**Section 1**: **Principles and values of health and social care (adults)**

**Introduction to the section:**

This sections explores the principles and values which underpin the practice of health and social care workers, with reference to the legal framework for practice; the Code of Conduct for Healthcare Support Workers and the Code of Professional Practice for Social Care.

The principles of well-being, voice, choice and control are themes which run through this section and new workers are introduced to what it means to work in a person centred way.

It also includes:

* Rights based approaches
* Equality, diversity and inclusion
* Positive risk taking
* Relationship centred working
* Communication
* Welsh language and culture
* Positive approaches to reduce restrictive practices
* Change and transitions

**Useful resources:**

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| ‘Professional boundaries: a resource for managers’ |
| Learning Hub for Social Services and Well-Being Act |
| The Code of Professional Practice for Social Care and associated resources |
| Positive Approaches: Reducing Restrictive Practices in Social Care |

**Heading 1.1** – **Legislation, national policies and Codes of Conduct and Practice**

**How legislation, national policies and Codes of Conduct and Practice underpin health and social care and support for individuals**

| **1.1a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| Describe the principles and values of the Social Services and Well-Being (Wales) Act |  |  |  |
| Describe why these principles are important for health and social care and support and how they underpin practice |  |  |  |
| Outline what the **Codes of Conduct and Professional Practice** are, who these apply to and how they can be used |  |  |  |
| Explain how the Code of Conduct and the Code of Professional Practice underpin the principles and values of health and social care and support |  |  |  |
| **1.1b Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show how you relate the principles and values of the Social Services and Well-being (Wales) Act to your practice |  |  |  |
| You are able to give examples of how you uphold the Codes of Conduct and Practice in your work |  |  |  |

**Heading 1.2: How rights based approaches relate to health and social care**

**How rights based approaches relate to health and social care**

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| **1.2a Core knowledge learning outcomes** | **Evidence** | **Assessed by who and when** | **Signatures** |
| Explain the meaning of a rights based approach |  |  |  |
| Outline how legislation and national policies underpin a rights based approach to include:   * Social Services and Well-Being (Wales) Act 2014 * Equality Act 2010; * Human Rights Act 1998 and associated Conventions and Protocols such as, UN Convention on the Rights of Persons with Disabilities and UN Principles for Older Persons 1991, Declaration of rights of older people in Wales (2014); * Mental Health Act (1989), Code of Practice for Wales (2008) and the Mental Health (Wales) Measure (2010) * Mental Capacity Act 2005 and associated Code of Practice; * Deprivation of Liberty Safeguards; * Welsh Language Act 1993; Welsh language measure (2011) and Mwy na Geriau, Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2103) |  |  |  |
| Outline what this legislation means in practice |  |  |  |
| Explain what is meant by a best interest assessment |  |  |  |
| Describe how advocacy can support a rights based approach |  |  |  |
| **1.2b Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to demonstrate a rights based approach in your practice |  |  |  |

**1.3 How to use person centred approaches**

**How to use person centred approaches**

| **1.3a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| What is meant by the term ‘person centred approaches’ |  |  |  |
| Explain why person centred approaches are important |  |  |  |
| Describe what is meant by the term ‘co-production’ |  |  |  |
| Give examples of what is meant by ‘voice, choice and control’ |  |  |  |
| Explain the importance of knowing an individual’s preferences and background (the unique mix of a person’s experience, history, culture, beliefs, preferences, family relationships, informal networks and community) |  |  |  |
| What is meant by the term ‘empathy’ and why this is important for person centred practice |  |  |  |
| Give examples of ways of working to establish the preferences and backgrounds of individuals, what matters to them and the outcomes that they want |  |  |  |
| What is meant by the term ‘treating people with dignity and respect’ and why this is central to the role of the health and social care worker |  |  |  |
| Give examples of ways of working that support person centred approaches |  |  |  |
| Explain what is meant by the term ‘**Active participation’** |  |  |  |
| Explain why it is important to support individuals to engage in activities that are meaningful and enjoyable |  |  |  |
| Describe how person centred approaches are used to support active participation and inclusion |  |  |  |
| What is meant by establishing consent with an individual when providing care or support and why this is important |  |  |  |
| **1.3b Additional H&SCIF Learning Outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show how you recognise the importance to knowing an individual’s preferences and background and reflect this in the way that you practice |  |  |  |
| You demonstrate person centred approaches in your practice |  |  |  |

