

Unit 308: Understanding individual care needs

Sample scheme of learning

This sample scheme of learning covers both classroom and workshop-based learning for Unit 308. It is based on three hours per session for 11 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

Unit 308: Understanding individual care needs

Sample scheme of learning

Course/qualification: _____ Tutor's name: _____

Number of sessions: 11 Delivery hours: 33 Venue: _____ Group: _____

By the end of this unit, learners will need to:

- understand what constitutes individual care needs
- know ways to meet individual care needs
- know ways in which care practitioners promote the needs of individuals in respect of their care
- reflect on what constitutes good practice in delivering personal care.

To enable learners to:

- be able to explain what individual care needs are
- be able to identify individual care needs
- understand how individuals can be supported with regard to choice, control and empowerment
- understand what initial assessment is and the concepts involved
- know what challenges can be encountered in meeting individual needs
- have an understanding of care packages available
- have a knowledge of care plans and their formation
- understand the need for monitoring and review of care plans
- be able to reflect on own capabilities
- be able to reflect on own practice in meeting personal care needs.

Session 1: Individual care needs**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand what constitutes individual care needs**Topic 1.1** Defining individual care needs**Topic 1.2** Individual care needs

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to consider the question ‘What are care needs?’ and make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In pairs, learners to discuss and then compare ‘what sort of care needs you might have if you had to receive care today? Are there differences between what you and someone else might want?’ 2. In pairs, learners to discuss and then share as part of the larger group the differences between a want, a need and a right. 3. Working in small groups, learners to create a poster that describes individual care needs associated with one of the points in Topic 1.2. Each group should have a different topic. Share posters with wider group. <p>Challenge focus: Learners could extend their research into aspects of care needs.</p> <p>Independent learning: Learners to research the following questions: what are our human rights? What is the Equality and Human Rights Commission, and why does it exist? Find out about the 12 articles (see link in Resources column).</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Equality and Human Rights Commission: www.equalityhumanrights.com • Interactive WB • Computers • Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills; demonstrate comprehension skills in the pre-learning activity; produce written answers clearly and coherently; present information.

ICT: Learners can use internet research skills in researching. ICT can be used for producing the poster.

British values: Learners will have opportunities to explore differing needs.

Employability: Learners will have the opportunity to communicate clearly and with different people.

Session 2: Rights and choices**Suggested Teaching Time:** 3 hours**Learning Outcome:** 3 – Know ways in which care practitioners promote the needs of individuals in respect of their care**Topic 3.1** Principles and values of person-centred care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research the following questions: 'What are our human rights? What is the Equality and Human Rights Commission, and why does it exist?' Find out about the 12 articles (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in groups to share findings from their research; consider what makes them unique and what stands out about other people. Think/pair/share: learners to identify ways to promote choice. Share with the wider group. <p>Challenge focus: Learners could reflect on their work placement and write notes about how individual's human rights were met in the health or care setting.</p> <p>Independent learning: Learners to find definitions of the terms empowerment, self-management, self-control and independence.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Equality and Human Rights Commission: www.equalityhumanrights.com Interactive WB Computers Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills; they will demonstrate comprehension skills in the pre-learning activity, produce written answers clearly and coherently, and present information.

ICT: Learners can use internet research skills in researching.

British values: Learners will have opportunities to understand people's rights in order to uphold these.

Employability: Learners will have the opportunity to communicate clearly and with different people.

Session 3: Putting people in control of their needs**Suggested Teaching Time:** 3 hours**Learning Outcome:** 3 – Know ways in which care practitioners promote the needs of individuals in respect of their care**Topic 3.1** Principles and values of person-centred care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to find definitions of the terms empowerment, self-management, self-control and independence.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss findings from pre-learning. Learners to work in small groups to discuss and create a poster to share with the wider group: ways in which people receiving a care service can be in control of their lives. Think/pair/share: in pairs, learners will think of a time when they had control of a situation taken away from them by someone else, and consider how it made them feel. Work in groups to discuss the meaning of privacy, dignity and respect. <p>Challenge focus: Learners could reflect on their placement and make notes about ways in which people were empowered to express their preferences.</p> <p>Independent learning: Learners to find out about advocacy, capacity, consent and the role of independent advocates, and make notes (see link in Resources column).</p>	<p>Resources:</p> <ul style="list-style-type: none"> Advocacy: www.independentage.org/factsheets/independent-advocacy-in-england Interactive WB Computers Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity.

ICT: Learners can use internet research skills in researching. ICT could be used to produce the poster.

British values: Learners will have the opportunity to explore the concept of respect for others.

Employability: Learners will have the opportunity to communicate clearly and with different people.

