skills and understanding.
Case studies suitable for this criteria:
Page 43 case study, Dorothy

Outcome 4.3 Show how feedback from others has developed own knowledge, skills and understanding
Activities suitable for this criteria:
Page 44, Follow the instructions below to help you complete the table.

Outcome 4.4 Show how to record progress in relation to personal development
Activities suitable for this criteria:
Page 45, Complete the table to show how you can record learning and development. An example has been done for you.

SHC 23 Introduction to equality and inclusion in health and social care settings
Outcome 1.1 Explain what is meant by:
• diversity
• equality
• inclusion
• discrimination
Activities suitable for this criteria:
Page 48, Use an internet search engine to find out about human rights and freedoms and, in the space below, identify five rights and freedoms that you think are the most important.
Page 48, Complete the table to show that you understand what is meant by the term ‘diversity’.
Page 50, Inequality can occur when people are treated unfairly and in ways that don’t value or respect them.
Page 51, Complete the gaps in the following sentences using the words below.
Page 53, Think of three examples of discrimination you have experienced or have witnessed taking place.
Page 54, Ask your colleagues and the people you care for and support about occasions when they've experienced or witnessed discrimination at your work setting.

Outcome 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
Activities suitable for this criteria:
Page 50, Inequality can occur when people are treated unfairly and in ways that don’t value or respect them.
Page 52, Complete the table below to show that you understand how being excluded can affect people.
Page 53, Think of three examples of discrimination you have experienced or have witnessed taking place.
Page 54, Ask your colleagues and the people you care for and support about occasions when they've experienced or witnessed discrimination at your work setting.

Outcome 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
Activities suitable for this criteria:
Page 51, Complete the gaps in the following sentences using the words below. dementia difficulties disability health learning mental physical
Page 52, Think about three people you care for and support, and who you feel are at risk of being excluded from their communities.

Outcome 2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
Activities suitable for this criteria:
Page 57, Find out more about the anti-discrimination legislation and codes of practice by asking your manager how they apply to your work role, and by searching online. Make a list of the most important ones below.

Outcome 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
Activities suitable for this criteria:
Page 58, Talk to three of the people you care for and support to find out about their beliefs, values, preferences and cultural background.
Page 62, Think about three people you care for and support, and a work activity that you carry out with each, for example helping at meal times or with a personal care activity such as bathing.
Case studies suitable for this criteria:
Page 55 case study, Miriam
Page 59 case study, Matilda

Outcome 2.3 Describe how to challenge discrimination in a way that encourages change
Activities suitable for this criteria:
Page 52, Think about three people you care for and support, and who you feel are at risk of
being excluded from their communities.

Page 59, Give three reasons why you and your colleagues might treat the people you care for and support unfairly and, for each, suggest how your behaviour should change to guard against discrimination.

Case studies suitable for this criteria:
Page 56 case study, Fairways
Page 59 case study, Matilda
Page 63 case study, Bridget Street Luncheon Club

Outcome 3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
Activities suitable for this criteria:
Page 61, The wordsearch contains a number of sources of help in promoting diversity, equality and inclusion for the people you care for and support. See how many you can find.
Page 62, Think about three people you care for and support, and a work activity that you carry out with each, for example helping at meal times or with a personal care activity such as bathing.

Outcome 3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion
Case studies suitable for this criteria:
Page 63 case study, Bridget Street Luncheon Club

SHC 24 Introduction to duty of care in health and social care settings
Outcome 1.1 Define the term ‘duty of care’
Activities suitable for this criteria:
Page 67, Write your definition of duty of care below.

Outcome 1.2 Describe how the duty of care affects own work role
Activities suitable for this criteria:
Page 67, Write your definition of duty of care below.
Page 69, Think about three activities that you carry out on a day-to-day basis.
Page 72, Using examples from your own practice and/or work setting, complete the table below to show that you understand how conflicts between your duty or care and an individual’s rights can cause dilemmas.
Case studies suitable for this criteria:
Page 70 case study, Jack

Outcome 2.1 Describe dilemmas that may arise between the duty of care and an individual’s rights
Activities suitable for this criteria:
Page 72, Using examples from your own practice and/or work setting, complete the table below to show that you understand how conflicts between your duty or care and an individual’s rights can cause dilemmas.
Page 73, A disabled woman had her request for a grab rail, to help her walk from her front door to the garden gate and back, turned down by social services because she was frail and might fall while using it.
Case studies suitable for this criteria:

Outcome 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
Activities suitable for this criteria:
Page 73, A disabled woman had her request for a grab rail, to help her walk from her front door to the garden gate and back, turned down by social services because she was frail and might fall while using it.

