Integrated roles in health and social care

Learning profile: Extended care worker

This document is designed to provide guidance to support employers to understand how the Health and Social Care Diploma can be utilised to meet the emerging needs of integrated roles. In order to produce this document Skills for Care have spoken to a number of employers and reviewed a small number of job descriptions currently being used. These roles are developing and evolving at pace and in most cases are being designed at local level to meet local needs. Therefore these documents will be refreshed regularly as more information and intelligence is gathered. Skills for Care fully acknowledges the variances and differences between jobs, job titles and job descriptions and therefore this document is merely a starting point to reflect the learning to date. The purpose of this document is to aid employers in understanding how the Health and Social Care Diploma can support the learning requirements of a worker in this type of role. The document may also aid discussions with partners in identifying the scope and development of existing roles to support the integration agenda. The document also includes learning outcomes that may help to support the identification and development of internal learning packages or in discussions with your learning provider about which units may be required.

The Diploma is the main qualification within the Health and Social Care Apprenticeship and therefore the same combination can be used if the employee wishes to undertake a Health and Social Care Apprenticeship. Each profile is an example of how units within the diploma may be combined to meet the job description. It is possible to combine a number of other units depending on the requirements of the individual role. The learning outcomes demonstrate both the knowledge (outcomes that begin with ‘understand/know how to’) and skills (outcomes that begin with ‘be able to’) components which combined form the competency. These profiles are applicable for those working in both Health and Social Care.

Context:
For those working in home care or care homes including registered nursing homes. This role may also operate as part of an integrated community team or as part of a hospital discharge team.

Nature of Integration and the importance of the role:
This role may work as part of a home care team, or be hospital based as part of a discharge or reablement team. This role builds on the traditional role of care worker with additional delegated health care tasks and responsibilities. The additional health care tasks will be defined by the needs of the service user and dependent on the supervision/additional training requirements for the health task by a health care professional (e.g district nurse). The example below is specific to working with individuals with dementia.
**Qualification:**
Level 3 Diploma in Health and Social Care (Adults) for England/Advanced Level Apprenticeship

**Role description:**
Front line staff operating in care/health settings. They work with all types of people who need care and support to live as independent as possible. Care will usually include assisting with personal care and may include health tasks such as undertaking physiological measurements or dressing wounds.

**Examples of Job titles include:**
Super care worker, Extended home care worker, enhanced home care worker, enhanced care worker, personal assistant, nursing assistants

<table>
<thead>
<tr>
<th>Unit ref no</th>
<th>level</th>
<th>Title</th>
<th>Credits</th>
<th>Learning outcomes</th>
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</table>
| SHC 31      | 3     | Promote communication in health, social care or children’s and young people’s settings | 3       | 1) Understand why effective communication is important in the work setting  
2) Be able to meet the communication and language needs, wishes and preferences of individuals  
3) Be able to overcome barriers to communication  
4) Be able to apply principles and practices relating to confidentiality |
| SHC 32      | 3     | Engage in personal development in health, social care or children’s and young people’s settings. | 3       | 1) Understand what is required for competence in own work role  
2) Be able to reflect on practice  
3) Be able to evaluate own performance  
4) Be able to agree a personal development plan  
5) Be able to use learning opportunities and reflective practice to contribute to personal development |
| SHC 33      | 3     | Promote equality and inclusion in health, social care or children’s and young people’s settings. | 2       | 1) Understand the importance of diversity, equality and inclusion  
2) Be able to work in an inclusive way  
3) Be able to promote diversity, equality and inclusion |
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| SHC 34      | 3    | Principles for implementing duty of care in health, social care or children's and young people's settings. | 1     | 1) Understand how duty of care contributes to safe practice  
2) Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care  
3) Know how to respond to complaints |
| HSC 024     | 2    | Principles of safeguarding and protection in health and social care | 3     | 1) Know how to recognise signs of abuse.  
2) Know how to respond to suspected or alleged abuse.  
3) Understand the national and local context of safeguarding and protection from abuse.  
4) Understand ways to reduce the likelihood of abuse.  
5) Know how to recognise and report unsafe practices. |
| HSC 025     | 2    | Role of health and social care worker | 2     | 1) Understand working relationships in health and social care.  
2) Be able to work in ways that are agreed with the employer.  
3) Be able to work in partnership with others. |
| HSC 036     | 3    | Promote person centred approaches in health and social care | 6     | 1) Understand the application of person centred approaches in health and social care  
2) Be able to work in a person-centred way  
3) Be able to establish consent when providing care or support  
4) Be able to implement and promote active participation  
5) Be able to support the individual's right to make choices  
6) Be able to promote individuals well-being  
7) Understand the role of risk assessment in enabling a person centred approach |
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| HSC 037 | 3     | Promote and implement health and safety in health and social Care | 6       | 1) Understand own responsibilities, and the responsibilities of others, relating to health and safety  
2) Be able to carry out own responsibilities for health and safety  
3) Understand procedures for responding to accidents and sudden illness  
4) Be able to reduce the spread of infection  
5) Be able to move and handle equipment and other objects safely  
6) Be able to handle hazardous substances and materials  
7) Be able to promote fire safety in the work setting  
8) Be able to implement security measures in the work setting  
9) Know how to manage stress |
| HSC 038 | 3     | Promote good practice in handling information in health and social care settings | 2       | 1) Understand requirements for handling information in health and social care settings  
2) Be able to implement good practice in handling information  
3) Be able to support others to handle information |

