



Unit 1 Knowledge Organiser

HEALTH AND SOCIAL CARE PROVISION AND SERVICES

Health and Social Care Provision

- **statutory**: provided in statute and funded by the government
- **private**: profit making business where services are chargeable
- **voluntary**: charities and not-for-profit organisations set up to meet an identified need
- **informal**: unpaid care provided by someone who has a personal relationship with the individual

Functions of Social Care Services

- **residential services** provide long-term care: care homes for adults
- **children and young people services** provide: ▪ 24-hour support and care for an individual with particular needs
- **foster care** provides short- and long-term care: o day to day care to support wellbeing, education and to advocate on behalf of the child or young person
- **respite services** provide short-term care: hospice, respite holiday, day care.
- **community services** are targeted services to meet local need: community centres, family centres.
- **homecare services** provide: ▪ a local service to promote wellbeing, meet a range of individual needs and support the individual's independence

Purpose of Health and Social care Provision

Understand the purpose of health and social care provision is to:

- provide a standard of care to meet government legislative and regulatory requirements
- provide types of intervention specific to the individual's needs and preferences
- provide individualised care to meet long- and short-term needs and preferences

Function of healthcare services

- **hospitals** provide: accident and emergency treatment and aftercare, treatment of infection, diseases and conditions, operations for identified conditions, follow up in outpatient departments and clinics, health and wellbeing centres.
- **general practitioner (GP) surgeries** provide: consultations, minor surgery, practice nurse services, clinical advice and diagnostics, referral to other services, guidance on healthy lifestyles.
- **clinics provide**: mobile screening, family planning services, addiction services, sexual health services.
- **pharmacies provide**: non-emergency medical advice , dispensing services, non-prescription medication.
- **dental services** provide: regular and emergency treatment, oral health advice , referral to hospital services.
- **ambulance services** provide: emergency assessment and transfer to hospital , initial treatment to stabilise a condition, transport services from home to clinics
- **rehabilitation centres** provide: support for the individual to develop and regain abilities needed for daily life.

- ### Key Words
- Statutory
 - Private
 - Voluntary
 - Informal
 - Legislation
 - Regulation
 - Specific
 - Individualised
 - Outpatient
 - Wellbeing
 - Consultation
 - Referral
 - Rehabilitation
 - Advocate
 - Respite
 - Independence



Unit 2 Knowledge Organiser

Unit 2 JOBS IN HEALTH AND SOCIAL CARE AND THE VALUES THAT UNDERPIN PROFESSIONAL PRACTICE

Key Words

Underpin
Empathetic
Safeguarding
Confidentiality
Professional
Development

Care Values

- Communication
- Safeguarding
- Person centred care
- Dignity
- Independence
- Respect
- Duty of Care

2.1 Practitioner roles in health and social care

- **nurse:** collaborates with teams to plan patient care, monitors and records the individual's health status, administers medication and supports holistic care needs
- **doctor:** (hospital based or GPs) diagnoses and treats physical and mental health conditions
 - **paramedic:** responds to emergency calls in the community, assesses the individual and provides life-saving medical intervention
 - **physiotherapist:** assesses and supports the individual affected by injury, illness or disability through tailored exercise programmes, manual therapy and advice
 - **occupational therapist:** assesses and supports the individual's physical, psychological, social and environmental needs and provides adaptations
 - **dentist:** assesses oral health and provides dental treatment
 - **pharmacist:** dispenses medication and advises on the individual's health issues

- **social worker:** works in partnership to assess and support individuals in need to safeguard and protect from harm
- **care assistant:** provides holistic care to meet the individual's needs
 - **speech and language therapist:** provides support for individuals with communication difficulties and individuals with eating, drinking and swallowing problems
 - **outreach worker:** provides emotional and practical support to individuals within the community to help them take part in all aspects of everyday life
 - **family support worker:** establishes relationships with individuals and families in need to provide tailored support
 - **activities coordinator:** organises activities to support the holistic wellbeing of the individual
 - **social care prescriber:** signposts individuals to community support for wellbeing

2.3 Continuing professional development

Continuing professional development (CPD): engage in activities to develop and enhance both personal and professional skills

The **importance of continuing professional development:** ensures knowledge and practice is current, meets regulatory requirements, ensures the quality of care, improves outcomes for the individual or service, enhances professional and personal growth of the practitioner.