Outcome 3.1 Describe how to respond to complaints
Activities suitable for this criteria:
Page 75, Complete the gaps in the following sentences using the words below. This will show you how to respond to complaints.
apologising  calm  encouraging  excuses  feel  interested  listening  active listening skills  understand
Page 78, Go through the complaints procedure where you work.
Page 78, Use an internet search engine to find out about the Parliamentary and Health Service Ombudsman’s Principles of Good Complaint Handling.
Case studies suitable for this criteria:
Page 76 case study, Mrs Smith

Outcome 3.2 Identify the main points of agreed procedures for handling complaints
Activities suitable for this criteria:
Page 78, Go through the complaints procedure where you work.
Page 78, Use an internet search engine to find out about the Parliamentary and Health Service Ombudsman’s Principles of Good Complaint Handling.

HSC 024 Principles of safeguarding and protection in health and social care
Outcome 1.1 Define the following types of abuse:
• Physical abuse
• Sexual abuse
• Emotional/psychological abuse
• Financial abuse
• Institutional abuse
• Self neglect
• Neglect by others
Activities suitable for this criteria:
Page 81, Use a dictionary or an internet search engine to define the different types of abuse and to complete the spidergram
Page 83, The following words can be signs and symptoms of different types of abuse

Outcome 1.2 Identify the signs and/or symptoms associated with each type of abuse
Activities suitable for this criteria:
Page 82, Complete the gaps in the following sentences using the words below:
The following words can be signs and symptoms of different types of abuse:

Page 83

What signs and symptoms might make you suspect that someone you care for and support is being abused? Give three examples.

Outcome 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse

Activities suitable for this criteria:

Page 84

Outcome 2.1 Explain the actions to take if there are suspicions that an individual is being abused

Activities suitable for this criteria:

Page 87

Outcome 2.2 Explain the actions to take if an individual alleges that they are being abused

Activities suitable for this criteria:

Page 88

Outcome 2.3 Identify ways to ensure that evidence of abuse is preserved

Case studies suitable for this criteria:

Page 89

Outcome 3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse

Activities suitable for this criteria:

Page 91

Outcome 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse

Activities suitable for this criteria:

Page 92
Activities suitable for this criteria:
Page 92, Complete the table to show your understanding of the roles of five different agencies in safeguarding and protecting vulnerable people from abuse. The first one has been done for you.

Outcome 3.3 Identify reports into serious failures to protect individuals from abuse
Activities suitable for this criteria:
Page 94, Use an internet search engine to research three cases of serious failure to protect vulnerable adults. Try searching for ‘Serious failures to protect vulnerable adults from abuse.’

Outcome 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
Activities suitable for this criteria:
Page 95, Complete the following wordsearch to show that you know where to go for information and advice about your role in safeguarding and protecting the people you care for and support.

Outcome 4.1 Explain how the likelihood of abuse may be reduced by: working with person centred values, encouraging active participation, promoting choice and rights
Activities suitable for this criteria:
Page 96, Complete the gaps in the following sentences using the words below. This will show that you understand the values that are central to a person-centred approach.

Outcome 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
Activities suitable for this criteria:
Page 96 (bottom), Complete the table below by providing five examples to show how you actively promote individual rights and choices in your workplace, and how your actions reduce the likelihood of abuse.

Outcome 5.1 Describe unsafe practices that may affect the well-being of individuals
Activities suitable for this criteria:
Page 98, Use the following table to describe any work practices and resource and operational difficulties that you think could affect safety where you work. An example has been done for you.
Case studies suitable for this criteria:
Page 98 case study, Jim

Outcome 5.2 Explain the actions to take if unsafe practices have been identified
Activities suitable for this criteria:
Page 100, What organisation regulates the service you provide? What other external agencies could you approach for advice and support?
Page 100 (bottom), Use an internet search engine to find out about whistle-blowing.

Outcome 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
Activities suitable for this criteria:
Page 100, What organisation regulates the service you provide? What other external agencies could you approach for advice and support?

Page 100 (bottom), Use an internet search engine to find out about whistle-blowing. 

Case studies suitable for this criteria: 

Page 98 case study, Jim

Unit HSC 025 The role of the health and social care support worker

Outcome 1.1 Explain how a working relationship is different from a personal relationship 
Activities suitable for this criteria: 

Page 103, Read the following scenarios about relationships and then answer the questions below

Outcome 2.1 Describe why it is important to adhere to the agreed scope of the job role 
Activities suitable for this criteria: 

Page 103, Read the following scenarios about relationships and then answer the questions below 

Page 104, Identify which of these factors are missing from the working relationships in the previous activity.

Outcome 1.2 Describe different working relationships in health and social care settings 
Activities suitable for this criteria: 

Page 104, Identify which of these factors are missing from the working relationships in the previous activity.

Page 105, Think about three colleagues with whom you work. For each one, describe their job roles, how you work with them and what sort of relationship you have with them as a result.

