



ENDORSED BY



Level 2 Health and Social Care: Core

FOR WALES

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Introduction

This textbook supports learners studying the City and Guilds Level 2 Health and Social Care Core Qualification approved by Qualification Wales.

People who undertake this qualification may be in school or college thinking about starting a career in health and social care, or they may be already in a job, starting a new career or having worked for some time in the Social Care sector. Whatever your situation, this book is for you.

Working in health and social care, whether supporting children and young people or adults, requires a vast amount of skills and knowledge which you will continue to develop throughout your career. This core qualification will ensure you have the essential skills and knowledge required to deliver quality services to people you support in a way which meets their individual needs. It will give you a great foundation to support your work so that you can move on to further learning and development in the future.

The aims of the qualification are to enable learners to develop knowledge and understanding:

- of the core principles and values which underpin Health and Social Care practice;
- of ways of working in the Health and Social Care sector;
- which informs effective practice within Health and Social Care;
- to support progression onto further study within Health and Social Care.

This book gives you the knowledge you need to complete the units in the Core qualification, whether your focus is on working with children and young people or adults. The subjects covered are:

- principles and values of health and social care
- health and well-being
- professional practice as a health and social care worker
- safeguarding individuals
- health and safety in health and social care.

How your knowledge will be assessed

In order to achieve this qualification you will need to undertake a period of teaching and learning. The book will help you throughout this period. You will then go on to the assessment which consists of:

- three externally set case studies which will be marked by your tutor or assessor
- one externally set and externally marked multiple-choice test

You should have plenty of time and support to help you prepare for your assessments. This book will help you revise your knowledge for both the case studies and the test. You can read more about the different learning features that will help you with assessment in the following How to Use This Book section.

Continuing your learning journey

If you are studying this qualification at school or college and thinking of a future career in care, you may also be undertaking the Principles and Contexts qualification at either Level 2 or Level 3. This book will also help you to achieve this qualification as many of the topics covered overlap. If you then go on to work in social care you will already have completed the qualification required to support your registration as a Social Care Worker.

If you are already working in a health or social care setting, you will also be required to undertake a Level 2 or 3 practice qualification. This book will give you the knowledge you need to underpin your practice and help you achieve your practice qualification. This Level 2 Core qualification is a prerequisite to both the Level 2 and Level 3 practice qualifications.

Whatever route you decide to take in your career in health and social care, this book will give you a comprehensive understanding of the social care sector. It will help you learn how to work in a person-centred way, ensuring the well-being and safety of people you support. It will also help you make informed decisions about your own career ambitions and development.

The authors of the book have many years' experience of working in the health and social care sector and are thrilled that they can pass on their knowledge to support your learning. We hope you enjoy the book and wish you every success in your core qualification and future career.

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About the authors

Anne-Marie has worked in the Health and Social Care field for 37 years. She started out as a registered nurse in learning disability working with adults and children. She then went on to manage community-based residential and day services across North Wales. She set up Progression Training, a work-based training provider, in 2003. More recently, Anne-Marie has also been working with Social Care Wales and City and Guilds to develop the Health and Social Care suite of qualifications. She is a principal moderator and external quality assurer for City and Guilds. Anne-Marie's passion is developing others in order to improve services to vulnerable people.

Vicky has over 15 years' experience working with children and young people in a variety of residential and early years settings before moving into Training and Development. She currently oversees the training and education of staff in an array of Health and Social Care settings, and her centre delivers qualifications in Health and Social Care and Children's Care, Play, Learning and Development across Wales. Vicky worked as a consultant on assessment material which was produced for the new suite of Health and Social Care qualifications in Wales.

Maria commenced her career in Health and Social Care 31 years ago living and working in a lay community in France alongside individuals with a range of disabilities and health conditions. Her journey continued through a variety of services and settings in the UK that included working within and leading provision for young and older adults who have learning disabilities, physical disabilities, dementia, mental health needs, challenging needs and sensory impairments. Maria then embarked on delivering a range of Health and Social Care programmes and qualifications in both college and work-based settings. The experience she gained in work and academic settings led Maria to become a qualified assessor, internal and external quality assurer and the chief verifier for vocational-based qualifications in Health and Social Care and Children and Young People's Services. Maria has combined her experience in the social care sector with teaching adults with mental health needs, learning disabilities and additional needs to drive, which is proving to be both enjoyable and rewarding.

How to use this book

Throughout the book you will see the following features.

Key terms, marked in bold purple in the text, are explained to aid your understanding. (They are also explained in the Glossary at the back of the book.)

Case studies provide examples of situations, with questions or discussion points which will help you think about the topics covered and how you might apply them in practice. These will prepare you for the case studies in your final assessment.

Reflect on it activities will help you to reflect on your own experiences, skills and practice, and develop the skills necessary to become a reflective practitioner.

Research it activities encourage you to explore an area in more detail.

Further reading and research boxes offer useful resources and links at the end of every unit.

Short questions to **check your understanding** and multiple-choice questions for **exam practice** appear throughout the book, generally at the end of each LO. These are designed to identify any areas where you might need further training or revision.

About Units 001/002

The first chapter (Units 001/002) covers knowledge outcomes from Unit 001 Principles and values in health and social care (adults) and Unit 002 Principles and values in health and social care (children and young people).

Text relating to adults only is highlighted in blue.

KEY TERM

Safeguarding: protecting an individual's health, well-being and human rights; enabling them to live free from harm and abuse.

CASE STUDY

Ianto has limited verbal communication following a stroke and mainly communicates through body language and facial expression. Over the last year or so Ianto has started becoming increasingly withdrawn.

