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# Edexcel Diplomas

Level 3 Principal Learning

in Society, Health and Development
Draft accredited units

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# DRAFT

# Unit 1: The sectors in context

**Principal Learning unit**

**Level 3**

**Guided learning hours 90**

**Externally assessed (2 hour short answer paper)**

**About this Unit**

*How do services work together to meet the needs of a community?*
*What help have you or your family members needed recently?*
*How has this been provided?*
*Is there justification for services to be linked together and how is this best achieved?*
*Could you improve the way services are organised?*
*What about the outcomes for, and experiences of, those who use the services? How can these be assessed and improved?*

These are the issues you can explore in this unit. You will be able to research the similarities and differences in the purpose, structure and practical workings across the children and young people's, social care, community justice and health sectors and settings, to enable support and services to be delivered.

## Learning outcomes

On completion of this unit a learner should:

1   Know the different types of support and service provision in and across the sectors and their purpose and structure, including similarities and differences between the sectors

2   Understand the provision of support and services locally, regionally and nationally, including the role of the voluntary sector

3   Understand the interface between different types of service provision within and across the sectors

4   Know key legislation that impacts on responsibilities and roles across sectors and how key current legislative and policy developments direct service provision

5   Know the impact of a given policy or reform on service support and provision and its effects on people receiving the support and/or service

6   Understand the personal skills, attributes and qualities that are required for employment within and across the sectors.

# What you need to cover

1. Know the different types of support and service provision in and across the sectors and their purpose and structure, including similarities and differences between the sectors

Knowledge of the full scope of services, including statutory and non-statutory provision, will be developed.

Statutory provision includes, for example:

- children and young people's services
- hospitals and primary care trusts
- adult social care services
- mental health trusts
- young offenders institutes.

Non statutory provision includes, for example:

- private provision such as day nurseries, residential care homes, alcohol and drug rehabilitation centres
- voluntary provision such as Victim Support, Age Concern, Sova, National Children's Bureau, Phoenix.

Similarities and differences to include, for example:

- services provided
- terminology
- organisations/structures.

| | | |
|---|---|---|
| 2. | Understand the provision of support and services locally, regionally and nationally, including the role of the voluntary sector | Understanding of how services are provided will be developed. |

Examples of local services could include:

- children's centres
- day nurseries
- foster care
- mental health services.
- residential care homes
- day centres
- rehabilitation centres
- primary care trusts
- hospitals
- neighbourhood support.

Examples of regional services could include:

- Surestart
- Strategic health authorities
- Young offenders institutes.

Examples of national services could include:

- Department of Health
- Home Office
- National Institute of Health and Clinical Excellence
- National Blood Transfusion Service
- Ofsted.

Understanding of the role of voluntary organisations such as charities, housing associations and small community groups will be developed.

| | | |
|---|---|---|
| 3. | Understand the interface between different types of service provision within and across the sectors | Understanding of integrated service provision will be developed. |

This could include, for example, the need for joint working between health services and social care services, or children and young people services and community justice services.

| 4. | Know key legislation that impacts on responsibilities and roles across sectors and how key current legislative and policy developments direct service provision | Examples of current legislation include: |
|---|---|---|

4. Know key legislation that impacts on responsibilities and roles across sectors and how key current legislative and policy developments direct service provision

Examples of current legislation include:

- Crime and Disorder Act 2000
- Care Standards Act, 2000
- Criminal Justice Act 2003
- Children Act 2004
- Mental Capacity Act 2005
- National Health Service Act 2006
- other recent legislation as and when developed.

Details of legislation are not required, other than specific points as indicated by the learning outcomes.

Knowledge of how central government decisions evolve and are cascaded to local government will be developed, to include:

- green papers
- white papers
- bills/acts
- implementation by local governments.

5. Know the impact of a given policy or reform on service support and provision and its effects on people receiving the support and/or service

A policy or reform on service support and provision to be chosen and investigated.

Examples include:

- Every Child Matters green paper (2003)
- Offender Learning green paper (2005)
- Care Matters green paper (2006)
- One Form Health.

6. Understand the personal skills, attributes and qualities that are required for employment within and across the sectors.

Understanding of the personal skills, attributes and qualities needed across the service sectors to be developed, including consideration of similarities and differences across the sectors.