Outcome 2.1 Describe why it is important to adhere to the agreed scope of the job role 
Activities suitable for this criteria: 

Page 107, Complete the following table to show that you understand why it is important to adhere to the agreed scope of your job.

Outcome 2.2 Access full and up-to-date details of agreed ways of working 
Activities suitable for this criteria: 

Page 107, Ask your manager what activities have agreed ways of working.

Outcome 2.3 Implement agreed ways of working 
Activities suitable for this criteria: 

Page 108, Think about one of your day-to-day work activities. 

Page 109, Keep a diary for a week to describe four or five of your day-to-day activities and how you make sure that you follow agreed ways of working.

Case studies suitable for this criteria: 

Page 110 case study, Lisa

Outcome 3.1 Explain why it is important to work in partnership with others 
Activities suitable for this criteria: 

Page 111, Complete the spider diagram below with job roles of six people with whom you
work.

**Page 112**, Talk to your manager about the benefits of working with other organizations in meeting the needs of people you care for and support.

**Case studies suitable for this criteria:**

**Page 111** case study, Mrs Knight

**Outcome 3.2 Demonstrate ways of working that can help improve partnership working**

**Activities suitable for this criteria:**

**Page 115**, Think about three meetings that you have recently attended. Use the table below to explain your contributions to making the meetings go well.

**Page 116**, Think about a recent meeting with, for example, someone you care for and support, or with a group of colleagues that left you feeling frustrated and stressed.

**Outcome 3.3 Identify skills and approaches needed for resolving conflicts**

**Activities suitable for this criteria:**

**Page 116**, Use an internet search engine to check for ways to resolve conflicts. Use what you find on the internet to create your own checklist below.

**Case studies suitable for this criteria:**

**Page 113** case study, Mr Ibrahim

**Outcome 3.4 Demonstrate how and when to access support and advice about: partnership working; resolving conflicts**

**Activities suitable for this criteria:**

**Page 117**, Who can you go to for support and advice? When should you get support and advice?

**Page 117** (bottom), Keep a record of any problems you might have when working in partnerships and dealing with conflicts. Describe when and how you used support and advice to solve them. Ask a senior colleague to verify that you access support and advice in a timely manner by initialing each entry.

**HSC 026 Implement person-centred approaches in health and social care**

**Outcome 1.1 Define person-centred values**

**Activities suitable for this criteria:**

**Page 120**, Use a dictionary or internet search engine to define the different person-centred values. An example has been done for you.

**Outcome 1.2 Explain why it is important to work in a way that embeds person centred values**

**Activities suitable for this criteria:**

**Page 121**, Complete the gaps in the following sentences using the words below.

individuals dignity rights respect choices partnership independent privacy

**Outcome 1.3 Explain why risk-taking can be part of a person centred approach**

**Activities suitable for this criteria:**
Read the following scenarios. What are the risks?

**Outcome 1.4 Explain how using an individual’s care plan contributes to working in a person centred way**

*Activities suitable for this criteria:*

**Page 123**, Complete the gaps in the following sentences using the words below.

- beliefs
- interventions
- reviewing
- timescales
- support
- important
- preferences
- likes
- outcome
- needs
- capabilities

*Case studies suitable for this criteria:*

**Page 124** case study, Ahmad

**Outcome 2.1 Find out the history, preferences, wishes and needs of the individual**

*Activities suitable for this criteria:*

**Page 125**, There are various sources you can use to find out about an individual’s history, preferences, wishes and needs. Complete the wordsearch to show that you know where to go for information.

**Outcome 2.2 Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual**

*Activities suitable for this criteria:*

**Page 125**, Think about three people you care for and support.

**Outcome 3.1 Explain the importance of establishing consent when providing care or support**

*Activities suitable for this criteria:*

**Page 127**, Discuss with your colleagues how you would feel if your dentist removed a couple of your teeth without discussing things with you, or if you went to see your doctor about a very embarrassing issue and he or she called a couple of students to examine you without checking whether you minded?

**Outcome 3.2 Establish consent for an activity or action**

*Activities suitable for this criteria:*

**Page 128**, Think of three activities or procedures that you carry out on a day-to-day basis and for which you need informed consent.

**Page 128**, Ask your manager about your organisation’s procedure for gaining consent and why you must follow it exactly.

**Outcome 3.3 Explain what steps to take if consent cannot be readily established**

*Activities suitable for this criteria:*

**Page 129**, Make a note of two activities that you carry out that require you to obtain consent. For each activity, indicate how you established consent.

**Page 130**, Talk with your colleagues about three situations when consent to an activity or procedure was withheld, withdrawn or not easily obtained.