Discussion points:

- What might be the cause of this?
- What should social care workers do in this situation?

REFLECT ON IT

Imagine a teenager needs to change his living situation when he turns 18. Explain the approaches that can be used to make this transition a positive one.

RESEARCH IT

Think about the media and news stories over the last year, and find examples of stories which reflect a rights-based approach.

FURTHER READING AND RESEARCH

Weblinks

Information about the Social Services and Well-Being (Wales) Act 2014:

<https://socialcare.wales/hub/resources>

Text relating to children and young people only is highlighted in orange.

PRINCIPLES AND VALUES IN HEALTH AND SOCIAL CARE (ADULTS, CHILDREN AND YOUNG PEOPLE)



ABOUT THIS UNIT

Guided learning hours: 100

In this unit you will gain knowledge of how legislation, national policies, guidelines and frameworks support health and social care provision. You will gain an understanding of:

- the need to promote equality and diversity
- how person/child-centred and rights-based approaches relate to health and social care
- how appropriate risk taking supports well-being, voice, choice and control.

You will also learn about:

- the importance of effective communication, including the role of Welsh language and **culture**, in supporting health and social care provision
- how periods of change and transition can impact on individuals/children and young people
- how to develop positive relationships within professional boundaries and approaches that support positive behaviour
- how your own beliefs, values and life experiences can affect your attitude and behaviour towards others.

The terms 'individual' or 'people' refers to adults, or children and young people. The term 'person-centred' relates to adults, children and young people.

Learning outcomes – Adults	Learning outcomes – Children and young people
<p>L01: Understand how legislation, national policies and code of conduct and practice underpin health and social care and support for individuals</p> <p>L02: Understand how rights-based approaches relate to health and social care</p> <p>L03: Understand how to use person-centred approaches</p> <p>L04: Understand how to promote equality, diversity and inclusion</p> <p>L05: Understand how positive risk taking supports well-being, voice, choice and control</p> <p>L06: Understand how to develop positive relationships with individuals, their families and carers in the context of professional boundaries</p> <p>L07: Understand the importance of effective communication in health and social care</p> <p>L08: Understand the importance of Welsh language and culture for individuals and carers</p> <p>L09: Know how positive approaches can be used to reduce restrictive practices in social care</p> <p>L10: Understand how change and transitions impact upon individuals</p> <p>L11: Understand how own beliefs, values and life experiences can affect attitude and behaviour towards individuals and carers</p>	<p>L01: Understand how legislation, national policies and codes of conduct and practice underpin health and social care and support for children and young people</p> <p>L02: Understand how rights-based approaches relate to health and social care</p> <p>L03: Understand how to use person-centred approaches</p> <p>L04: Understand how to promote equality, diversity and inclusion</p> <p>L05: Understand how positive risk taking supports well-being, voice, choice and control</p> <p>L06: Understand how to develop positive relationships with children and young people and their families and carers in the context of professional boundaries</p> <p>L07: Understand the importance of effective communication in health and social care</p> <p>L08: Understand the importance of Welsh language and culture for children and young people</p> <p>L09: Know how positive approaches can be used to reduce restrictive practices in social care</p> <p>L10: Understand how change and transitions impact upon children and young people</p> <p>L11: Understand how own beliefs, values and life experiences can affect attitude and behaviour towards children and young people</p>

LO1 UNDERSTAND HOW LEGISLATION, NATIONAL POLICIES AND CODE OF CONDUCT AND PRACTICE UNDERPIN HEALTH AND SOCIAL CARE AND SUPPORT FOR INDIVIDUALS/ CHILDREN AND YOUNG PEOPLE

GETTING STARTED

There are numerous pieces of legislation that affect people working in health and social care services in Wales. In order to be committed to following legislation, it will help you to know the aim of legislation.

Think about why there is legislation in Wales.

- Who is the legislation there to help?
- How might people benefit from the legislation?

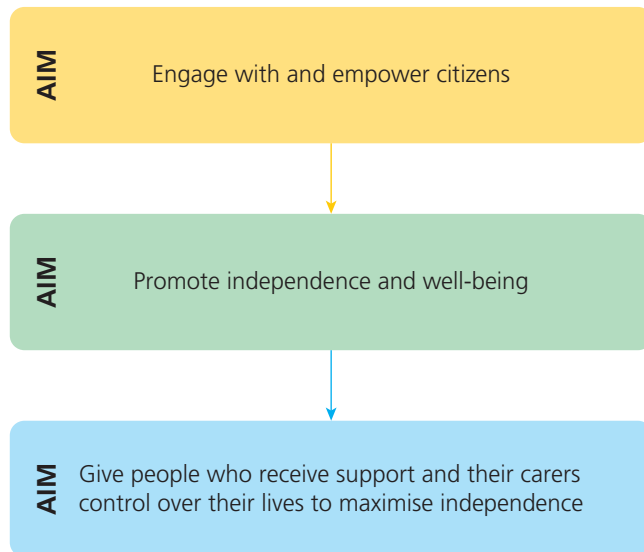
Think about what might happen if there was no legislation.

UK and international legislation or laws are established by governments and are in place to support our rights and protect us from being discriminated against. They also guide workers as to how they should work, and what they should and shouldn't do. They are there to protect workers and the people they support.

AC1.1 Principles and values of the Social Services and Well-Being (Wales) Act 2014

The Social Services and Well-Being (Wales) Act outlines the way in which care services are provided in Wales.

Aims of the Social Services and Well-Being (Wales) Act



▲ Figure 1.1 Aims of the Social Services and Well-Being (Wales) Act

The Act puts the individual and their **carers** right at the centre of any health and social care services.

