

<b>Title:</b>	Duty of Care
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unique Reference Number:</b>	R/651/1434
<b>Sector Subject Area:</b>	Health and Social Care
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand duty of care and candour whilst identifying the support available to address dilemmas. Learners will also be provided the skills and knowledge to deal with and learn from comments and complaints, incidents and errors and difficult situations which may arise.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment of this unit will be through the completion of a mandatory portfolio of evidence.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Criteria 3.1 and 3.3 requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification.</p> <p>Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.</p> <p>Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.</p>

### Learning outcomes

*The learner will:*

1. Be able to understand duty of care and duty of candour.

### Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to understand how duty of care and duty of candour affects their own work role.

The learner must:

1.1 Define:

- Duty of care
- Duty of candour

1.2 Describe how duty of care and duty of candour affects own work role.

2. Be able to understand the support available for addressing dilemmas that may arise about duty of care.

**Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to understand and address dilemmas that may arise as part of their role in relation to duty of care.

The learner must:

- 2.1 Identify **dilemmas** that may arise between duty of care and an **individual's** rights.
- 2.2 Describe what you must and must not do within own role in managing **conflicts** and **dilemmas**.
- 2.3 Explain where to get additional support and advice about how to resolve such **dilemmas**.

3. Be able to deal with comments and complaints.

**Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to deal with comments and complaints, where to seek advice and support and the importance of learning from comments and complaints.

The learner must:

- 3.1 Demonstrate how to respond to **comments** and **complaints** in line with **agreed ways of working** and **legislation** - responding should incorporate the formal reporting procedures in the workplace.
- 3.2 Identify who to ask for advice and support in handling **comments** and **complaints**.

3.3 Explain the importance of learning from **comments** and **complaints** to improve the quality of service.

4. Be able to respond to incidents, errors and near misses.

**Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise incidents, errors and near misses, how to deal with such events and the agreed way of working and reporting such events.

The learner must:

4.1 Describe how to recognise:

- Adverse events
- Incidents,
- Errors and near misses.

4.2 Explain what you must and must not do in relation to adverse events, incidents, errors and near misses.

4.3 Identify **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses.

5. Be able to deal with confrontation and difficult situations.

**Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to identify factors that contribute to confrontation, how communication techniques can be used to reduce or resolve confrontation in relation to their role.

The learner must:

5.1 Identify factors and difficult situations that may cause confrontation.

5.2 Explain how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation.

5.3 Understand how to assess and reduce risks in confrontational situations.

5.4 Demonstrate how and when to access support and advice about resolving **conflicts**.

5.5 Describe **agreed ways of working** for **reporting any** confrontations.

### Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Criteria 3.1 and 3.3 requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

### Requirements

<b>Dilemmas</b>	A situation in which a difficult choice has to be made.
<b>Individuals</b>	A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
<b>Conflict:</b>	In this context a conflict could be a disagreement, clash of opinions which could upset or harm the individual.
<b>Comments and complaints:</b>	Both should be included as per agreed ways of working in the setting.
<b>Agreed ways of working:</b>	These will include policies and procedures, job descriptions and less formal agreements and expected practices.
<b>Legislation:</b>	<p>Legislation could include:</p> <ul style="list-style-type: none"> <li>• Health and Social Care Act 2008 (Regulated Activities) Regulations 2014</li> <li>• The Care Act 2014</li> <li>• The Care Quality Commission Regulations 2009</li> </ul> <p>You should always ensure Legislation is the most up to date.</p>
<b>Reporting:</b>	In line with agreed ways of working within the setting and may include manual and electronic records.

<b>Communication:</b>	In this context a range of communication methods could be considered with the individual and appropriate others.
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