**Outcome 4.1 Describe how active participation benefits an individual**

*Activities suitable for this criteria:*

**Page 131**, Complete the gaps in the following sentences using the words below.

- Choice
- confidence
- control
- dignity
- independent
- individuals
privacy responsible right self-esteem

Outcome 4.2 Identify possible barriers to active participation
Activities suitable for this criteria:
Page 131, Think about three people you care for and support and who can’t – or won’t – participate in their own care or support.
Page 132, Think of three examples of barriers to active participation in your experience that are not related to the care recipient.
Case studies suitable for this criteria:
Page 133 case study, Edith

Outcome 4.3 Demonstrate ways to reduce the barriers and encourage active participation
Activities suitable for this criteria:
Page 134, Look back at the activity at the bottom of page 131
Case studies suitable for this criteria:
Page 133 case study, Edith

Outcome 5.1 Support an individual to make informed choices
Activities suitable for this criteria:
Page 135, Use an internet search engine to find out about Choose and Book, the national electronic referral that gives NHS patients a choice about their outpatient appointment.
Page 135, Imagine that your doctor wants to refer you to a specialist.
Page 136, The UK has an ageing population and more and more people need to consider moving into residential care or nursing homes.
Page 136, Think about an occasion when you helped someone you care for and support to make an informed choice.

Outcome 5.2 Use agreed risk assessment processes to support the right to make choices
Activities suitable for this criteria:
Page 137, Think of three risky choices that three people – including you, your colleagues and the people you care for and support – can make, and indicate what harm can come from each one.
Page 137, Keep records to show that when the people you care for and support make choices that pose a risk, you follow risk assessments to protect everyone involved from harm.

Outcome 5.3 Explain why a worker’s personal views should not influence an individual’s choices
Activities suitable for this criteria:
Page 138, Think of an occasion when you were prevented from making a choice on your own and, instead, someone talked you into something you wouldn’t otherwise have chosen.

Outcome 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others
Activities suitable for this criteria:
Page 139, Complete the gaps in the following sentences using the words below.
Best busy control respect power preferences right value
Case studies suitable for this criteria:
Page 140 case study, Stephen

Outcome 6.1 Explain how individual identity and self esteem are linked with well-being
Activities suitable for this criteria:
Page 140, Unscramble the following anagrams to show your understanding of what is meant by the term ‘well-being’.
Page 141, Read the statements below about people’s sense of identity and self-esteem and explain how these thoughts and feelings would affect their sense of well-being.
Page 142, Think about two of the people you care for and support: one whose well-being is quite positive and another whose well-being is inclined to be negative.

Outcome 6.2 Describe attitudes and approaches that are likely to promote an individual’s well-being
Activities suitable for this criteria:
Page 143, See how many words describing attitudes and approaches that are likely to promote well-being you can find in the wordsearch.
Case studies suitable for this criteria:
Page 144 case study, Rod

Outcome 6.3 Support an individual in a way that promotes a sense of identity and self esteem
Activities
Page 144, Keep a record for a week to show how you help people develop and maintain their sense of identity and self-esteem.
Case studies suitable for this criteria:
Page 144 case study, Rod

Outcome 6.4 Demonstrate ways to contribute to an environment that promotes well-being
Activities suitable for this criteria:
Page 145, Complete the table to show how you promote the well-being of one of the people you care for and support in the environment in which they live.

HSC 027 Contribute to health and safety in health and social care
Outcome 1.1 Identify legislation relating to general health and safety in a health or social care work setting
Activities suitable for this criteria:
Page 148, Make a list of five health and safety laws and regulations that are most relevant to your work setting.

Outcome 1.2 Describe the main points of the health and safety policies and procedures agreed with the employer
Activities suitable for this criteria:
Page 149, Ask your manager about three policies and three procedures that are relevant to your work and complete the spidergram below to show you know the main points of each one.
Outcome 1.3 Outline the main health and safety responsibilities of:
• self
• the employer or manager
• others in the work setting
Activities suitable for this criteria:
Page 150, Complete the gaps in the following sentences using the words below.
Ability care change cooperate illnesses injuries interfere
machinery medication misuse policies pregnant
procedures reasonable training
Page 150, Use an internet search engine to check out employer’s health and safety responsibilities.
Case studies suitable for this criteria:
Page 151 case study, Madge

Outcome 1.4 Identify tasks relating to health and safety that should not be carried out without special training
Activities suitable for this criteria:
Page 152, Complete the spidergram with three activities for which you need special training.

Outcome 1.5 Explain how to access additional support and information relating to health and safety
Activities suitable for this criteria:
Page 153, There are a great many sources of support and information about health and safety. See how many you can find in the wordsearch.

Outcome 2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
Activities suitable for this criteria:
Page 154, Complete the table to show that you understand five hazards at your work setting, the risks they pose and why it is important to assess the hazards.

Outcome 2.2 Explain how and when to report potential health and safety risks that have been identified
Activities suitable for this criteria:
Page 155, Read the procedure your workplace has for reporting risks to health and safety.