REFLECT ON IT

Well-being

What does well-being mean?

- List all the things that you think constitute well-being.
- What impact will this definition of well-being have upon practice?

Well-being can be in relation to any of the following:

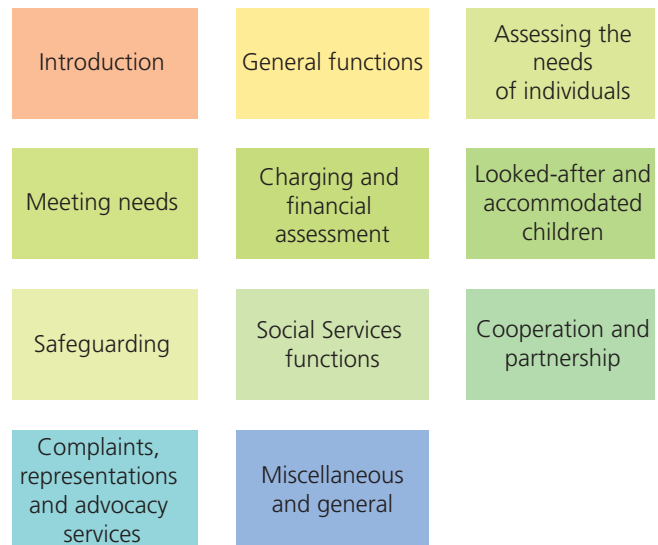
- physical, mental and emotional health
- education, training and recreation
- domestic, family and personal relationships
- social and economic circumstances
- protection from abuse and neglect
- being part of communities and society
- securing rights and entitlements
- a suitable home.

In relation to adults, well-being also includes:

- control over day-to-day life
- participation in work.

In relation to children and young people, well-being also means:

- physical, intellectual, emotional, social and behavioural development.



▲ Figure 1.2 Parts of the Social Services and Well-Being (Wales) Act

In order to ensure well-being, an **assessment** of need should take place when someone is in need of care and support. Where appropriate, an assessment for a carer can be combined with this. The individual or carer can then be signposted to other services that can help and prevent them from needing further support, such as drug rehabilitation or bereavement counselling.

KEY TERMS

Carers: a person who provides or intends to provide care for an adult or child. For the purposes of the Act, the person is not a carer if they provide care under a contract or as voluntary work.

Well-being: a person's health, happiness and ability to achieve goals and develop.

Assessment: a way of finding out what help and support a person needs. This will be different for each person.

If the individual's needs cannot be met by **preventative services**, a **care and support plan** should be developed with them in order to meet their needs. Every care and support plan will be different as no two people are the same.

A care and support plan must identify personal outcomes and set out the best way to achieve them. See AC3.11/3.12 for more information about this type of plan.

The Act gives people more control over their lives and gives them a voice when deciding what support they need and what is right for them in order to ensure well-being. It states that everyone should work together to support the individual in the best possible way.

KEY TERMS

Preventative services: these include services which will help people to be as independent as possible, or to prevent a situation from getting worse, for example, dietician involvement for somebody with an eating disorder. Preventative services aim to reduce the amount of help and support people might need in the future.

Care and support plan: this is developed by a social worker, the individual who needs support and their family/carer. It identifies what matters to the individual, and what help the individual needs in order for them to be as independent as possible, to ensure their well-being, achieve personal outcomes and support their development.

CASE STUDY

David's son is coming out of hospital after a serious road traffic accident. He has been left with long-term injuries. David is unsure of what support he will have but thinks it will include help with shopping and travelling to appointments. David is not sure how long his son will need this extra support.

Discussion points:

- Under the Act, would you consider David to be a carer?
- At what point would David be considered a carer and needing support?

Key principles of the Act

There are five key principles of the Act. These should guide you in everything you do at work. They should help in the planning of services as well as helping workers to support people in their daily lives.

The key principles are shown in Figure 1.3.



▲ Figure 1.3 Key principles of the Social Services and Well-Being (Wales) Act

Voice and control

Everybody needs to be able to have control over what happens in their life and what care and support they receive. Their voice needs to be heard and listened to. By giving people a voice and control over their lives, you can ensure that any care and support that is planned puts the individual at the centre of any decision making as equal partners.

Services should be aiming to support individuals to become as independent as possible and achieve the things that matter to them. They should be a valued part of their community, supported by family and friends.

Sometimes people need help to exercise their rights and to speak up about what they want. This could be because of their age, communication difficulties, learning disabilities, dementia, confidence levels, autism or because they are vulnerable. An advocate

is somebody who can help individuals in situations like this. Under the Act, everybody has a right to an advocate if they need help exercising voice and control.

Children and young people in particular may need support to be heard and have control over their lives. Whilst adults have parental responsibility, professionals need to listen to children and young people and ensure their views and wishes are taken into account in any decisions made.

We will look at advocacy in more detail Learning Outcome 2.

REFLECT ON IT

Think about a time in your life when you felt you didn't have control or people weren't listening to you. How did this make you feel? What did you do in this situation?

Imagine if you have had no control over most of your life and other people have made decisions for you. This could be about things such as:

- where you live
- who you live with
- what you wear
- what and when you eat
- what activities you do.

Many services have been planned like this for a number of years. The Social Services and Well-Being (Wales) Act is designed to change this so that people are in control of their own lives.

Prevention and early intervention

The Act ensures that people can ask for help when they need it. Putting help in place early enough ensures people get the support they need to lead fulfilled lives without the situation getting worse and further help being required.

This can also be important for carers: sometimes they can feel isolated and not able to cope, so prevention and early intervention will help the carer get the support they need to ensure their own well-being.