**total credits:** 28

**Group B – Dementia pathway**

<table>
<thead>
<tr>
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</thead>
</table>
| IC01  | 2     | The principles of infection prevention and control       | 2       | 1) Understand roles and responsibilities in the prevention and control of infections  
2) Understand legislation and policies relating to prevention and control of infections  
3) Understand systems and procedures relating to the prevention and control of infections  
4) Understand the importance of risk assessment in relation to the prevention and control of infections  
5) Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections  
6) Understand the importance of good personal hygiene in the prevention and control of infections |
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>1)</th>
<th>2)</th>
<th>3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEM 301</td>
<td>3</td>
<td>Understand the process and experience of dementia</td>
<td>Understand the neurology of dementia.</td>
<td>Understand the impact of recognition and diagnosis of dementia.</td>
<td>Understand how dementia care must be underpinned by a person centred approach.</td>
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<td></td>
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<td>total credits: 5</td>
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<td>Group C – suggested optional units</td>
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<tr>
<td>DEM 304</td>
<td>3</td>
<td>Enable rights and choices of individuals with dementia whilst minimising risks</td>
<td>Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm.</td>
<td>Be able to maximise the rights and choices of individuals with dementia</td>
<td>Be able to involve carers and others in supporting individuals with dementia</td>
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<td>4) Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights of choices</td>
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<td>HSC 3053</td>
<td>3</td>
<td>Obtain venous blood samples</td>
<td>Understand legislation, policy and good practice related to obtaining venous blood samples.</td>
<td>Understand the anatomy and physiology relating to obtaining venous blood samples.</td>
<td>Be able to prepare to obtain venous blood samples.</td>
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<td>2) Be able to obtain venous blood samples.</td>
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<td>3) Be able to obtain venous blood samples.</td>
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<td>3) Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights of choices</td>
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<td>4) Be able to prepare venous blood samples for transportation.</td>
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<td>ASM 34</td>
<td>3</td>
<td>Administer medication to individuals and monitor the effects</td>
<td>Understand legislation, policy and procedures relevant to administration of medication</td>
<td>Know about common types of medication and their use</td>
<td>Understand procedures and techniques for the administration of medication</td>
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<td>1) Be able to prepare for the administration of medication</td>
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<td>2) Be able to prepare for the administration of medication</td>
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<td>5) Administer and monitor individuals' medication</td>
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<td>3) Be able to prepare for the administration of medication</td>
<td>5) Administer and monitor individuals' medication</td>
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<tr>
<td>Code</td>
<td>Credits</td>
<td>Module Description</td>
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| DEM 302 | 3       | Understand and meet the nutritional requirements of individuals with dementia | 1) Understand the nutritional needs that are unique to individuals with dementia  
2) Understand the effect that that mealtime environments can have on an individual with dementia  
3) Be able to support an individual with dementia to enjoy good nutrition |
| HSC 2003 | 2       | Provide support to manage pain and discomfort                           | 1) Understand approaches to managing pain and discomfort  
2) Be able to assist in minimising individuals’ pain or discomfort  
3) Be able to monitor, record and report on the management of individuals’ pain or discomfort |
| HSC 2024 | 2       | Undertake agreed pressure area care                                    | 1) Understand the anatomy and physiology of the skin in relation to pressure area care  
2) Understand good practice in relation to own role when undertaking pressure area care  
3) Be able to follow the agreed care plan  
4) Understand the use of materials, equipment and resources are available when undertaking pressure area care  
5) Be able to prepare to undertake pressure area care  
6) Be able to undertake pressure area care |
| HSC 3051 | 3       | Undertake tissue viability risk assessments                            | 1) Understand the need for tissue viability risk assessment  
2) Be able to undertake tissue viability risk assessment  
3) Be able to record and report on tissue viability risk assessment  
4) Understand when the risk assessment should be reviewed |
| HSC 3052 | 3       | Undertake physiological measurements                                   | 1) Understand relevant legislation, policy and good practice for undertaking physiological measurements  
2) Understand the physiological states that can be measured  
3) Be able to prepare to take physiological measurements  
4) Be able to undertake physiological measurements  
5) Be able to record and report results of physiological measurements |

**Total credits:** 27
| total credit value of this suggested combination of units: | 60 |