Outcome 2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
Case studies suitable for this criteria:
Page 156 case study, Colin

Outcome 3.1 Describe different types of accidents and sudden illness that may occur in own work setting
Activities suitable for this criteria:
Page 157, Ask your colleagues to describe three accidents and three sudden illnesses that are most likely to occur at your work setting.
Outcome 3.2 Outline the procedures to be followed if an accident or sudden illness should occur
Activities suitable for this criteria:
Page 157, Check your first aid certificate. Is it up-to-date?
Page 158, Build on the activity at the top of page 157, in which you identified common accidents and sudden illnesses.

Outcome 4.1 Demonstrate the recommended method for hand washing
Activities suitable for this criteria:
Page 159, Use an internet search engine to find out the recommended technique for washing your hands.
Page 159, Ask your manager to observe you washing your hands.

Outcome 4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
Activities suitable for this criteria:
Page 160, In this wordsearch, see how many words you can find that relate to areas that require personal care and grooming.
Page 160, Ask your manager what ill-health conditions should stop you going to work. List them below.

Outcome 5.1 Identify legislation that relates to moving and handling
Activities suitable for this criteria:
Page 161, Make a list of three laws and regulations that affect how you move and handle people and things at work.

Outcome 5.2 Explain principles for moving and handling equipment and other objects safely
Activities suitable for this criteria:
Page 162, Complete the table to show that you understand why moving and handling must follow safe guidelines.
Page 163, Complete the table to show that you understand both employer and employee responsibilities in relation to moving and handling by placing a tick in the correct column.

Outcome 5.3 Move and handle equipment or other objects safely
Activities suitable for this criteria:
Page 163, Keep a record of how you contribute to safe moving and handling activities.

Outcome 6.1 Identify hazardous substances and materials that may be found in the work setting
Activities suitable for this criteria:
Page 164, Make a list of three hazardous substances and materials at your work setting and suggest how they can affect health and safety.

Outcome 6.2 Describe safe practices for:
• Storing hazardous substances
• Using hazardous substances
• Disposing of hazardous substances and materials
Activities suitable for this criteria:

**Page 164**, Use an internet search engine to find out about employers’ responsibilities under the Control of Substances Hazardous to Health (COSHH) Regulations (2002).

**Page 165**, Look back at the three hazardous substances and materials found at your work setting that you identified on page 164.

Case studies suitable for this criteria:

**Page 165** case study, Caz

**Outcome 7.1 The learner can:**
Describe practices that prevent fires from:
- starting
- spreading

Activities suitable for this criteria:

**Page 166**, Complete the gaps in the following sentences using the words below.

blanket  contained  exclude  extinguisher  flammable  fuel  get  heat  out  oxygen  remove  safely  stored

**Outcome 7.2 Outline emergency procedures to be followed in the event of a fire in the work setting**

Activities suitable for this criteria:

**Page 167**, Imagine that you’re a care worker in a residential home for older people.

**Outcome 7.3 Explain the importance of maintaining clear evacuation routes at all times**

Activities suitable for this criteria:

**Page 168**, Carry out a survey of fire evacuation routes in your workplace.

**Outcome 8.1 Use agreed ways of working for checking the identity of anyone requesting access to:**
- premises
- information

Activities suitable for this criteria:

**Page 169**, How do you check the ID of someone who requests entry to your workplace?

**Outcome 8.2 Implement measures to protect own security and the security of others in the work setting**

Activities suitable for this criteria:

**Page 169**, Keep a record in which you describe how you check the ID of people requesting access to your workplace or information about colleagues and the people you care for and support.

**Page 170**, Ask your manager about security measure at your workplace and how you are expected to use them.

**Outcome 8.3 Explain the importance of ensuring that others are aware of own whereabouts**

Activities suitable for this criteria:

**Page 170**, Use an internet search engine to find the ‘We care because you care’ domiciliary care lone worker safety guide, published by Skills for Care, 2010.
Outcome 9.1 Identify common signs and indicators of stress
Activities suitable for this criteria:
Page 171, Complete the gaps in the following sentences using the words below.
Anxiety confidence drug heartbeat memory over-eating attacks
concentration sleep sweating tension worrying

Outcome 9.2 Identify circumstances that tend to trigger own stress
Activities suitable for this criteria:
Page 172, Think about three activities that make you feel stressed, for example updating care plans.

Outcome 9.3 Describe ways to manage own stress
Activities suitable for this criteria:
Page 173, Think back to the three stressful activities you analysed in the previous activity.