## QCF unit summary

| Outcome Number | Learning Outcome<br>The learner will: | Assessment<br>The learner can: |
|---|---|---|
| 1 | Know the different types of support and service provision in and across the sectors and their purpose and structure, including similarities and differences between the sectors | **Outline** the different types of support and service provision in and across the sectors and their purpose and structure, including similarities and differences between the sectors |
| 2 | Understand the provision of support and services locally, regionally and nationally, including the role of the voluntary sector | **Outline** the provision of support and services locally, regionally and nationally, including the role of the voluntary sector |
| 3 | Understand the interface between different types of service provision within and across the sectors | **Describe** the interface between different types of service provision within and across the sectors |
| 4 | Know key legislation that impacts on responsibilities and roles across sectors and how key current legislative and policy developments direct service provision | **Identify** key legislation that impacts on responsibilities and roles across sectors and **explain** how key current legislative and policy developments direct service provision |
| 5 | Know the impact of a given policy or reform on service support and provision and its effects on people receiving the support and/or service | **Explain** the impact of a given policy or reform on service support and provision and its effects on people receiving the support and/or service, using reasoned arguments and evidence (IE6) |
| 6 | Understand the personal skills, attributes and qualities that are required for employment within and across the sectors. | **Describe** the personal skills, attributes and qualities that are required for employment within and across the sectors, **identifying** opportunities for development and achievements (RL1) |

## How you will be assessed

This unit will be assessed through an externally set paper that requires short written answers. As part of this paper you will be asked to interpret short case studies.

The paper will be sat under controlled conditions and you will have two hours to complete it.

## Performance Descriptors

## Level 3 – Pass

- learners will demonstrate knowledge of the Society, Health and Development sectors, some of which will be in depth
- learners will show some evidence of understanding of the ethics and values and practice in relation to the sectors
- learners will apply knowledge, understanding and skills to sector related contexts
- learners will reflect on and analyse non-routine and routine activities in the sectors
- learners will analyse information to evaluate and to draw basic conclusions
- learners will use appropriate communication skills.

## Level 3 – Top

- learners will accurately apply in-depth knowledge and understanding of the sectors
- learners will display a wide-ranging evidence of understanding and application of the ethics, values and practice in relation to the sectors
- learners will use reflection to analyse complex activities/issues in the sectors
- learners will evaluate evidence to draw valid conclusions
- learners will use appropriate communication skills in a wide range of challenging situations.

## Assessment Guidance

| Assessment Focus | Number of Marks | % of Total Marks |
|---|---|---|
| 1. Know the different types of support and service provision in and across the sectors and their purpose and structure, including similarities and differences between the sectors | 18 | 30 |
| 2. Understand the provision of support and services locally, regionally and nationally, including the role of the voluntary sector | 10 | 16.7 |
| 3. Understand the interface between different types of service provision within and across the sectors | 6 | 10 |
| 4. Know key legislation that impacts on responsibilities and roles across sectors and how key current legislative and policy developments direct service provision | 10 | 16.7 |
| 5. Know the impact of a given policy or reform on service support and provision and its effects on people receiving the support and/or service | 6 | 10 |
| 6. Understand the personal skills, attributes and qualities that are required for employment within and across the sectors. | 10 | 16.7 |

## Contextualisation – using a model community

*Press release*: 'Startown' - a model community network'

The sectors and settings in and across the health, children and young people, social care and community justice sectors are organised to enable delivery of services to be improved and delivered in a 'joined up' way.

The local council in Startown has identified a need for all those working in the health, children and young people, social care and community justice sectors to improve their 'joined up thinking' in delivering better provision to meet people's needs. This is in line with recent legislation. Councillors have stated that working as individual organisations has led to poor target attainments.

As a community reporter your job is to investigate one of the four sectors, and the services provided within that sector. You need to consider roles and responsibilities within and across different organisations and how they are linked to enhance the purpose, structure and practical workings of the sector. You should consider the types of support and service provision in the sector – locally, regionally and nationally – and their purpose and structures, including the role of the voluntary sector.