Unit 3.1 Knowledge Organiser

Legislation, policies and procedures in health and social care

Key Words

Legislation
Policy
Procedure
Governance
Eligibility

The terms 'legislation', 'policy' and 'procedure'

- **legislation:** a law or set of laws that have been passed by parliament.
- **policy:** a set of guidelines or rules adopted by an organisation.
- **procedure:** an official or established way of carrying out tasks within guidelines.

Relationship between legislation, policies and procedures

- legislation underpins policies and procedures
- policies and procedures reflect legislative requirements and inform organisational purposes and working practices

Legislation governing health and social care services

- **Equality Act (2010):** defines protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- **Health and Safety at Work etc. Act (1974):** defines responsibilities for maintaining health and safety at work
- **Data Protection Act (2018):** defines data protection principles which require fair, lawful, and transparent handling and processing of personal information
- **Health and Social Care Act (2012):** defines the planning, delivering and monitoring of healthcare services
- **Care Act (2014):** defines duties in relation to assessment of needs and their eligibility for publicly funded care and support



Unit 3.2 Knowledge Organiser

Policies and procedures in health and social care

Key Words

Inclusive
Discrimination
Adaptations
Diversity
Regulatory
Inspection
Ahere
Underpin
Boundaries

3.2.1 Key policies and procedures

- procedures in relation to the equality and inclusion policy: inclusive practice which promotes:
 - a person-centred approach: dignity, respect.
 - equal access which ensures: non-discriminatory practice, barriers to access faced by the individual are overcome, adaptations to environment are put in place to meet the individual's needs and preferences, aids and equipment are secured to meet the individual's needs and preferences
- valuing diversity which: celebrates individual differences: values, beliefs, traditions
- procedures in relation to the health and safety policy: risk management, risk assessment.
- infection prevention and control: hand washing, use and disposal of personal protective equipment (PPE), disposal of waste and body fluids.
- manual handling: correct moving and handling techniques.
- accident and incident: reporting and recording, emergency evacuation.
- procedures in relation to the confidentiality policy: information management, sharing information, gain consent, need to know basis.
- storage of information: maintain secure environment, password protected, locked filing cabinet
- reporting and recording: timely, factual, legible

The role of regulatory and inspection bodies

Regulatory and inspection bodies:

- Care Quality Commission (CQC): regulates health and adult social care services
 - Office for Standards in Education, Children's Services and Skills (Ofsted): regulates education, children's services and schools
 - The Health and Care Professions Council (HCPC): register of health and care professionals
 - Nursing and Midwifery Council (NMC): register of those who can practice nursing and midwifery
 - Social Work England: register of those who can practice social work
- Key role of regulatory bodies: uphold standards, ensure public confidence, register services, monitor, rate and inspect services, protect the individual.

Roles and responsibilities of the practitioner

- understand the related legislation, policies and procedures
- adhere to the underpinning policies and procedures
- work within own professional boundaries
- understand how to escalate any concerns
- allow for access to quality health and social care services



Unit 4 Knowledge Organiser

Human development across the life span – Physical Development

Key Definition

physical: the advancement and control of the individual's bodily movements and functions

Infancy

can sit ▪ can roll over ▪ can walk

Childhood

can stand on one leg ▪ can ride a tricycle ▪ cut along a line ▪ legible handwriting ▪ confident at handling large equipment during sports ▪ greater coordination and speed when carrying out fine and gross motor skills

Adolescence

▪ puberty and sexual maturity reached ▪ muscle mass increase ▪ changes in body shape and height

Early./mid Adulthood

full height is reached ▪ body strength at maximum

▪ menopause occurs ▪ loss and greying of hair ▪ muscles start to lose strength

Late Adulthood

decline in mobility ▪ visual and hearing degeneration ▪ loss of bone density • cognitive: the individual's ability to recognise, remember, form concepts and problem solve



Unit 4 Knowledge Organiser

Human development across the life span – Cognitive Development

Key Definition

Cognition includes the development of language and communication

Infancy

learns and responds through senses

- points to body parts
- language develops (for example, babbling, single words, range of 200 words)
- responds to simple commands

Childhood

develops pre-reading then reading skills

- problem solves
- gives reasons for actions
- talks with increasing fluency and confidence

Adolescence

develops complex thinking skills

- memory functions efficiently
- has ability to think, reason and make choices

Early./mid Adulthood

application of analytical skills to work environment or home

- becomes more established in the workplace
- cognitive thinking begins to decrease
- has a range of life experiences which may affect their future