HSC 028 Handle information in health and social care settings
Outcome 1.1 Identify the legislation that relates to the recording, storage and sharing of information in health and social care
Activities suitable for this criteria:
Page 177, Complete the crossword to show that you know some of the different ways that information is recorded.
Page 178, Use the space below to list three laws and regulations relating to recording, storing and sharing of information in health and social care that are important to your work setting.
Page 178, Search the internet for ‘the Caldicott Principles’ and then complete the gaps in the following sentences by selecting the correct word from the list below.
share minimum necessary justify law understand access strict responsibilities

Outcome 1.2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting
Activities suitable for this criteria:
Page 179, Complete the spidergram with examples of personal and sensitive information that the people you care for and support might want to be kept confidential.
Page 179, Find out from your employer what secure systems your organization has in place and why they are necessary.
Page 180, See how many secure systems and ways of working for recording and storing information in health and social care settings you can find in this wordsearch.

Outcome 2.1 Describe how to access guidance, information and advice about handling information
Activities suitable for this criteria:
Page 181, Complete the gaps in the following sentences using the words below.
confidential give memory name password recognise sign stick voice
Page 182, Complete the spidergram with people and organisations that you can go to for guidance, information and advice about handling information.
Outcome 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
Activities suitable for this criteria:
Page 183, Think about the following situations and identify the potential areas for concern regarding the recording, storing and handling of information, and what action can be taken to reduce the risk of breaching confidentiality.
Page 186, Complete the table below to show how you maintain confidentiality of information and what you would do if you were concerned that confidentiality was being breached.
Case studies suitable for this criteria:
Page 184 case study, breach of confidentiality

Outcome 3.1 Keep records that are up to date, complete, accurate and legible
Activities suitable for this criteria:
Page 187, What do you think of the following entry in Dorothy’s care plan?
Page 188, Complete the gaps in the following sentences using the words below.
Clear errors incomplete influence information mistakes needs opinions understand unimportant up-to-date
Page 189, Ask your manager to give you feedback on the way you handle information

Outcome 3.2 Follow agreed ways of working for:
• recording information
• storing information
• sharing information
Activities suitable for this criteria:
Page 189, Check out the information handling procedures for your workplace.
Page 190, Keep a record of how you handle information in line with agreed ways of working.

DEM 201 Dementia Awareness
Outcome 1.1 Explain what is meant by the term ‘dementia’
Activities suitable for this criteria:
Page 193, Use a dictionary or an internet search engine to find out what the term ‘dementia’ means. You could try searching the term ‘define dementia’. Put what you find into your own words, making sure you don’t lose any meaning.
Case studies suitable for this criteria:
Page 196 case study, Maureen

Outcome 1.2 Describe the key functions of the brain that are affected by dementia
Activities suitable for this criteria:
Page 194, Complete the table to show that you know what functions of the brain are affected by dementia. The first one has been done for you.
Case studies suitable for this criteria:
Page 196 case study, Maureen

Outcome 1.3, Explain why depression, delirium and age related memory impairment may be mistaken for dementia
Activities suitable for this criteria:
Page 195, Ask your manager or use an internet search engine to remind yourself of the signs and symptoms of depression, delirium and age-related memory loss. From your research complete the following sentence.

Case studies suitable for this criteria:

Page 196 case study, Maureen

Outcome 2.1 Outline the medical model of dementia

Activities suitable for this criteria:

Page 197, John has a form of dementia called dementia with Lewy bodies (DLB). He has muscle tremors (shaking), muscle rigidity (stiffness) and is losing his facial expression and ability to speak. This means it takes him a long time to do things, he is liable to fall and he has problems communicating. He is also very depressed, has memory problems and is easily disorientated.

Complete the table to show you know the differences between the medical and the social model of caring for someone with DLB. An example has been done for you.

Outcome 2.2 Outline the social model of dementia

Activities suitable for this criteria:

Page 197, John has a form of dementia called dementia with Lewy bodies (DLB). He has muscle tremors (shaking), muscle rigidity (stiffness) and is losing his facial expression and ability to speak. This means it takes him a long time to do things, he is liable to fall and he has problems communicating. He is also very depressed, has memory problems and is easily disorientated.

Complete the table to show you know the differences between the medical and the social model of caring for someone with DLB. An example has been done for you.

Outcome 2.3 Explain why dementia should be viewed as a disability

Activities suitable for this criteria:

Page 198, Use an internet search engine to define the term ‘disability’ or look it up in a dictionary. Write the definition below.

Page 198, Think about someone you know who has been diagnosed as having dementia. Describe how the dementia affects them and explain why they are disabled as a result. An example has been done for you.

Outcome 3.1 List the most common causes of dementia

Activities suitable for this criteria:

Page 199, Use an internet search engine or a textbook to remind yourself of common types of dementia and what causes them. Use your findings to complete the crossword.

Page 200, According to the Alzheimer’s Society, the proportions or percentages of people with the most common types of dementia can be broken down as follows.