You should then work with three other learners (who have each researched one of the other three sectors) and compile a report on 'joined up thinking' in service provision for a local paper. You need to share and compare your findings, and in particular consider the interface between different types of service provision within and across the sectors. You can then go on to consider key legislation that outlines responsibilities and roles, and how key current legislative and policy developments direct service provision.

This approach will facilitate applied learning and support you in your preparation for the external assessment. It should also enable you to develop the skills of independent enquiry and creative thinking.

## Guidance for delivery of this unit

Whilst 'Startown' is fictitious, it can be based on the statistics of an actual community.

Centres should develop delivery methods for this unit as appropriate for the learning cohort.

Initially, learners need to develop research skills. They then need to use these to investigate the sectors and prepare for the external assessment. Involving practitioners from the four sectors is highly recommended in the delivery of this unit.

There is much information within the public domain that will be of value in the delivery of this unit.

Primary research skills, such as the use of questionnaires and interviews, could initially be developed and practised in a classroom environment. Learners could then use these skills to carry out primary research, for example on work experience, visits, or with guest speakers.

Initially learners will need to gain understanding of the different types of support and service provision in, and across, the sectors and their purpose and structure. They will need to know

about legal frameworks, historical background and how statutory and non-statutory organisations work in context with the individuals and communities they provide services for. This can be carried out by a combination of primary and secondary research. Issues will differ from region to region; central and local government policies will affect these. In health, for example, learners could research the local delivery plan.

Given the breadth of this topic, delivery may involve the use of external input from sector specialists. Small group research, followed by class presentations, will also facilitate breadth of learning. Visits and the use of feedback from learners' work experiences will further broaden learning.

Some learning will need to focus on the legislative process and the purpose of green papers and subsequent progression to white papers. They could focus on the processes involved in the development of one piece of legislation, such as the Children Act 2004, in order to contextualise learning.

Knowledge of how policy is implemented, managed and/or hindered by, for example, funding issues will facilitate deeper thinking of the impact on the people working for the organisations and the community they are intended to serve.

If the 'Startown - a model community network' approach is being used, the community is evidently experiencing problems with targets for improvements and wants to introduce more partnership ways of working among the health, social care, children and young people and community justice sectors. It is therefore essential for learners to have an understanding of the issues and problems a typical community may have in terms of the demography, socio-economic factors and cultural and historical perspectives. Learners can work in a group of four, each researching one sector as suggested and then compiling their report. They could give presentations on their sector within their small group, then also compiling a revision pack on the sector for fellow learners.

In order to develop understanding of community issues, learners need to use the most appropriate method/s to research them. These will include both primary and secondary research methods. Planning to do this should be carried out to realistic time scales and include planning of, and preparation for, interviews. Effective communication skills will need to be developed in order to ascertain accurate facts and information.

Structured questions to be used in interviews should be of an open nature and relate to the job roles and responsibilities people undertake. Watching and listening to television and radio interviews will assist in the appreciation of style and recognition of how much information can be extracted by the questions posed.

Learners should be encouraged to focus on the responses that will best support their task of promoting services for 'Startown' and how to involve the public in decision making.

The style should be succinct, follow a good structure and offer balanced opinions and views. As a first step to report writing, some attention to this succinct style will be necessary.

Learners should be encouraged to think about the arguments posed from their research and apply an analytical and critical approach. It is useful if critically evaluated reports can be supplied to help learners to appreciate this style.

Time should be allocated to plan efficiently and research the sectors prior to conducting interviews.

Learners can be given structured questions to help them understand concepts such as:
- how central government decisions are cascaded to local and regional bodies
- the influences of green and white papers
- how local policies comply with central reforms and implement plans
- how these are affected by funding issues
- the subsequent effects on the workforce and the people in the communities that the reforms are intended to help.

A specialised focus on the voluntary sector will facilitate a deeper understanding of this sector's issues and problems and may help learners to examine the qualities, attributes and skills required for efficient and productive partnership working in at least two of the sectors.

As a means of providing a variety of delivery methods, learners could design a job specification sheet to highlight the essential and desirable skills and qualities for one post to work across two chosen sectors.

Presentation skills can be developed throughout this unit. For example, learners could deliver their report on 'Startown', highlighting their research from the other outcomes and suggesting a way forward to incorporate the work of the person in the new post.

