

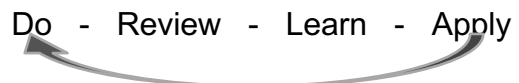
# CACHE HEALTH & SOCIAL CARE Unit 2

## LO1: Understand the responsibilities of health and social care practitioners (P2, P4, P5, M1)

A KEY TERMINOLOGY		
1	Attributes	A quality or characteristic that someone has; confidence, cheerfulness, trustworthiness a willingness to learn.
2	Behaviours	The way a person acts or conducts themselves in response to a particular situation or person; cooperatively, with commitment, calmly.
3	Skills	The ability to do specific tasks well; communication, organisation, observation. Problem solving.
4	Adhere	To follow instructions or rules exactly as required.
5	Confidentiality	Limits access or places restrictions on sharing certain types of sensitive information.
6	Manual Handling	Using the correct procedures when physically moving a load.
7	Safeguarding	Actions taken to protect individuals by ensuring a safe and healthy environment.
8	Best Practice	Procedures or ways of working that are accepted as being the best and most effective methods to use.

B SKILLS, BEHAVIOURS & ATTRIBUTES		
1	Professional	A professional will need skills to be able to complete tasks, behaviours will allow them to put their skills into practice and attributes will show what type of person they are. <i>Trustworthy, objective, patient, respectful, empathy, commitment, communication, initiative, observational. Problem-solving, teamwork.</i>
2	Reflective Practitioner	Someone who looks back over their work on a regular basis so they can consider and make improvements to their working practices.
3	Gibbs Cycle	Description - Feelings - Evaluation - Analysis - Conclusion
4	Main Aspects of Reflection	The 4 main aspects of a reflective practitioner: 1.Evaluating specific incidents or activities 2.Exploring their training and development needs 3.Identifying what went well 4.Identifying what might be done different to improve

C ADHERING TO YOUR JOB DESCRIPTION		
1	Job Description	Sets out all the responsibilities of a job role and includes detailed information about: Tasks involved, responsibilities, work activities, how the role is completed, where they will work, who the manager/supervisor is, hours of work and pay.
2	Policies & Procedures	These are in place to protect service providers and service users from harm and protect their rights and ensure that legislation requirements are met. <i>Risk Assessments, Equal Opportunities, Confidentiality</i>
3	Professionalism	Behaving in a way that is appropriate and acceptable for the job role.
4	Limits & Boundaries	Ensure safe, acceptable and effective practice which is <i>client focused</i> , discourages <i>self-disclosure</i> and ensures practitioners <i>work within their own competencies</i> .
5	Commitment	An agreement to fulfill your responsibilities to the required standard.

D C.P.D		
1	C.P.D	<b>Continuous professional development.</b> Ongoing learning and skill development which is an integral part of any role as it ensure that practice, skills and knowledge are always up to date and meet the required standards.
2	Up-to-date Knowledge	Care organisations and practitioners need to keep themselves up to date about best practice, lessons learned from poor practice, legislation and any updates and any new ways of working.
3	Continuous Improvement	Do - Review - Learn - Apply 
4	Regulatory Requirement	CQC and Ofsted will monitor if services are safe, effective and well-managed and meet the required standards of care
5	Personal & Professional Growth	•Accessing additional training available from the care setting •Working closely with a mentor for knowledge and feedback •Observing experienced colleagues & •Reflective practice
6	Reflective Practitioner	See section B
7	Application of Learning	CPD is not an optional extra; it is essential that practitioners keep their skills and knowledge updated.

# CACHE HEALTH & SOCIAL CARE Unit 2

## LO2: Understand health and social care values underpinning practice (P1, P3, P7, M2, D2)

A KEY TERMINOLOGY		
1	Legislation	A collection of laws passed by Parliament, which state the rights and entitlements of the individual. Laws are upheld through the courts. They protect all groups of people in society from <b>direct</b> and <b>indirect discrimination/ unfair treatment</b> .
2	Redress	Obtaining justice after receiving inadequate care.
3	Protected Characteristic	Nine characteristics identified by the Equality Act: Age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, sex and sexual orientation.
4	Standards	Rules and regulations that set out expected ways of working.
5	Codes of Practice	Rules that outline the agreed ways of working.
6	Regulations	Rules set out in law which are a legal requirement.
7	National Occupational Standards	Statements on the standards of performance individuals must achieve. They describe best practice.
8	6 C's	Key principles that should inform every HSC practitioner: Compassion, courage, communication, care, competence and commitment.
9	Control Measures	Actions that can be taken to reduce the risks posed by a hazard or remove the risks.
10	Harassment	Unwanted behaviour that is intended to intimidate or humiliate someone.
11	Risk Assessment	The process of evaluating the likelihood of a hazard causing harm.

B HEALTH & SOCIAL CARE VALUES		
1	Values of Care	Core principles that ensure that HSC environments deliver appropriate person-centred care.
2	Care Values	Duty of care, safeguarding, person centred approach, partnership working, dignity, respect, rights of individuals, confidentiality and independence
3	Application	Mealtimes, personal care, activities and decision making are all daily tasks which must be considered when valuing care.