Session 4: Challenges**Suggested Teaching Time:** 3 hours**Learning Outcome:** 3 – Know ways in which care practitioners promote the needs of individuals in respect of their care**Topic 3.2** Challenges to meeting individual care needs

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to find out about advocacy, capacity, consent and the role of the independent advocate, and make notes (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in two groups to discuss challenges in meeting people's individual needs; present feedback to other group. In small groups, learners to consider challenges and create posters to share with wider group. Learners to work in pairs to research additional challenges and to feed back to wider group. <p>Challenge focus: Learners could reflect on their work placement and write an account about an individual receiving care where there were challenges in meeting their needs.</p> <p>Independent learning: Learners to undertake research into Maslow's hierarchy of needs (1970) and Bradshaw's taxonomy of need (1972).</p>	<p>Resources:</p> <ul style="list-style-type: none"> Advocacy: www.independentage.org/factsheets/independent-advocacy-in-england Interactive WB Computers Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity

ICT: Learners can use internet research skills in researching, and use ICT to create posters.

British values: Learners will have the opportunity to explore and consider how people may choose to be treated.

Employability: Learners will have the opportunity to communicate clearly and with different people, as well as the opportunity to explore challenges they may face in the workplace.

Session 5: Initial assessments**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Know ways to meet individual care needs**Topic 2.1** Packages of care and/or care plans

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to undertake research into Maslow's hierarchy of needs (1970) and Bradshaw's taxonomy of need (1972).</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In small groups, learners to discuss the pre-learning and complete worksheet on Maslow and Bradshaw (tutor to devise). 2. Learners to take part in group discussion around concepts, process and purpose of initial assessment. 3. Jigsaw learning: Learners to split into four groups – each group discusses one of the following, feeding back to wider group: <ul style="list-style-type: none"> • triggers for initial assessment • who should be involved in initial assessment • what should be considered • the importance of initial assessment. <p>Challenge focus: Learners could compile a form for an initial assessment, taking into account all learning around initial assessments.</p> <p>Independent learning: Learners to research the types of care packages available, and make notes.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity.

ICT: Learners can use internet research skills in researching, and use ICT to create a form.

British values: Learners will have the opportunity to practise listening to others.

Employability: Learners will have the opportunity to communicate clearly and with different people.

Session 6: Packages of care and care plans**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Know ways to meet individual care needs**Topic 2.1** Packages of care and/or care plans

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to consider the types of care packages available as identified on independent learning Session 5, to consider how initial assessments link to producing and agreeing care plans and to make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in small groups, with each group given one of the following terms. Learners to discuss what they think the terms mean, and to feed back to wider group: <ul style="list-style-type: none"> support plan care plan care package advanced care planning weekly plan daily plan integrated care packages. Learners to complete quiz relating to terminology (tutor to devise). In two groups, learners to consider how care packages are paid for (see link in Resources column). Learners to make notes about types of care (tutor to present). <p>Challenge focus: Learners could think about their work placement, identify the types of plans they saw in use and make notes.</p> <p>Independent learning: Learners to find out about NHS continuing care funding and make notes (see link in Resources column).</p>	<p>Materials:</p> <ul style="list-style-type: none"> Quiz (tutor to devise) PowerPoint presentation (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Care packages and funding: https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=2710 Interactive WB Computers Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners will demonstrate comprehension skills in the pre-learning activity, produce written answers clearly and coherently and present information.

Maths: Learners will have the opportunity to look at financial needs.

ICT: Learners can use internet research skills in researching.

British values: Learners will have opportunities to explore how differing needs can be met.

Employability: Learners will have the opportunity to communicate clearly and with different people.

Session 7: Care planning**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Know ways to meet individual care needs**Topic 2.2** Implementing packages of care and care plans

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research the following question and make notes: 'Who is involved in the care planning process?'</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in small groups to discuss the roles of each of the following regarding developing a care plan; learners should take into consideration financial or resource issues, and feed back to the whole group: <ul style="list-style-type: none"> the individual receiving care services care provider care worker family member social worker advocacy service voluntary service. Learners to read a case study (tutor to select) – and, using previous learning, discuss possible types of packages of care that could be suitable. Learners to decide which type of package of care to assume is appropriate. Learners to role-play a care planning meeting. Each group member to take a role. Use case study to dictate scenario. <p>Challenge focus: Learners could design a leaflet for individuals requiring care, to explain the different roles of people in the delivery of a care package.</p> <p>Independent learning: Learners to consider what risk assessments might be needed for an individual requiring a care package, and to make notes. Refer to learning for Unit 306.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Case studies (tutor to source) <p>Resources:</p> <ul style="list-style-type: none"> Interactive WB Computers Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity.

ICT: Learners can use internet research skills in researching.

British values: Learners will have the opportunity to look at how people can be supported.

Employability: Learners will have the opportunity to communicate clearly and with different people.