Childhood and adolescence is a crucial time for physical, emotional, social and intellectual development. Giving children and young people the support they need will contribute to their development and help to prevent difficulties in the future.

CASE STUDY

Nia was very withdrawn and depressed following the death of her father. Bereavement counselling was provided, which helped Nia come to terms with the death.

Discussion point: What are the benefits of this early intervention?

Well-being

Well-being is about supporting people to achieve health and happiness in every part of their life. This makes people feel good about themselves, relaxed and safe. Everyone has a responsibility to ensure their own well-being but sometimes people need help with this. Well-being can influence our mental health as well as the development of children and young people.

Think about well-being in your own life.

- What does this mean to you?
- What makes you happy and fulfilled?
- What is important to you, and how does this improve your own well-being?

CASE STUDY

Alys had been feeling unhappy since finishing her art course in college. She was bored with staying at home all the time, and was becoming fed up as she thought her disability was preventing her from getting a job.

Discussion point: How could Alys be supported to improve her well-being?

The arts can help people improve their well-being. They can help people feel more relaxed and therefore improve emotional health. Creativity helps people's **self-esteem** and helps self-expression. It can:

- reduce social isolation by helping people to make friends
- help people to become more involved in their communities.

KEY TERM

Self-esteem: the value a person places on themselves – what they think and feel about themselves. Low self-esteem refers to a person not feeling very positive about themselves or their abilities.

Different things are important to different people, so supporting well-being isn't the same for everyone. That is why voice, control and well-being go together. It is important to listen to people and give them a chance to say what is important to them, in order to ensure their well-being.

Co-production

Co-production is where individuals and carers who need support and professionals work together as equals in order to plan and design services. Co-production:

- focuses on what people can do and builds on their strengths
- helps to build support networks within communities and develops relationships of trust
- is about shared power and shared responsibility
- ensures everyone feels valued and has a sense of identity as everyone is equal.

Think about people you support. Is there anything you can do to improve co-production?

If you don't support people at the moment, think about how you see co-production working in practice.

Multi-agency

The Act strengthens joint working between professionals such as social services, health services, housing and the voluntary sector. This improves the quality of services to ensure individuals' well-being. It makes sure the right services are available in local communities to meet individuals' needs.

RESEARCH IT

Research your local area to find out what services are available to help individuals.

CASE STUDY

The five principles of the Act

John has had a stroke which has resulted in him not being able to walk or speak. A team of carers are supporting John when he comes out of hospital.

Discussion point: How can each of the five principles be put into action to help improve John's life?

REFLECT ON IT

Think about somebody you support.

- Write down some examples of how you implement the five principles, giving examples of each.
- Can you make any improvements which would help the person lead a better quality of life?

RESEARCH IT

Look at examples of putting the principles into practice on the Social Care Wales website at:

<https://socialcare.wales/hub/hub-resource-sub-categories/principles-of-the-act>

AC1.1 Principles and values of the Social Services and Well-Being (Wales) Act 2014 and the Children Act (1989 and 2004)

The Social Services and Well-Being (Wales) Act is relevant to adults and children. In addition to the principles explained above, the Act also talks about looked after and accommodated children.

The Act supports children and young people in the following ways:

- Ensuring children and young people live with their families in a safe, nurturing environment.
- Supporting cooperation between schools and other agencies.
- Supporting assessment of children's and young people's needs including development needs.
- Ensuring appropriate additional care and support for disabled children.
- Enabling preventative services such as parenting programmes to support families.
- Care and support plans must ensure stability and permanence for children and young people.
- Supporting educational attainment for all children and young people.
- Helping young people prepare for adulthood by ensuring successful transitions to post-18 living arrangements.

- Enabling young people to remain in care until they are 21 or 25 if they are still in education.
- Improving governance of adoption services.

In addition to the Social Services and Well-Being Act, the Children Act is designed to safeguard children and young people from harm and abuse and promote well-being. It ensures children and young people who the court decides are in need of additional services are supported in the following ways:

- The child's welfare is the paramount consideration.
- The wishes and feelings of the child must be considered in line with their age.
- Physical, emotional and educational needs must be considered when deciding what support a child needs.
- Consideration must be given to any harm or abuse they have suffered or are at risk of suffering.
- Capability of parents in meeting the child's needs.

CASE STUDY CHILDREN AND YOUNG PEOPLE

Osian has been in care since he was 12. He is now 16 and is looking forward to his future. His aims are to get an apprenticeship as a joiner and eventually have a flat of his own. He has lots of friends in the town he lives in as he is in the local football team. Osian visits his family regularly, who live about 30 miles away.

Discussion point: How can Osian be helped to achieve his goals?

KEY TERM

Pathway plan: this is drawn up between a social worker and a young person leaving care or transitioning to adult services. It defines what help the person needs and how they will be prepared for this transition.

AC1.2 How the principles underpin health and social care and support practice

It is important to understand legislation including the Social Services and Well-Being (Wales) Act, as this will guide you to put the individual you support at the centre of everything you do.

When thinking about the Act, you need to remember the following:

- Individuals have as much control as possible in the services they receive. Some people may have full control, others may need help with this, for example, people with dementia or children and young people.
- **Safeguarding** is a theme that runs throughout the Act.
- You must always ask individuals what they want and listen to their views.
- You must support people to be able to express their views, for example, provide alternative methods of communication if they have difficulties with speaking.
- You must also listen to other people who are important to the individual, for example, parents, carers, advocates.
- If people need support you can't provide, they will need support to access this.
- You will need to work as part of a team to support the individual or young person.