**1.4 Equality, diversity and inclusion**

**How to promote equality and diversity**

| **1.4a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| What is meant by the terms ‘equality, diversity, inclusion and discrimination’ |  |  |  |
| What is meant by the term ‘protected characteristics’ |  |  |  |
| Give examples of how person centred approaches promote equality, diversity and inclusion |  |  |  |
| Give examples of how cultural, religious and linguistic backgrounds of individuals and carers can be valued |  |  |  |
| Give examples of ways in which discrimination or practice that does not support equality, diversity and inclusion can be challenged |  |  |  |
| **1.4b Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to demonstrate practice that respects and promotes equality and diversity |  |  |  |

**1.5 Positive risk taking**

**How positive risk taking supports well-being, voice, choice and control**

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| **1.5a** **Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘positive risk taking’ |  |  |  |
| Explain the importance of being able to take positive risks on the well-being of individuals |  |  |  |
| Explain the rights of individuals to make choices and take risks |  |  |  |
| Give examples of how balancing rights, risks and responsibilities contributes to person centred approaches |  |  |  |
| Outline what to consider when supporting individuals to take positive risks |  |  |  |
| **1.5b Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to demonstrate that you know how risk assessments are used in your work setting to support individuals to take positive risks |  |  |  |

**1.6 Positive relationships and professional boundaries**

**How to develop positive relationships with individuals, their families and carers in the context of ‘professional boundaries’**

| **1.6a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| Describe what relationship centred working mean |  |  |  |
| Explain the importance of developing a positive relationship with individuals, their families and carers and how these relate to professional boundaries |  |  |  |
| Give examples of unacceptable practices in relationships with individuals, their families and carers |  |  |  |

**1.7 Communication**

**The importance of effective communication in health and social care**

| **1.7a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| What is meant by the term ‘effective communication’ |  |  |  |
| Outline key features of effective communication |  |  |  |
| Describe the skills that are needed to communicate effectively |  |  |  |
| Explain why effective communication is important for the well-being of individuals and positive relationships with their families, carers and others |  |  |  |
| Outline how to find out an individual’s communication and language needs, wishes and preferences |  |  |  |
| Outline barriers to effective communication |  |  |  |
| Give examples of ways to address barriers to effective communication |  |  |  |

**1.8 Welsh language and culture**

The importance of Welsh language and culture for individuals and carers

| **1.8a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| Explain the importance of recognising and supporting Welsh language and culture |  |  |  |
| Outline legislation and national policies for Welsh language |  |  |  |
| Outline the principles of Mwy na Geriau / More than just words |  |  |  |
| Explain the meaning of the Active Offer |  |  |  |
| **1.8b Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show how you implement the principles of Mwy na Geiriau / More than just words |  |  |  |

**1.9 Positive approaches to reduce restrictive practices in health and social care**

**How positive approaches can be used to reduce restrictive practices in social care**

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| **1.9a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Explain the meaning of the terms ‘positive approaches’ and ‘**restrictive practices’** |  |  |  |
| Give examples of potential underlying causes that impact upon the behaviour of individuals |  |  |  |
| Explain how positive approaches can be used to reduce restrictive practices |  |  |  |
| **1.9b Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to demonstrate the use of positive approaches in your practice |  |  |  |