Session 8: Monitoring care plans**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Know ways to meet individual care needs**Topic 2.3** Contributing to packages of care and care plans

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to consider how risk assessments relate to care plans and care packages.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Following on from the pre-learning, learners to discuss in smaller groups what they discovered and provide feedback as part of a larger group. Group work: learners to consider what could create the need for a review of a risk assessment. Learners to consider in pairs why some factors create the need to review the risk assessment. All care plans/care packages need to be regularly monitored. As a group, learners to brainstorm the reasons for the need to continuously monitor care plans. Learners to discuss in pairs and share how they would report concerns about a care plan. Learners to work in groups to discuss and create a poster to show ways in which a care plan can be monitored. Learners should include: <ul style="list-style-type: none"> documentation – care plans, daily notes informal reviews ways outcomes are measured. Learners to work in pairs to discuss daily record monitoring. Learners to work in small groups to discuss failures in record-keeping and reporting. 	<p>Resources:</p> <ul style="list-style-type: none"> Interactive WB Computers Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Challenge focus: Learners could think about an individual they supported on their work placement, and write an account explaining how their care plan was monitored.</p> <p>Independent learning: Learners to refer to previous learning on the Data Protection Act, and make notes as to how this applies to the care planning process.</p>		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity.</p> <p>ICT: Learners can use internet research skills in researching. ICT could be used to produce the poster.</p>	<p>British values: Learners will have the opportunity to look at how people can be supported.</p> <p>Employability: Learners will have the opportunity to communicate clearly and with different people.</p>
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Session 9: Reviews**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Know ways to meet individual care needs**Topic 2.4** Reviewing and evaluating packages of care and care plans

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to find out the difference between a formal review and an informal review, and make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In groups, learners to discuss the purpose of evaluation and review of care packages and care plans. 2. As a large group, learners should brainstorm how a care package or care plan should be reviewed. 3. In small groups, learners should discuss the roles of and reasons for involvements in reviews. 4. Using a case study (tutor to source), learners should role-play a review meeting for a person with care needs. 5. Learners should discuss ways in which the person receiving care can be supported to be involved in reviews. <p>Challenge focus: Learners could write up a set of questions that could be used at a review meeting</p> <p>Independent learning: Learners to research CQC requirements for reviews.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Case study (tutor to source) <p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity.

ICT: Learners can use internet research skills in researching. ICT could be used to compile the question sheet.

British values: Learners will have opportunities to consider how different people's needs are met.

Employability: Learners will have the opportunity to communicate clearly and with different people, and will gain an understanding of roles in the workplace.

Session 10: Good practice**Suggested Teaching Time:** 3 hours**Learning Outcome:** 4 – Reflect on what constitutes good practice in delivering personal care**Topic 4.1** Reflecting on good practice in delivering personal care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to consider what 'good practice' means to them, and make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In groups, learners to discuss their notes from pre-learning. 2. Learners to work in pairs to source and consider a case study relating to good practice, and present feedback to the wider group. 3. Learners to work in pairs to source and consider a case study relating to poor practice and how it could be improved, and present feedback to the wider group. 4. Learners to work in pairs to identify when they saw good practice in their work placements. <p>Challenge focus: Learners could write a reflective account relating to how they upheld good practice whilst on work placement.</p> <p>Independent learning: Learners to compile a leaflet that shows good practice in relation to supporting people with personal hygiene.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Case studies (learners to source). Could use Social Care TV: http://www.scie.org.uk/socialcaretv/ or www.communitycare.co.uk for inspiration <p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity.

ICT: Learners can use internet research skills in researching. ICT could be used to produce the leaflet.

British values: Learners will reflect on how people are treated.

Employability: Learners will have the opportunity to communicate clearly and with different people.

Session 11: Reflection**Suggested Teaching Time:** 3 hours**Learning Outcome:** 4 – Reflect on what constitutes good practice in delivering personal care**Topic 4.2** Developing practice through reflection and learning

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to review models for reflective practice, as previously learnt.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to consider what skills and knowledge they have in relation to providing personal care. 2. Learners to consider what development needs they feel they may have in relation to providing personal care. 3. Learners to work as a group to create a self-assessment checklist relating to soft skills, eg empathy, confidence, etc. 4. Learners to complete the checklist for themselves, and draw up an action plan to address any areas needing development. 5. Learners to consider how and where support can be accessed, and complete a crossword or quiz sourced by the tutor. <p>Challenge focus: Learners can reflect on their work placement and identify when they could have improved in the way they supported an individual.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Crossword or quiz (tutor to source) <p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Flip chart 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills, and to demonstrate comprehension skills in the pre-learning activity.

ICT: Learners can use internet research skills in researching.

British values: Learners will have the opportunity to reflect on how they treat people.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will have the opportunity to develop self-assessment skills.