KEY TERM

Safeguarding: protecting an individual's health, well-being and human rights; enabling them to live free from harm and abuse.

REFLECT ON IT

Think about someone you support: list three improvements you could make in order to implement the principles of the Act.

CASE STUDY ADULTS

Olwen and Dai both have dementia.

Olwen is 83. Her first language is Welsh. She is married to Gwynfor who is a farmer. They still live on the farm and Iwan, their son, also works on the farm. Gwynfor is struggling to cope with Olwen's dementia.

Dai is 62 and has early onset dementia. He lives on his own and his daughter, who lives in London, is worried that Dai isn't safe in his own home.

Discussion point: How might Olwen's and Dai's care and support plans be different?

CASE STUDY CHILDREN AND YOUNG PEOPLE

Ben is 15 and his mother has just died suddenly. Ben, who is an only child, lived with his mum on the outskirts of Cardiff. Ben's aunt lives in Powys, and she has contacted social services as Ben needs somewhere to live.

Freya is 15 and lives with her mum and John, her mum's partner. Her mum and John both misuse substances. John has recently come out of prison. Social Services were called by a neighbour as they were worried about Freya because they thought she was being neglected. She has become very thin and told the neighbours that John wanted her to get illicit drugs for him from a local dealer.

Discussion point: Give examples of how Ben's and Freya's care and support plans might be different.

AC1.3 Codes of conduct and professional practice, including who these apply to and how they can be used

Apart from legislation, there are also codes of practice that describe the **standards** of professional conduct and practice required of those employed in health and social care in Wales. These standards are useful resources for workers as they outline expectations and good practice. They can be used to support self-reflection and self- or team development. The links to these documents are at the end of this chapter.

The Code of Professional Practice for Social Care

The Code states that workers must:

- 1 Respect the views and wishes, and promote the rights and interests, of individuals and carers.
- 2 Strive to establish and maintain the trust and confidence of individuals and carers.
- 3 Promote the well-being, voice and control of individuals and carers while supporting them to stay safe.

- 4 Respect the rights of individuals while seeking to ensure that their behaviour does not harm themselves or other people.
- 5 Act with integrity and uphold public trust and confidence in the social care profession.
- 6 Be accountable for the quality of your work and take responsibility for maintaining and developing knowledge and skills.

In addition to sections 1–6, if you are responsible for managing or leading staff, you must embed the Code in their work.

The NHS Wales Code of Conduct for Healthcare Support Workers in Wales

This guidance is very similar to the Code of Professional Practice for Social Care but it explains how to implement it in a healthcare setting. It says healthcare workers must do the following:

- Be accountable by making sure you can always answer for your actions or omissions.
- Promote and uphold the privacy, dignity, rights and well-being of service users and their carers at all times.
- Work in collaboration with your colleagues as part of a team to ensure the delivery of high quality safe care to service users and their families.
- Communicate in an open, transparent and effective way to promote the well-being of service users and carers.
- Respect a person's right to confidentiality, protecting and upholding their privacy.
- Improve the quality of care to service users by updating your knowledge, skills and experience through personal and professional development.
- Promote equality: all service users, colleagues and members of the public are entitled to be treated fairly and without bias.

Code of Practice for NHS Wales Employers

This code tells employers how to support workers to implement the Code of Conduct for Healthcare Support Workers. It ensures that:

- people know their roles and responsibilities
- training and education are provided.

The Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales

This practice guidance builds on the Code of Professional Practice for Social Care. It is a guide for residential child care workers about what is expected of them. It:

- describes what is expected of workers
- supports workers to deliver a quality service
- ensures **child-centred care and support**.

The practice guidance tells you how to:

- ensure good communication with children and young people
- ensure confidentiality
- work with family members
- ensure professional boundaries and relationships
- protect children's and young people's rights
- know your own limits
- support children and young people to develop their own personal plans
- promote quality of life
- contribute to meeting the health and education needs of children and young people
- support young people to plan for the future
- keep in contact with young people leaving care
- work as part of a team
- complete records and reports
- support children and young people to comment and complain about a service if they are unhappy with it
- ensure children and young people are safe
- ensure health and safety
- develop your own knowledge and practice
- contribute to improving the service to children and young people
- act in a professional manner at all times.

The Practice Guidance for Domiciliary Care Workers and the Practice Guidance for Adult Care Home Workers

Domiciliary care workers or adult care workers should read this practice guidance in conjunction with the Code of Professional Practice for Social Care. In addition to the guide, a useful app can be found at <https://socialcare.wales/resources>, which is specifically designed for domiciliary care workers.

Both guides cover the following areas of practice:

Person-centred care and support	<ul style="list-style-type: none"> • good communication • confidentiality • meeting Welsh language needs • working with families and carers • professional boundaries • rights and protection.
Good domiciliary care practice or good adult care home practice	<ul style="list-style-type: none"> • expectations of workers • knowing your limits • personal plans • delivering care and support • carrying out tasks delegated by another professional • working in people's homes • working at a distance from your manager • working in teams • maintaining records and reports • comments and complaints.
Safeguarding individuals	<ul style="list-style-type: none"> • understanding safeguarding • supporting individuals to keep themselves safe • female genital mutilation • preventing people from being drawn into terrorism.
Health and safety	<ul style="list-style-type: none"> • meeting health and safety and security requirements • medication • safety and well-being • supporting health and safety.
Learning and development	<ul style="list-style-type: none"> • keeping up to date • supervision and appraisal • supporting the learning of colleagues.
Contributing to service improvement	<ul style="list-style-type: none"> • use of resources • raising concerns.
Good conduct	<ul style="list-style-type: none"> • professional registration • gifts and donations • social media • supporting positive behaviour.