**1.10 Change and transitions in health and social care**

**Know how change and transitions impact upon individuals**

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| **1.10a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signature** |
| Outline types of change that may occur in the course of an individual’s life as a result of **significant life events** or **transitions** |  |  |  |
| Give examples of factors that make these changes either positive or negative |  |  |  |

**1.11 Reflection**

**How own beliefs, values and life experiences can affect attitude and behaviour towards individuals and carers**

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| --- | --- | --- | --- |
| **1.11a Core knowledge learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Describe the impact of own attitude and behaviour on individuals and carers |  |  |  |
| **1.11b Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show how you reflect on how your attitude and behaviour impact on individuals/s that you support |  |  |  |

**Glossary**

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual’s right to participate in the activities and relationships of everyday life as independently as possible.

**Carers would include** any person over 18 who provides or intends to provide care or support to another adult who needs care. This includes emotional care and support as well as physical. A person who is paid to provide care or does so as a voluntary worker is not considered a carer.

The **Codes of Conduct and Practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales.

The **individual** is the person you support or care for in your work. This could be a child or an adult

**Planning process** would include identifying goals or outcomes and enabling participation in activities; monitoring, reviewing and evaluating plans

**Restrictive practices** are a wide range of activities that stop individuals from doing things that they want to do or encourages them do things that they don’t want to do. They can be very obvious or very subtle. They should be understood as part of a continuum, from limiting choice, to a reactive response to an incident or an emergency, or if a person is going to seriously harm themselves or others.

**Significant life events** would include important changes in an individual’s life both positive and negative. For individuals with some conditions they may be changes and disruption to their routines; for others they may be the onset of a deteriorating condition such as sensory loss or dementia; for others they may be a sudden change to their lives such as stroke, accidents, loss and bereavement); and for others it may be a crisis affecting them

**Transitions** could include: people moving into or out of the service provision, births, deaths, marriages, employment, redundancy, retirement, transferring between years in schools or colleges, transferring between education establishments, physical changes such as the onset of puberty, moving into adulthood, becoming a carer.

**Additional Information:**

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| **Related Qualifications** |
| Level 2 award social care induction in Wales |
| Level 2 diploma health and social care (adults) |
| Level 3 diploma health and social care (adults) |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |
| Level 3 maternity and paediatric support |
| Level 3 diploma in occupational therapy support |
| Level 3 diploma in physiotherapy support |
| Level 3 diploma in podiatry support for podiatry assistants and technicians |
| Level 3 diploma in speech and language therapy support |
| Level 3 diploma in primary care support |
| Level 3 rehabilitation support worker |
| Level 3 allied health profession support |

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| **Related units** | **Level** | **Knowledge or competence** |
| Induction to the principles and values of care when working with adults at risk in Wales | 3 | K |
| Induction to communication within a social care context in Wales | 2 | K |
| HSC 026: Implement person centred approaches in health and social care | 2 | C |
| HSC 036: Promote person centred approaches in health and social care | 3 | C |
| HSC2031: Contribute to positive risk taking for individuals | 2 | C |
| SHC23: Introduction to equality and inclusion in health and social care | 2 | C |
| SHC33: Promote equality and inclusion in health and social care | 3 | C |
| HSC3033: Support individuals during a period of change | 3 | C |
| SHC021: Introduction to communication in health, social care or children’s and young people’s settings | 2 | C |
| SHC031: Promote communication in health, social care or children’s and young people’s settings | 3 | C |
| HSC 028: Handle information in health and social care | 2 | C |
| HSC 038: promote good practice in handling information in health and social care settings | 3 | C |

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| **Related National Occupational Standards** |
| SCDHSC0024: Support the safeguarding of individuals |
| SCDHSC0035: Promote the safeguarding of individuals |
| SCDHSC0234: Uphold the rights of individuals |
| SCDHSC3111: Promote rights and diversity |
| SCDHSC0382: Support individuals to manage change in their lives |
| SCDHSC0021: Support effective communication |
| SCDHSC0031: Promote effective communication |