

# KNOWLEDGE ORGANISER 2023 - 2024





### Key Words

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

# CA1 (Content Area 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 provide:
  - 24-hour support and care for an individual with particular needs
- foster care provides short- and long-term care: 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, sitting services provide:
    - a short break for families in need
- 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

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



## CA2 (Content Area 2) Knowledge Organiser

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 (CPD)**

**Continuing professional development**: engage in activities to develop and enhance both personal and professional skills

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



## CA3 (Content Area 3) Knowledge Organiser

### 3.1 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



## Key Words

Inclusive  
Discrimination  
Adaptations  
Diversity  
Regulatory  
Inspection  
Adhere  
Underpin  
Boundaries

## Unit 3.2 Knowledge Organiser

### 3.2 Policies and procedures in health and social care

#### 3.2 Key policies and procedures

• **procedures in relation to the equality and inclusion policy:** inclusive practice which promotes:

▪ **a person-centred approach** ▪ dignity ▪ respect o 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 o security: ▪ security checks: identity and the environment o 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 o 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



## CA4 (Content Are 4) 4 Knowledge Organiser

### Human development across the life span – Physical Development

#### Key Definition

#### **Physical development:**

**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
- cuts 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 decreases



## CA4 (Content Area 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



## CA4 (Content Area 4) Knowledge Organiser

Human development across the life span – Social Development

### Key Definition

**Social Development:**

**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

### 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





## CA4 (Content Area 4) Knowledge Organiser

Human development across the life span – Emotional Development

### Key Definition

**Emotional Development:**  
**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



## CA4 (Content Area 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 interdependency 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**: o 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 exams, leaving home
  - early, middle, late adulthood: employment, marriage/civil partnerships, parenthood, divorce/separation, bereavement, retirement, diagnosis of illness/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/emotional • relationships: belonging, loneliness

- life chances: expectations, opportunities
- independence: self-care, dependency



### The Care Values

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

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:

## CA5 (Content Area 5) Knowledge Organiser

### 5.4 Care values in practice

**mealtimes:** overcome potential barriers to communication through tailored approaches, 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, 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 ▪ 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



## CA6 (Content Area 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:**

The professional initiates access to:

- another health or social care practitioner or service

##### **Third party:**

A family member or friend:

- accesses a service on behalf of the individual

#### **Barriers to accessing health and social care services for the individual**

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



## CA7 (Content Area 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

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:

- 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 (way) of communication

## Unit 8 Knowledge Organiser

### The Care Planning Cycle

#### 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:**
  - o identify the individual's needs and preferences
  - o identify any risks
  - o discuss and agree care and support required with the individual and relevant others
  - o communicate agreed outcomes with the individual and relevant others
  - o record information and outcomes on the individual's care plan
- **implement:**
  - o agree strategies to meet the individual's needs and preferences
  - o work in partnership with other professionals and services as appropriate
  - o offer advice and guidance to the individual and relevant others
  - o obtain required aids and adaptations
  - o set target and review dates
  - o carry out agreed care and support to meet the needs and preferences of the individual
  - o monitor and record information and outcomes on the individual's care plan
- **review:**
  - o observe the extent to which the individual's needs and preferences have been met
  - o agree any changes required
  - o update the care plan

#### A Care Plan

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 needs of the individual

#### 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, 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, empowers the individual

#### Key Words

**Purpose**  
**Implementing**  
**Holistic**  
**Strategies**  
**Assessment**





## CA8 (Content Area) Knowledge Organiser

### Recording and implementing the care planning cycle

#### Key Words

Purpose  
Implementing  
Holistic  
Strategies  
Assessment



#### The Care Plan Cycle

Understand the stages of the care planning cycle, understand the information recorded in a care plan and how these are completed:

- **assess:** o identify the individual's needs and preferences o identify any risks o discuss and agree care and support required with the individual and relevant others o communicate agreed outcomes with the individual and relevant others o record information and outcomes on the individual's care plan
- **implement:** o agree strategies to meet the individual's needs and preferences o work in partnership with other professionals and services as appropriate o offer advice and guidance to the individual and relevant others o obtain required aids and adaptations o set target and review dates o 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:** o observe the extent to which the individual's needs and preferences have been met
- **revise** o agree any changes required o update the care plan