KEY TERMS

Standards: these tell you how you should work to ensure quality and implement the legislation. They are the minimum requirements, and may include codes of conduct and practice and regulations.

Child-centred care and support: making sure children and young people receive care and support that meets their individual needs.

Domiciliary care workers: provide care and support to people in their own homes.

AC1.4 How the codes of conduct and professional practice underpin the principles and values of health and social care and support

The codes of conduct and professional practice inform social care workers on how to ensure that person/child-centred care and support is provided to enable the well-being of individuals.

All workers are required to register with Social Care Wales as a social care worker. If you haven't done this yet, your employer will support you with this. In order to register you have to undertake this core qualification – City & Guilds Health and Social Care: Core – and also agree to abide by the standards laid down in the codes of practice.

REFLECT ON IT

Look at the first six standards of the Code of Professional Practice for Social Care above.

- Think about how you implement each of these into your work.
- Can you see the similarities here with the five principles of the Social Services and Well-Being (Wales) Act?

Accountability for your work is required under the standards. This means you must be open and honest. You must tell your employer immediately if something has gone wrong, and they have a responsibility to inform other authorities if required.

You need to give a full account of what has happened so things can be put right and you can learn from your mistakes. This is known as a '**duty of candour**'. It can include things such as:

- medication errors
- giving wrong information to someone
- a breach of confidentiality
- not following organisational policy
- not following up on complaints or concerns raised by an individual or their family
- not reporting safeguarding concerns
- incorrect use of equipment

KEY TERM

Duty of candour: being honest when something goes wrong.

Using social media correctly is another area where you need to think about how you implement the codes of practice. Social media can be very useful to enable you to communicate and keep in touch with people. However if used inappropriately, it can blur the boundaries between professional relationships.

The Code of Practice says you must establish trust and confidence in your professional relationships, and respect privacy and confidentiality. When using social media, this means you:

- must not discuss people you support
- should not accept 'friend' requests from people you support or their families
- must respect the privacy and dignity of the people you support and that of your colleagues.

Check your privacy settings: everything you post has the potential to be spread to a wider audience if you don't have appropriate privacy settings.

LO2 UNDERSTAND HOW RIGHTS-BASED APPROACHES RELATE TO HEALTH AND SOCIAL CARE

GETTING STARTED

We looked at the Social Services and Well-Being (Wales) Act in the last section. A rights-based approach ensures you put the Act in practice in your daily work as you ensure people's rights are upheld by:

- supporting individuals including children and young people to have a voice
- supporting them to have control over their own lives
- treating everyone as equals through co-production.

Think of some ways you can ensure that individuals' rights are met.

AC2.1 Key elements of a rights-based approach

Think about your own life. What rights do you have which are important to you?

We all have many rights in our day-to-day life which have developed over time through changes in legislation in our democratic society. The following rights are considered as important:

- choice
- protection
- confidentiality
- equality
- dignity and respect
- education
- consultation.

A **rights-based approach** ensures that services are provided in a way which puts individuals, children and young people at the centre of planning and delivering services. By working in this way you are ensuring rights are upheld and individuals have support from advocates if they need it.

When you support people in health and social care settings, you will find that individuals are often

vulnerable and services in the past haven't always worked in this person-centred way. Over time the culture in our society has recognised the importance of everybody being treated as equals while recognising **diversity**, in a rights-based approach.

RESEARCH IT

Think about the media and news stories over the last year, and find examples of stories which reflect a rights-based approach.

KEY TERMS

Rights-based approach: ensuring that individuals' rights are upheld in their day-to-day lives.

Diversity: individual differences we have from each other, such as religious belief, race, gender.

AC2.2 How legislation and national policies underpin a rights-based approach

REFLECT ON IT

Think about the Social Services and Well-Being (Wales) Act. How does this ensure a rights-based approach?

The Social Services and Well-Being (Wales) Act is the main piece of legislation relating to health and social care provision in Wales. As we have seen, its aim is to ensure vulnerable people are central to everything you do in order to ensure their rights are met. There are other pieces of legislation, shown in Table 1.1, that ensure these principles underpin the way services are delivered.

Legislation	Explanation of this legislation
Equality Act 2010	Protects people from discrimination and unfair treatment on the basis of personal characteristics including: <ul style="list-style-type: none"> age disability pregnancy and maternity gender gender reassignment sexual orientation race religion or belief marriage or civil partnership.
Human Rights Act 1998	Describes the rights that everybody in the UK is entitled to, such as the right to freedom, right to marry and start a family, right to life and many more. For more information, see Unit 006, AC1.4.
UN Convention on the Rights of Persons with Disabilities	This is an international agreement which protects the rights and dignity of people with a disability. It covers areas such as right to employment, health and accessibility, and states that people with disabilities should be treated equally.
Welsh Language Act 1993 Welsh Language Measure 2011	The Welsh Language Act ensures that public bodies should, as far as practicable, treat the English and Welsh language equally in the conduct of public business in Wales. The Welsh Language Measure updates this legislation and introduces standards which public bodies must achieve. For more information, see AC8.2 and AC8.3 in this unit.
<i>Mwy na Geiriau</i>	Translated as 'More than words', this is a framework for Welsh language in health and social care services. It ensures that people who need services in Welsh automatically receive them without having to ask. This is called the ' active offer '. For more on <i>Mwy na Geiriau</i> , see AC8.3 in this unit.

▲ Table 1.1 Legislation affecting adults, children and young people

The legislation in Table 1.2 relates to the care of adults.