Some insight into journalistic skills of writing and reporting may help. It is important to present any statistics and data at this point, referring to sources of information and acknowledging the support of interviewees, (permission given).

**Opportunities for developing and confirming personal learning and thinking skills**

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | Activities |
|---|---|
| **Independent enquirers** | • developing the skills needed to explore the sectors and organisations within them |
| | • identifying the questions for interviewing to establish the problems and issues of the sectors |
| | • planning and carrying out research, appreciating the consequences of decisions |
| | • exploring issues, events or problems from different perspectives (of each sector) |
| | • analysing and evaluating information, judging its relevance and value (ways of providing services) |
| | • considering the influence of circumstances, beliefs and feelings on decisions and events (legislation, supportive or constrained) |
| | • supporting conclusions, using reasoned arguments and evidence (for partnership working) |
| **Creative thinkers** | • generating ideas and exploring possibilities (suggest improved ways of working) |
| | • asking questions to extend thinking (questionnaires and interviews) |
| | • questioning own and others assumptions (regarding quality of services provided) |
| | • trying out alternatives (suggest improved ways of working) |
| | • adapting ideas (based on evidence) |
| **Reflective learners** | • setting goals with success criteria for their development and work (planning) |
| | • reviewing progress, acting on the outcomes (consolidation stage) |
| | • evaluating experiences and learning to inform future progress (practical skill gathering stage) |
| | • communicating learning |

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| | |
|---|---|
| **Team workers** | • collaborating with others to work towards common goals (discussions and primary research) |
| | • adapting behaviour to suit different roles and situations |
| | • taking responsibility, showing confidence in themselves and their contribution |
| **Self-managers** | • working towards goals, showing initiative, commitment and perseverance (planning and research) |
| | • organising time and resources, prioritising actions (planning for research) |
| **Effective participators** | • discussing issues of concern, seeking resolution where needed |
| | • presenting a persuasive case for action (verbal presentation) |
| | • proposing practical ways forward, breaking these into manageable steps |
| | • identifying improvements for benefit of others |

## Functional Skills – Level 2

| Skill | When learners are… |
|---|---|
| **ICT – Use ICT systems** | |
| **Select, interact with and use ICT systems independently for a complex task to meet a variety of needs** | Planning and carrying out research into different types of service provision |
| **Evaluate the effectiveness of the ICT system they have used** | Reflecting on their research |
| **Manage information storage to enable efficient retrieval** | Storing researched information effectively |
| **Follow and understand the need for safety and security practices** | Using ICT systems for research |
| **Troubleshoot** | Using ICT systems for research |
| **ICT – Find and select information** | Using ICT systems for research |
| **Select and use a variety of sources of information independently for a complex task** | Researching service provision |
| **Access, search for, select and use ICT-based information and evaluate its fitness for purpose** | Carrying out research into service provision |
| **ICT – Develop, present and communicate information** | Presenting findings from research task in a variety of ways |
| **Individuals can enter, develop and format information independently to suit its meaning and purpose including:** **Text and tables** **Images** **Numbers** **records** | Presenting findings from research task in a variety of ways |
| **Bring together information to suit content and purpose** | Presenting findings from research task in a variety of ways |
| **Present information in ways that are fit for purpose and audience** | Presenting findings from research task in a variety of ways |
| **Evaluate the selection and use of ICT tools and facilities used to** | Reflecting on research task |

| | |
|---|---|
| **present information** | |
| **Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists** | Carrying out research task |
| **Mathematics** | |
| **Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations** | Presenting primary research results |
| **Identify the situation or problem and the mathematical methods needed to tackle it** | Presenting primary research results, including statistics within the public domain |
| **Select and apply a range of skills to find solutions** | |
| **Use appropriate checking procedures and evaluate their effectiveness at each stage** | |
| **Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations** | |
| **Draw conclusions and provide mathematical justifications** | |
| **English** | |
| **Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts** | Carrying out primary research |
| **Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions** | Carrying out research tasks |
| **Writing – write documents communicating information, ideas and opinions effectively and persuasively** | Presenting research findings |

**Work experience links**

Learners could use their experiences of different workplaces to research different settings and broaden their knowledge of different sectors.