Page 200, Ask your manager how many people at your work setting have dementia, and of those, how many have Alzheimer’s disease, vascular dementia, and so on. If you don’t work with people who have dementia, identify whether any of your friends and family have dementia and, of them, how many have one or other of the different types of dementia.
Outcome 3.2 Describe the likely signs and symptoms of the most common causes of dementia

Activities suitable for this criteria:

Page 199, Use an internet search engine or a textbook to remind yourself of common types of dementia and what causes them. Use your findings to complete the crossword.

Page 201, Here is a list of the signs and symptoms commonly associated with the four main types of dementia: Alzheimer’s disease; dementia with Lewy bodies; vascular dementia, and fronto-temporal dementia. Complete the table by matching the correct signs and symptoms to the type of dementia. Don’t forget some signs and symptoms may be common to more than one type of dementia.

Page 202, Think about two people you know who each have a different type of dementia. Complete the table to show that you are aware of the signs and symptoms of their type of dementia. An example has been done for you.

Outcome 3.3 Outline the risk factors for the most common causes of dementia

Activities suitable for this criteria:

Page 203, Complete the gaps in the following sentences using the words below. This will show that you know the risk factors for the common types of dementia.

cholesterol diabetes difficulties greater history

learning lifestyle men obese older women

Outcome 3.4 Identify prevalence rates for different types of dementia

Activities suitable for this criteria:

Page 203, Use an internet search engine to find out the up-to-date prevalence rates of different types of dementia within different groups of people. You could try searching for ‘Prevalence rates for dementia’.

Outcome 4.1 Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability

Activities suitable for this criteria:

Page 205, Complete the gaps in the following sentences using the words below. This will show that you know how having dementia can affect people with learning difficulties.

conversations day-to-day describe questions abilities feelings misunderstood preferred symptoms

Page 206, There is a variety of equipment that can help with loss of ability brought about by having dementia. Complete the spidergram with examples of equipment that you think will help.

Case studies suitable for this criteria:

Page 204 case study, Martin

Outcome 4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia

Activities suitable for this criteria:

Page 205, Complete the gaps in the following sentences using the words below. This will show that you know how having dementia can affect people with learning difficulties.
There is still a huge lack of knowledge and understanding about dementia, even among health and social care workers. Complete the spidergrams to show that you know how this lack of knowledge and understanding affects the attitudes and behaviour of health and social care workers towards people with dementia. One example has been done for you in each spidergram.

Here are some words that describe the impact that negative attitudes and inappropriate care and support have on people with dementia, their family and friends. Next to each one, write down the opposite, positive word. In the third column suggest how you can work with individuals to turn three of the negative attitudes into positives.

**Case studies suitable for this criteria:**

**(ICO1/201 The principles of infection prevention and control)**

**Outcome 1.1 Explain employees’ roles and responsibilities in relation to the prevention and control of infection**

**Activities suitable for this criteria:**

Page 211, An infection hazard is anything that puts people at risk of becoming infected. Complete the spidergram with examples of three potential infection hazards at your workplace. An example has been done for you.

Page 212, Complete the following table to show you:

- know how to work to help prevent and control infection associated with the three hazards you identified in the activity on page 211
- know why you need to work in this way.

**Outcome 1.2 Explain employers’ responsibilities in relation to the prevention and control infection**

**Activities suitable for this criteria:**

Page 213, Complete the gaps in the following sentences using the words below. This will show that you understand your employer’s responsibilities about infection prevention and control.

- immunised
- notifiable
- outbreaks
- procedures
- report
- resistance
- supervise
- train

**Outcome 2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection**

**Activities suitable for this criteria:**

Page 215, Complete the spidergram with three of your day-to-day work activities and the laws or regulations relating to infection prevention and control that govern how you carry them out.

Page 215, All health and social care service providers are legally responsible for making sure they meet the safety standards set by regulatory bodies. Regulatory bodies include the Care Quality Commission (CQC), Social Care Councils, the General Medical Council (GMC) and the Nursing and Midwifery Council (NMC).

**Case studies suitable for this criteria:**

Page 214 case study, Moving On
Outcome 2.2 Describe local and organisational policies relevant to the prevention and control of infection
Activities suitable for this criteria:
Page 216, Search the internet for local policies that will shape your work in helping prevent and control infection. Talk to your manager about your own role in helping to prevent and control infection in your organisation. Describe one of each below.

Outcome 3.1 Describe procedures and systems relevant to the prevention and control of infection
Activities suitable for this criteria:
Page 217, Think again about the three day-to-day work activities you listed in the activity on page 215. Look at the procedures or systems you have to follow for each activity and make a note below of what they require you to do to help prevent and control infection.

Outcome 3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation
Activities suitable for this criteria:
Page 218, The Retreat provides residential accommodation with health care for older people and people with physical disabilities. It has just been hit by an outbreak of the highly infectious norovirus, also known as winter vomiting disease. Norovirus infection is common but very difficult to eliminate. However, following procedures described in an outbreak plan can prevent and control its spread.