Legislation	Explanation of this legislation
UN Principles for Older Persons 1991	This statement of principles ensures that older people in the UK have their basic needs met, as well as other rights such as having a right to work, education and for their dignity to be respected.
Declaration of rights of older people in Wales 2014	Wales has led the way in ensuring that the rights of older people are met. The first Older People's Commissioner was appointed as a result of this declaration to uphold older people's rights in Wales.
Mental Health Act 1989 Code of Practice for Wales 2008	The Mental Health Act is the main piece of legislation that covers the assessment, treatment and rights of people with a mental health disorder. The Code of Practice for Wales gives guidance to professionals about how to implement the Act and also on medical treatment for mental health. For further information, see the links at the end of the chapter.
Mental Health (Wales) Measure 2010	The Measure sets standards for assessment, treatment and advocacy in mental health care.
Mental Capacity Act 2005 The Mental Health Act Code of Practice for Wales	This Act is designed to protect and empower people who may lack mental capacity . Where people cannot make a decision or lack capacity, whoever is making a decision on their behalf must do so in the individual's best interests. The Mental Health Act Code of Practice for Wales explains how the Act should be implemented in Wales. It sets standards for hospital admissions, care and treatment, safeguarding and leaving hospital. For further information, see the links at the end of the chapter.

▲ Table 1.2 Legislation affecting adults



Legislation	Explanation of this legislation
Deprivation of Liberty Safeguards/Liberty Protection Safeguards	<p>Deprivation of Liberty Safeguards (DoLS) is an amendment to the Mental Capacity Act. It protects an individual's liberties if there are any restrictions applied under the Mental Capacity Act in order to keep them safe.</p> <p>The Liberty Protection Safeguards (LPS) will replace DoLS in April 2022. They have the same aim as DoLS but the assessment has been strengthened and there is a greater involvement for families. The safeguards have also been extended to cover 16 and 17 year-olds, whereas DoLS required a court order to safeguard young people of this age. LPS will also cover people in domestic settings such as their own home, shared lives or supported living, whereas DoLS is just for people in hospital, nursing or care homes.</p> <p>For more information, see Unit 006.</p>
Welsh Government Strategic Framework for the Welsh Language in Health and Social Care 2013	<p>This framework builds on <i>Mwy na Geiriau</i> and looks at how Welsh language will be promoted in health and social care. It looks at topics such as service planning, responsibility, professional education and Welsh in the workplace.</p> <p>For more information, see AC8.2, 8.3 and 8.4 in this unit.</p>

▲ Table 1.2 Legislation affecting adults (*continued*)

Table 1.3 contains legislation which relates to children and young people.

Legislation	Explanation of this legislation
Children Act 1989 and 2004	<p>The Act provides the legal basis for how social services and other agencies deal with issues relating to children. The main principles of the Act are to:</p> <ul style="list-style-type: none"> allow children to be healthy allow children to remain safe help children to enjoy life assist children in their quest to succeed help make a positive contribution to the lives of children help achieve economic stability for children's future. <p>For more information, see Unit 005, AC1.1.</p>
UN Convention on the Rights of the Child 1990	<p>There are a number of human rights granted to children under this international agreement. They cover areas such as civil, political, economic, social and cultural rights of children of every race, religion and ability.</p>
Welsh Assembly Government's Seven Core Aims for children and young people 2000	<p>The Seven Core Aims was adopted by Welsh Government as a commitment to ensure the rights of children. Figure 1.4 shows the areas covered by these seven aims.</p> <p>For further information, see the links at the end of the chapter.</p>

▲ Table 1.3 Legislation affecting children and young people

KEY TERMS

Active offer: providing a service in Welsh without someone having to ask for it.

Mental capacity: the ability to make an informed decision, and to be able to weigh up the options and consequences.

REFLECT ON IT

Which of the legislation in Tables 1.1, 1.2 and 1.3 is relevant to adults or children and young people you support? Think of examples of how you can put each of the relevant legislation into practice.



▲ Figure 1.4 Seven core aims for children and young people

We have seen that there is plenty of legislation in Wales which underpins a rights-based approach. It will guide you in your work to ensure you uphold the rights of the people you support.

AC2.3 How legislation impacts on a rights-based approach in practice

Social care workers have a responsibility to implement the legislation and codes of practice in everything they do. This ensures they adopt a rights-based approach by giving people voice and control, respecting people's choices and ensuring their rights are upheld.

CASE STUDY ADULTS

Sali has dementia. She is leaving hospital after a stroke and is moving into a care home.

Discussion point: How might legislation impact on Sali?

CASE STUDY CHILDREN AND YOUNG PEOPLE

Huw is 8 years old and lives with his mum. He has regular visits from social services, who regard him as vulnerable due to his mum's alcohol and drug dependency. He hasn't met all his developmental milestones and has been struggling in school.

Discussion point: How might legislation impact on Huw?

AC2.4 The term 'advocacy' and how it can support a rights-based approach

Advocacy is used in health and social care settings to help stand up for people's rights when they are unable to do so themselves. The advocate works in partnership with the individual, getting to know the person and what is important to them. The advocate would then ensure that the adult's, child's or young person's voice and

views are heard and that they are treated with respect. They will also support the individual to understand their rights, to help them make an informed choice.

An advocate can help somebody to:

- access services
- exercise their rights
- express their views
- explore and make informed choices
- make a complaint
- move care settings
- attend meetings and medical appointments
- liaise with other professionals or do this on their behalf.

The Social Services and Well-Being (Wales) Act and the Mental Capacity Act require local authorities to provide an independent advocate if a person in care needs one.