They could, for example, consider the impact of a recent piece of legislation on a workplace setting, and any issues involved in its implementation. They could also explore the impact of a given policy or reform on service support and provision and its effects on individuals and/or communities.

Learners could also use different work experiences to help them gain understanding of the personal skills, attributes and qualities that are required for employment within and across the sectors.

**Specialist Resources**

There is much information within the public domain that will be useful in the delivery of this unit.

Websites with useful statistics include, for example:

www.homeoffice.gov.uk/science-research/RDS
www.scie.org.uk
www.scie-socialcareonline.org.uk
www.erpho.org.uk
www.walsall.nhs.uk
www.southyorkshire.nhs.uk
www.nmds-sc.org.uk
www.staffordshire.gov.uk/health
www.barnardos.org.uk
www.alzinfo.org

# Unit 2: Principles and Values in practice

**About this Unit**

*What do we mean when we talk about principles and values?*
*What are your values? And your principles?*
*Do they match those of the sectors?*
*Did that motivate you into taking this Diploma?*
*What about codes of practice, policies, legislation?*
*What is their role?*

In this unit you will have the opportunity to examine how principles and values can shape and inform key legislation, regulations and codes of practice, as well as underpin policy and practice in the children and young people's, social care, community justice and health sectors and settings.

## Learning outcomes

On completion of this unit a learner should:

1    Be able to articulate how their own values and beliefs relate to work in the sectors

2    Know how the choice and rights of people who access services affect service development and provision

3    Know the relationship between equality and diversity and how they impact and influence practice within and across the sectors and settings

4    Understand how to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity

5    Know the balance and potential conflicts between confidentiality and disclosure of information and identify how these might be managed.

6    Know how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities

7    Understand key legislation, organisational policies and codes of practice within and across the sectors, and how they affect the practice of individuals working in the sectors at different levels

## What you need to cover

| | | |
|---|---|---|
| 1 | Be able to articulate how their own values and beliefs relate to work in the sectors | Own values and beliefs need to be articulated in relation to, for example:<br>• embracing diversity and recognising equality<br>• respect and tolerance<br>• non-judgemental attitudes<br>• anti-discriminatory practice<br>• the importance of challenging discrimination. |
| 2 | Know how the choice and rights of people who access services affect service development and provision | Individual rights could include the right to be:<br>• respected<br>• treated equally and not discriminated against<br>• treated as an individual<br>• treated in a dignified way<br>• allowed privacy<br>• protected from danger and harm (with due consideration to the issue that individuals may make choices that involve a degree of risk)<br>• allowed access to information about themselves<br>• able to communicate using their preferred methods of communication and language<br>• cared for or supported in a way that meets their needs, takes account of their choices or preferences and protects them.<br><br>Effects on service development and provision to be explored. |
| 3 | Know the relationship between equality and diversity and how they impact and influence practice within and across the sectors and settings | Knowledge of ethical principles needs to be developed.<br><br>This could include consideration of the importance of, for example:<br>• putting the individual/community at the heart of service provision<br>• providing active support consistent with the beliefs, culture and preferences of the individual/community<br>• supporting individuals and communities to express their needs and preferences<br>• allocating services with limited resources<br>• promoting individuals' rights, choices and wellbeing<br>• balancing individual rights with rights of others, eg an individual's right to live at home with the impact this may have on their family<br>• dealing with conflicts and risks<br>• identifying and challenging discrimination. |

Knowledge of how these considerations may impact on service development and provision could include, for example:

- anti-discriminatory practice
- empowering individuals/communities.

| 4 | Understand how to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity | Knowledge to be developed of the importance of being able to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity, and useful strategies that can be implemented. |

| 5 | Know the balance and potential conflicts between confidentiality and disclosure of information and identify how these might be managed | Knowledge of why conflicts may exist between confidentiality and disclosure of information should be developed. This could be in relation to, for example: |

- protection issues in relation to individuals
- protection issues in relation to communities.

Examples of potential conflicts between confidentiality and disclosure of information could include:

- sharing data between professionals
- roles and responsibilities of teachers when abuse or pregnancy is disclosed by a student
- roles and responsibilities of GPs when under age girls request the 'morning after' pill
- tensions between parents' rights to know about sex offenders living in their area and the offender's right to anonymity – the whole "Sarah's Law" issue.