C LEGISLATION		
1	GDPR 2018	<b>7 Key principles</b> ; Lawfulness, purpose limitation, data minimisation, accuracy, storage limitation, integrity and accountability.
2	Human Rights Act 1998	<b>Right to</b> life, respect, privacy, liberty, security, freedom from discrimination, freedom of expression, thought and religion.
3	Equality Act 2010	Protects against direct and indirect discrimination of <b>Protected characteristics</b> . Prohibits victimisation and harassment, expects reasonable adjustments to cater for disabilities, rights to breastfeed in public and encourages positive action.
4	Health and Social care Act 2012	' <b>No decision about me, without me</b> ' to ensure choice and consultation. Clinical commissioning groups, Health and Wellbeing Boards, increased focus on public health and Healthwatch
5	Care Act 2014	Local authorities promote wellbeing; personal dignity, protection from abuse and neglect. Physical, mental, emotional, social and economic wellbeing. Continuity of care, Child's Needs Assessments, independent advocates, adult safeguarding responsibilities and guaranteed preventative services.

D PERSON-CENTRED PRACTICE		
1	Person-Centred	<b>Focusing on the needs of the individual.</b> <b>Person – centred approach</b> = putting the needs of the individual first and respecting their unique needs, meaning they are empowered, have control, preferences and choices are offered and observed promoting independence
2	Approach	Putting the needs of the individual first and respecting their uniqueness, meaning they are empowered and have control. Preferences and choices are offered and independence is promoted.
3	Holistic Needs	Considering all aspects, looking at the whole person and not just their illness or disability.
4	P.I.E.S	Physical, Intellectual (cognitive), emotional and social aspects.

# CACHE HEALTH & SOCIAL CARE Unit 2

LO3: Understand partnership working in health and social care (P8, M3, D2)

LO4: Understand different career pathways in the health and social care sector (P5, P6)

A PARTNERSHIP WORKING IN HSC		
1	Working Relationships	Between professionals, occur as part of job role. Clear boundaries, procedures and policies, confidentiality, underpinned by care values, uniform/dress codes, attendance/punctuality
2	Personal Relationships	With friends/family. Develop naturally from choice, not guided by specific rules/policies, share personal information, voluntary, no uniform.
3	Multi-agency	Organisations that work together to provide care and support. Police, charities, schools etc.
4	Multi-disciplinary	Specialist groups who work together to share their expertise and to meet the service users needs
5	C.Q.C	National organisation (Quality Care Commision) that protects adults using HSC services such as hospitals, clinics, GP's etc.
6	Safeguarding	Actions taken to protect people's health, wellbeing and rights which ensure that they are protected from abuse/harm/neglect. <b>Safeguarding boards</b> are local multi-agency bodies who have a legal duty to lead and coordinate safeguarding in the local area, developing policies and procedures and ensuring effective working.
7	T.A.C	Team Around the Child is a group of practitioners who ensure that the needs of the child come first. They are allowed to attend meetings, their welfare is everyone's responsibility, organisations must work together and everyone's views must be considered.
8	Partnership Working	Where practitioners, organisations and families work together for the benefit of the individual who is in need of care and support. The needs of the individual are met by: Working towards shared goals, defined roles and responsibilities, care planning, intervention, referrals, consistent and continuous care, safeguarding and the benefit of expertise.
9	Barriers	These can lead to unsatisfactory outcomes for both the individual and professionals. They are normally down to one or all of the following: Ineffective communication, poor time management and a lack of resources.
10	Solutions	Strategies to overcome these barriers include cooperation, collaboration, problem solving and resolution.

B CAREER PATHWAYS IN HSC		
1	Opportunities	These will allow you to explore possible careers and pathways in HSC and give you a good understanding of the routes you can take to achieve your career aspirations. Volunteering to gain experience, gaining education and qualifications, part-time employment where you can learn from colleagues and mentors and progression are all opportunities that exist in HSC.
2	Sources	Places where you can find information about career development. <ul style="list-style-type: none"> <li>Organisations and services such as the NHS, schools, colleges and professional organisations such as The Nursing and Midwifery Council.</li> <li>Careers advisers will provide you with advice and help you complete applications and prepare for interviews.</li> <li>The internet and media is a great place to find information about gaining job skills, job vacancies and how to apply for job.</li> <li>Work experience/placements will allow you to experience the job to see if you would be interested in doing it as a career.</li> </ul>
3	Qualifications & Training	Qualifications and training can be acquired from FE colleges, Universities or through apprenticeships. Many professional job roles require different qualifications, and entry requirements are very strict for studying certain qualifications. <b>Care certificate 2014</b> = 15 standards that must be completed by carers in their induction process before they are allowed to work unsupervised.
4	P.D.P	A <b>personal development plan</b> is a way of recognising the qualities you already have and planning how you will achieve the skills, qualifications and experience to achieve your career aspirations. Any goals that are set should be <b>S.M.A.R.T.</b> Specific, Measurable, Achievable, Realistic and Timely. Setting short, medium and long term goals can help to motivate you and reviewing your goals will ensure that your P.D.P is always up-to-date and relevant.