▲ Figure 1.5 Main roles of an advocate

Advocacy promotes social inclusion, equality and social justice. The advocate is independent from other services so is free from conflict of interest.

The advocate should support **self-advocacy** where possible. This means enabling people to stand up for their own rights themselves by giving them the support and information to do this. Where someone doesn't have the capacity to do this, the advocate can act on their behalf.

To ensure accountability, advocates also have a code of practice and charter that they have to work to.

REFLECT ON IT

- Think about how advocacy can support a rights-based approach.
- List key words that demonstrate this, such as **empowerment** and accountability.

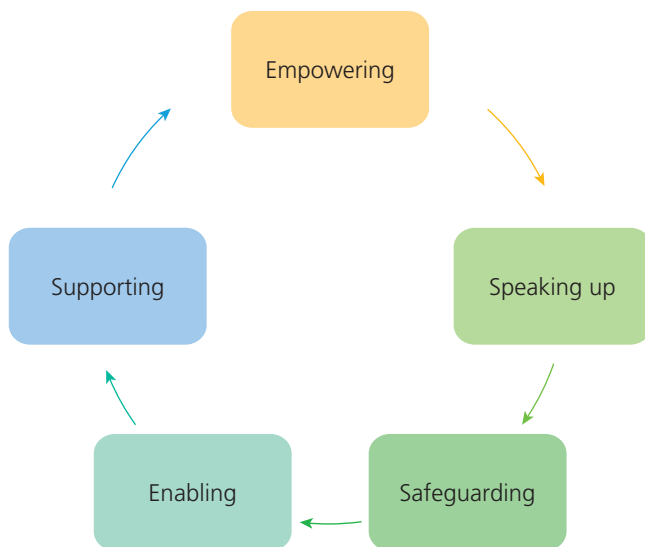
KEY TERMS

Advocacy: a service which provides representation to people for purposes relating to their care and support.

Empowerment: supporting people to take control over their own lives and make their own decisions.

CASE STUDY

Discussion point: Thinking about the case studies above, how might an advocate be able to help Sali or Huw?



▲ Figure 1.6 The purpose of advocacy

RESEARCH IT

Look at the advocacy charter online to learn more about the role of an advocate:

www.advocacymatterswales.co.uk/about-us/advocacy-charter/

AC2.5 Ways in which individuals, children and young people and their families or carers can be supported to make a complaint or express a concern about their service

Think of an occasion when you were dissatisfied or unhappy about a service you received, such as:

- having to wait too long for an appointment at your General Practitioner (GP) surgery
- the food you were served at a restaurant being too cold or the wrong item
- poor customer service when buying a new mobile phone.

Think about how you felt and what happened.

- Did you take any action?
- If so, what did you do? If not, why not?
- How did it make you feel afterwards?
- Why do you think you felt this way?

Now think about somebody you support.

- Would they need any help to complain if they faced a similar situation?
- How might you be able to help them?
- If they didn't have support to complain, how might they feel?

A rights-based approach recognises when things go wrong and when services are not delivered in a way that they should be. Individuals and their families should have information about how to make a complaint.

Making a complaint can be a scary prospect for many people. Often, we worry that we will offend someone by making a complaint, and this may stop us from making one. Individuals you support may feel the same way when they make complaints. However, you should remember that complaints can lead to improved practice, so it is crucial that you make individuals feel that their concerns and complaints are welcomed and taken seriously.

When supporting someone to make a complaint, you should:

- listen to what they have to say and check your understanding is correct
- ensure the individual has access to the complaints procedure and knows what their rights are
- not disagree with the person but accept their feelings
- thank them for bringing it to your attention and reassure them you will either take action or pass it on to your manager

- pass it on to your manager and agree what action should be taken
- ensure someone feeds back to the individual who has made the complaint
- ensure it is recorded in line with policies and procedures.

If a person needs an advocate in order to make a complaint, ensure they have access to one.

Check your understanding

- 1 What do the terms 'voice' and 'control' mean?
- 2 What should be completed when people need care and support?
- 3 Identify three principles of the Social Services and Well-Being (Wales) Act.
- 4 Define the term 'well-being'.
- 5 State two potential impacts of reduced mobility on well-being.
- 6 List three examples of how you can put the Act into practice when supporting people with dementia.
- 7 Explain how promoting positive routines, such as set meal and homework times, might support children's and young people's well-being and development.
- 8 What is meant by the term 'accountability'?
- 9 Give three examples of breaches of the Code of Professional Practice for Social Care.
- 10 Outline three reasons why sharing social media contact details with individuals is considered to be poor professional practice.
- 11 How can an advocate help an individual, child or young person?
- 12 Why is it important that you support people to make complaints if they are not happy with the service they are receiving?

Question practice

- 1 How does the Human Rights Act support individuals' rights?
 - a It protects individuals from discrimination.
 - b It promotes equality.
 - c It describes the rights of people with disabilities.
 - d It describes the rights everybody's entitled to.
- 2 What is the most important reason for working in a person/child-centred way in a care setting?
 - a to uphold the rights of individuals/children accessing care and support
 - b to meet current health and safety requirements
 - c to increase equality and diversity in the care setting
 - d to promote a feeling of community within the care setting
- 3 How does the Social Services and Well-Being (Wales) Act aim to support rights-based approaches?
 - a It promotes voice and control.
 - b It safeguards children.
 - c It identifies protected characteristics.
 - d It ensures decisions are made in the best interest of the individual.

Level 2 Health and Social Care: Core

FOR WALES

**I Anne-Marie Furse
Maria Ferreiro Peteiro
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