– Management of such conflicts could include, for example:

- legal responsibilities of disclosure - eg if abuse is suspected or a criminal offence planned/suspected
- clarification through policies and procedures
- clarification through guidance documents
- training of practitioners
- communication with relevant individuals.

| 6 | Know how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities | Knowledge of key legislation should be developed relating to the following: |

- human rights
- equality of opportunity – including issues around race, age, gender, disability, sexual orientation, religion
- victims
- protection.

| 7 | Understand key legislation, organisational policies and codes of practice within and across the sectors, and how they affect the practice of individuals working in the sectors at different levels. | Relevant legislation includes, for example: |
|---|---|---|

Relevant legislation includes, for example:

- European Convention on Human Rights and Fundamental Freedoms 1950
- Sex Discrimination Act 1975
- Mental Health Act 1983
- The Convention on the Rights of the Child 1989
- The Children Act 1989
- Race Relations (Amendment) Act 2000
- Disability Discrimination Act 1995
- Human Rights Act 1998
- Data Protection Act 1998
- Care Standards Act 2000
- Criminal Justice Act 2003
- The Children Act 2004
- Disability Discrimination Act 2005
- Mental Capacity Act 2005
- Age Discrimination Act 2006
- other recent legislation as and when developed.

Details of legislation are not required, other than specific points as indicated by the learning outcomes.

Understanding should be developed of how legislation informs organisational policies and procedures.

Organisational policies and procedures should be considered in relation to, for example:

- positive promotion of individual rights
- advocacy
- work practices
- staff development and training
- quality issues
- complaint procedures
- affirmative action
- anti-harassment
- confidentiality
- human rights.

Codes of practice and their role need to be understood.

## QCF unit summary

| Outcome Number | Learning Outcome<br>The learner will: | Assessment<br>The learner can: |
|---|---|---|
| 1 | Be able to articulate how their own values and beliefs relate to work in the sectors | **Explain** how own values and beliefs, and those of others, relate to work in the sectors (CT4) |
| 2 | Know how the choice and rights of people who access services affect service development and provision | **Explain,** generating ideas and exploring possibilities, how the choice and rights of people who access services affect service development and provision (CT1) |
| 3 | Know the relationship between equality and diversity and how they impact and influence practice within and across the sectors and settings | **Describe** the relationship between equality and diversity and **explain** how they impact and influence practice within and across the sectors and settings, considering the influence of circumstances, beliefs and feelings on decisions and events (IE5) |
| 4 | Understand how to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity | **Describe** strategies to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity; trying to influence others, negotiating and balancing diverse views to reach workable solutions (EP5) |
| 5 | Know the balance and potential conflicts between confidentiality and disclosure of information and identify how these might be managed. | **Describe** the balance and potential conflicts between confidentiality and disclosure of information and **explain** how these might be managed, presenting a persuasive case for action (EP2) |
| 6 | Know how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities | **Explain** how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities |
| 7 | Understand key legislation, organisational policies and codes of practice within and across the sectors, and how they affect the practice of individuals working in the sectors at different levels | **Identify** key legislation, organisational policies and codes of practice within and across the sectors, and **explain** how they affect the practice of individuals working in the sectors at different levels |

## How you will be assessed

This unit will be assessed through an externally set, short answer paper consisting of approximately six questions each made up of a number of smaller parts.

As part of this paper you will be asked to interpret case studies.
The paper will be sat under controlled conditions and you will have two hours to complete it.

## Performance Descriptors

### Level 3 – Pass

- learners will demonstrate knowledge of the Society, Health and Development sectors, some of which will be in depth
- learners will show some evidence of understanding of the ethics and values and practice in relation to the sectors
- learners will apply knowledge, understanding and skills to sector related contexts
- learners will reflect on and analyse non-routine and routine activities in the sectors
- learners will analyse information to evaluate and to draw basic conclusions
- learners will use appropriate communication skills.

### Level 3 – Top

- learners will accurately apply in-depth knowledge and understanding of the sectors
- learners will display a wide-ranging evidence of understanding and application of the ethics, values and practice in relation to the sectors
- learners will use reflection to analyse complex activities/issues in the sectors
- learners will evaluate evidence to draw valid conclusions
- learners will use appropriate communication skills in a wide range of challenging situations.