Late Adulthood

short-term memory loss

- decline in attention span



Unit 4 Knowledge Organiser

Human development across the life span – Social Development

Key Definition

: the individual's ability to build relationships and interact with others

Infancy

waves 'bye-bye'
▪ communicates by smiling
▪ can become wary of strangers

Childhood

▪ willing to share toys
▪ can enjoy team games
▪ often has a 'best friend'

Adolescence

▪ increasing independence from parents
▪ friendships become very important
o early

Early./mid Adulthood

relationships form with people from work
▪ friends and social relationships often change

relationships with grandchildren are important
▪ friendships continue from school, through work and outside activities

Late Adulthood

can develop new relationships through new interests
▪ isolation due to lack of social contact in the workplace



Unit 4 Knowledge Organiser

Human development across the life span – Emotional Development

Key Definition

the individual's ability to develop, manage and express feelings and show empathy for others

Infancy

attachments form with main carer ▪ may develop temper tantrums

Childhood

shows affection for younger children ▪ develops fairness and sympathy for others

Adolescence

- mood swings are common
- development of more intimate relationships
- can become self-conscious
- influenced by views, opinions and behaviours of friends (peer pressure)

Early./mid Adulthood

stress due to work, finances and relationship problems ▪ emotional bonds may form with partners and own children

changes in relationships ▪ feelings of loss when children leave home ▪ period of self-doubt and mid-life crisis

Late Adulthood

loneliness due to isolation ▪ less anxiety in life due to no work pressure ▪ self-esteem and confidence may decrease ▪ anxiety over reduced income and care costs



Unit 4 Knowledge Organiser

Human development across the life span

Key Words

Interdependency
Environmental
Characteristics

Biological
Economic

Transition
Diagnosis

4.3 Nature and nurture

Understand the influence of nature and nurture and their interdependence in relation to human behaviour and development:

- nature: biological influences; characteristics inherited from parents.
- nurture: environmental influences; characteristics affected by lifestyle and include social situation, relationships and circumstances, the individual experiences these at home or in the wider world.

4.4 Factors which may impact human development

- biological: inherited characteristics and health conditions
- environmental:
 - lifestyle, rest , physical activity, diet, drugs and alcohol.
 - socio-economic: education, employment, income .
 - relationships: family, partners, friendships.
 - Culture: values, traditions and expectations.
- physical environment: urban, rural.

transition: the change from one stage or state to another in the individual's life, a transition can be **expected** or **unexpected**.

Transitions experienced by the individual

- infancy: starting nursery
- childhood: arrival of new siblings
- adolescence: onset of puberty, sitting examinations , leaving home.
- early, middle, late adulthood: employment, marriage/civil partnerships, parenthood, divorce, bereavement, retirement, diagnosis of medical conditions.

The impact of transitions and biological and environmental factors

Understand the potential impact of transitions and biological and environmental factors on the healthy growth and development of the individual:

Health and wellbeing: physical, mental.

Relationships: belonging, loneliness.

Life chances: expectations, opportunities .

Independence: self-care, dependency.



Unit 5.4 Knowledge Organiser

Care values in practice

Understand the person-centred approach and how care values are applied in practice during daily routines to ensure the physiological, safety, love and belonging, esteem and self-actualisation needs of the individual are met:

The Care Values

- Communication
- Safeguarding
- Person centred care
- Dignity
- Independence
- Respect
- Duty of Care

- **mealtimes:** overcome potential barriers to communication through tailored approaches or offer choice of mealtimes and preferences to meet the individual's requirements, ensure the individual's dietary and cultural needs and preferences are met, agree with the individual the level of assistance required, provide necessary aids and adaptations to promote independence, ensure safe food handling and preparation is maintained or facilitate social interaction, refer to other professionals or services as required, complete appropriate records, report any concerns, maintain confidentiality
- **Personal care and toileting:** overcome potential barriers to communication through tailored approaches, gain consent from the individual, agree support required, meet preferences in choice of care and dressing, provide aids and adaptations to promote independence, ensure privacy and dignity by: shutting doors, closing curtains, being unobtrusive, offer choice of toiletries. Work within health and safety requirements as required, ensure use of PPE: manage waste, correct moving and handling techniques, encourage social interaction, refer to other professionals or services as required, complete appropriate records, report any concerns, maintain confidentiality.
- **Activities:** overcome potential barriers to communication through tailored approaches, find out the individual's interests and preferences, involve family, friends and others at the request of the individual, provide activities to meet choices, facilitate access to a range of services, maintain a tailored approach to support the engagement of the individual or encourage group activities to support positive relationships, risk assess all activities to ensure a hazard-free environment, refer to other professionals or services as required, complete appropriate records, report any concerns, maintain confidentiality.