Outcome 4.1 Define the term ‘risk’
Activities suitable for this criteria:
Page 219, Use a dictionary or an internet search engine to look up the word ‘risk’. In your own words, write its definition below.

Outcome 4.2 Outline potential risks of infection within the workplace
Activities suitable for this criteria:
Page 219, Use a dictionary or an internet search engine to look up the word ‘risk’. In your own words, write its definition below.
Page 220, The wordsearch contains a number of factors – or hazards – in health or social care settings that can put people at risk of catching an infection. See how many you can find.

Outcome 4.3 Describe the process of carrying out a risk assessment
Activities suitable for this criteria:
Page 221, Complete the following risk assessment for three hazards in your workplace that carry a risk of infection. An example has been done for you.

Outcome 4.4 Explain the importance of carrying out a risk assessment
Activities suitable for this criteria:
Page 223, Complete the gaps in the following sentences using the words below. This will show that you understand the importance of carrying out a risk assessment.
adequate desired further hazards healthier legal reduce risk safer who
Page 223, Think about a risk assessment completed in your workplace regarding infection control.
Outcome 5.1 Demonstrate correct use of PPE
Activities suitable for this criteria:
Page 225, Use an internet search engine to find out how, and in what order, you should put on and remove an apron or gown, face mask, goggles and gloves. Describe your findings below.
Page 226, Ask your manager to observe you using PPE. You need to be able to demonstrate that you can:
- put it on correctly
- take it off correctly
- dispose of it correctly.

Outcome 5.2 Describe different types of PPE
Activities suitable for this criteria:
Page 224, Complete the gaps in the following sentences using the words below to show you know about the various types of PPE and the reasons for using them.
clothes face mask hand body waste fluids single use mucous skin hazardous apron disposing goggles gloves food contact

Outcome 5.3 Explain the reasons for use of PPE
Activities suitable for this criteria:
Page 224, Complete the gaps in the following sentences using the words below to show you know about the various types of PPE and the reasons for using them.
clothes face mask hand body waste fluids single use mucous skin hazardous apron disposing goggles gloves food contact

Outcome 5.4 State current relevant regulations and legislation relating to PPE
Activities suitable for this criteria:
Page 226, Complete the spidergram with examples of Acts and regulations that relate to PPE. The first one has been done for you.

Outcome 5.5 Describe employees’ responsibilities regarding the use of PPE
Activities suitable for this criteria:
Page 226, Think of two of your day-to-day work activities that have the potential to spread infection. For each one, describe your, and your employer’s, responsibilities regarding the use of PPE. An example has been done for you.

Outcome 5.6 Describe employers’ responsibilities regarding the use of PPE
Activities suitable for this criteria:
Page 226, Think of two of your day-to-day work activities that have the potential to spread infection. For each one, describe your, and your employer’s, responsibilities regarding the use of PPE. An example has been done for you.

Outcome 5.7 Describe the correct practice in the application and removal of PPE
Activities suitable for this criteria:
Page 225, Use an internet search engine to find out how, and in what order, you should put on and remove an apron or gown, face mask, goggles and gloves. Describe your findings below.

Page 226, Ask your manager to observe you using PPE. You need to be able to demonstrate that you can:
- put it on correctly
- take it off correctly
- dispose of it correctly.

Outcome 6.1 Describe the key principles of good personal hygiene

Activities suitable for this criteria:
Page 228, The wordsearch contains a number of requirements for maintaining good personal hygiene at work. See how many you can find.

Outcome 6.2 Demonstrate good hand washing technique

Activities suitable for this criteria:
Page 229, Use an internet search engine to remind yourself of the correct technique. Try searching for ‘Hand washing technique’. There are numerous websites with easy-to-follow instructions.

Outcome 6.3 Describe the correct sequence for hand washing

Activities suitable for this criteria:
Page 229, Using the information you researched in the previous activity, create a poster that shows the correct sequence for hand washing that could be placed next to each of the hand basins in your workplace.

Outcome 6.4 Explain when and why hand washing should be carried out

Activities suitable for this criteria:
Page 229, Think about your normal working day and complete the table to show that you know when to wash your hands and why it is necessary. An example has been done for you.

Outcome 6.5 Describe the types of products that should be used for hand washing

Activities suitable for this criteria:
Page 230, Complete the gaps in the following sentences using the words below. This will show that you know what type of hand washing products you should use for different situations.

body dirty drying fluids no paper soap towels visibly water

Outcome 6.6 Describe correct procedures that relate to skincare

Activities suitable for this criteria:
Page 230, Carry out a survey at your workplace to find out:
- whether staff know the correct procedures for looking after their skin
- what skincare products are available for staff to use, for example barrier creams, hand creams and hand lotions
- whether the products that are available meet everyone’s needs, for example
- whether they are suitable for someone who has dermatitis or eczema.