## Assessment Guidance

| Assessment Focus | Number of Marks | % of Total Marks |
|---|---|---|
| 1. Be able to articulate how their own values and beliefs relate to work in the sectors | 8 | 13 |
| 2. Know how the choice and rights of people who access services affect service development and provision | 10 | 17 |

| | | | |
|---|---|---|---|
| 3. | Know the relationship between equality and diversity and how they impact and influence practice within and across the sectors and settings | 10 | 17 |
| 4. | Understand how to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity | 8 | 13 |
| 5. | Know the balance and potential conflicts between confidentiality and disclosure of information and identify how these might be managed | 12 | 20 |
| 6. | Know how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities | 6 | 10 |
| 7. | Understand key legislation, organisational policies and codes of practice within and across the sectors, and how they affect the practice of individuals working in the sectors at different levels. | 6 | 10 |

# Contextualisation

**Victoria Climbie**

**Born:** 2 November 1991 – Abobo, Ivory Coast

**Died:** 25 February 2000 (aged 8) – United Kingdom (severe physical abuse)

On 20 April an inquiry was called into Victoria's death. It was chaired by William Laming, former chief inspector of the social services inspectorate, who chose to make it a public inquiry.

On 20 January 2003 the U.K. government published Lord Laming's Report on the Victoria Climbie Inquiry, together with its initial response to the recommendations (more than one hundred) that it contained.

Lord Laming's year-long public inquiry identified failings by settings across all the four sectors covered within the Society, Health and Development Diploma, including social services departments at four London boroughs, two police forces, two hospitals, and a specialist children's unit.

Lord Laming referred to the principle failure to protect Victoria as being as a result of widespread organisational malaise.

*'The effective safeguarding of children is a difficult and highly pressurised task. It is rendered virtually impossible if those who are charged with achieving it are not supported by proper systems and structures to work within'.* (para 5.179)

This report led to the fundamental reform of the provision of Children's Services, including:

- the formation of the 'Every Child Matters' programme – a framework to improve the lives of children
- the introduction of the Children Act 2004 – an Act of Parliament that provided the legislative base for many of the reforms
- the creation of ContactPoint – a database holding information on all children in England and Wales – an 'information sharing' tool
- the creation of the post of Children's Commissioner to head the Office of the Children's Commissioner – a national agency serving children and families
- the creation of regional and local committees for children and families.

The evidence suggested that the life of Victoria Climbie could have been saved, but for the collective failure of the services involved at the time. Reasons for this failure were sought and analysed, resulting in new codes of practice being developed for the provision of children's services. These take into account the rights of the child and the principles and values of the sectors. They are enshrined in legislation.

The importance of 'integrated working' has been recognised, which focuses on enabling and encouraging professionals to work together effectively to deliver frontline services. Practitioners no longer work in silos, but in partnership to share information, improve outcomes and provide better services.

Improving outcomes for children and young people involved changes to culture and practice across the children's workforce. The Every Child Matters: Change for Children programme set

out a model for change with integration at every level. It also set out how services for children and young people need to be co-ordinated and built around their needs.
The child's rights, including the 'right to life' are paramount.

The case of Victoria Climbie could be used as a starting point for the delivery of this unit. Sensitivity would clearly be required during delivery, but the case does raise many issues in relation to principles, values, rights, responsibilities and beliefs that could be explored and discussed.
Learners could also explore the concept of principles and values underpinning practice, and how these have become over time enshrined in law. Legislation supports and provides a framework for this, ensuring compliance, with codes of practice in place to ensure organisational effectiveness.
There are clearly links with *Unit 1: The Sectors in Context*.

# Guidance for Delivery of this Unit

Centres could use the suggested method of contextualisation in order for learning to be applied. This would facilitate many opportunities for exploration and discussion, with sharing of thoughts and ideas.

However, centres could devise their own means of contextualising the unit.

Within the context, centres should develop delivery methods for the unit as appropriate for the learning cohort, with the use of case studies being recommended.