Unit 6 Knowledge Organiser

How health and social care services are accessed

Types of referral used to access health and social care services

self:

- the individual initiates direct access: makes an appointment with a health or social care practitioner.
- attends a walk-in service
-

professional:

- professional initiates access to: another health or social care practitioner or service

third party:

- family member or friend: accesses a service on behalf of the individual

Barriers to accessing health and social care services for the individual

The learner will understand a range of barriers to accessing health and social care services and recognise strategies to overcome the barriers:

Communication:

barriers that impact on accessing and understanding information:

- sensory impairment
- cognitive impairment
- English as an additional language

overcome barriers:

- ensure effective tailored communication skills are maintained by:
 - providing information in alternative formats
 - providing access to specialist professional services

culture:

barriers that impact on the individual's acceptance of medical treatment and support:

- values
- beliefs

overcome barriers:

- ensure inclusive practice to meet the individual's values and beliefs
- ensure practitioner awareness of a range of culture, values and beliefs and their impact on care needs and preferences

location:

barriers that impact on the individual's ability to access services:

- transport
- cost
- capability of the individual to access building

overcome barriers:

- provide community services
- provide aids and adaptations
- online/telephone consultations and online prescription ordering and delivery



Unit 7 Knowledge Organiser

Partnership working in health and social care

Key Words

partnership working = different practitioners and the individual working together to meet needs

Practitioner
Outcomes
Interventions

How partnership working meets the needs and preferences of the individual

The learner will understand how partnership working meets the needs and preferences of the individual and improves outcomes:

- using the expertise of other practitioners' knowledge, skills and experience
- working together towards shared goals to ensure consistent and continuous care for the individual
- clarifying roles and responsibilities of all practitioners
- establishing care to meet the individual's needs and preferences
- enabling interventions to meet the individual's needs and preferences
- ensuring safeguarding

Potential barriers to partnership working and strategies to overcome barriers

Understand barriers to partnership working and strategies to overcome the barriers:

Communication: level of understanding, level of trust. assumptions

Time management: ineffective time management skills, conflicts in priorities, workload.

Strategies to overcome the barriers:

Communication: agree shared goals, be inclusive, avoid use of jargon, build respect and confidence, acknowledge and understand viewpoints of others

Time management: establish practitioners' commitment and availability, select agreed dates, times and venues, use appropriate mode of communication.

Unit 8 Knowledge Organiser

The Care Planning Cycle



Key Words

Purpose
Implementing
Holistic
Strategies
Assessment

The purpose and impact of person-centred practice

understand the purpose and impact on the individual of person-centred practice:

Purpose: to work with individuals as equal partners when planning and implementing their care o the individual is central and in control of their care.

Impact:
Builds trust between the individual and the health and social care practitioner.

Meets the individual's needs and preferences and establishes support required

Enhances the individual's confidence and self esteem

Promotes the individual's independence o empowers the individual

A Care Plan

The learner will understand the purpose of a care plan:

Care plan: a record that outlines the standardised care and support required to meet the individual's holistic needs and preferences with reference to Maslow's hierarchy of needs

Holistic needs: physical, cognitive, social and emotional.

The Care Plan Cycle

Understand the stages of the care planning cycle and how to plan care for the individual using a person-centred approach. The learner will understand the information recorded in a care plan and how these are completed:

Assess: identify the individual's needs and preferences, identify any risks, discuss and agree care and support required with the individual and relevant others, communicate agreed outcomes with the individual and relevant others, record information and outcomes on the individual's care plan

Implement: agree strategies to meet the individual's needs and preferences, work in partnership with other professionals and services as appropriate, offer advice and guidance to the individual and relevant others o obtain required aids and adaptations, set target and review dates, carry out agreed care and support to meet the needs and preferences of the individual, monitor and record information and outcomes on the individual's care plan

Review: observe the extent to which the individual's needs and preferences have been met o agree any changes required, update the care plan.