As an integral part of, or in addition to, the use of the contextualisation, suggested activities for the delivery of this unit include:

- class discussion on the history of at least two laws relevant to this unit and how, why and when they were introduced

- class discussion on how successful these laws have been and what impact they have had on the sectors

- class activities based on ethics, values, beliefs, diversity, and rights are and how they relate to the community at large as well as the work place

- class activities based on confidentiality and potential conflicts

- consideration of examples of what happens when principles and values are not adhered to within the sectors

- visits, for example to a court of law or the House of Commons

- guest speakers from a range of different backgrounds.

The different aspects of the four sectors need to be considered.

Learners need to understand why laws are necessary and the purpose they serve, how policies and procedures are developed from the laws and the effect that this has on work settings and professional codes of conduct. They should be encouraged to consider how policies and legislation provide professions with a framework in which to work, supporting the principles and values of the sectors and ensuring compliance.

After some introductory preparation, learners could prepare a questionnaire and use it to carry out a primary research project to find out what different age groups in their locality would like to see either as a new venture or to improve the current state of play, in a sector related context.

Some secondary research could also be carried out by learners to investigate initiatives elsewhere in the country or in European countries. A relevant visit could also be arranged.

The information should be collated and shared by means of presentations. Based on their findings, learners could suggest an initiative to explore further.

Learners should research the process of legislation, and consider potential legislation that may be needed for their initiative/s, and how it could become fully developed as an Act of Parliament. They then need to look at devising policies and codes of practice to introduce the suggested legislation at an organisational level.

They should consider what this could mean to working practices and how it can be ensured that it meets all the ethical codes, including individual choice and people's rights, equality and diversity and confidentiality.

In order to carry out this activity, learners will need to:

- work together to share ideas, tasks and findings

- research historical information on relevant laws

- research the policy making and legislative processes

- know how to devise and execute, collate and present their research

- research how information is collected and collated about community needs and wants.

Visits to, or guest speakers from, the different sectors could be arranged so learners can explore different aspects with the professionals. These could include, for example, legislation, policies and procedures, training, confidentiality, disclosure and what happens when problems occur in the workplace with regard to working practices.

Topical issues that are currently receiving media scrutiny could be usefully referred to during the delivery of this unit.

**Opportunities for developing and confirming personal learning and thinking skills**

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | Activities |
|---|---|
| **Independent enquirers** | • identifying questions to answer and problems to resolve<br><br>• planning activities and judging the relevance of information obtained<br><br>• developing the skills needed to carry out primary and secondary research<br><br>• considering the influence of circumstances, beliefs and feelings on the findings of research |
| **Creative thinkers** | • generating ideas for initiatives and exploring possibilities<br><br>• asking questions to extend their thinking<br><br>• connecting own and others' ideas and experiences in inventive ways<br><br>• questioning own and others' assumptions<br><br>• trying out alternatives or new solutions and following ideas through<br><br>• adapting ideas as circumstances change |
| **Reflective learners** | • reflecting on their own role and that of others in small group work<br><br>• reviewing the progress of their investigation<br><br>• identifying opportunities and achievements |
| **Team workers** | • working in a group to carry out activites<br><br>• co-operating with others to work towards common goals<br><br>• discussing and reaching agreements<br><br>• taking responsibility<br><br>• showing commitment to time and other people |
| **Self-managers** | • seeking out challenges and showing flexibility when priorities change |
| **Effective participators** | • discussing issues of concern, seeking resolution where needed. |

## Functional Skills – Level 2

| Skill | When learners are… |
|---|---|
| **ICT – Use ICT systems** | |
| **Select, interact with and use ICT systems independently for a complex task to meet a variety of needs** | Researching the case study<br>Researching key legislation |
| **Evaluate the effectiveness of the ICT system they have used** | |
| **Manage information storage to enable efficient retrieval** | Storing researched information |
| **Follow and understand the need for safety and security practices** | Using ICT systems to research key legislation |
| **Troubleshoot** | Using ICT systems to research key legislation |
| **ICT – Find and select information** | Researching the case study<br>Researching key legislation |
| **Select and use a variety of sources of information independently for a complex task** | Collating results of primary research in various formats |
| **Access, search for, select and use ICT-based information and evaluate its fitness for purpose** | Using the internet and downloading information about the case study and/or legislation |
| **ICT – Develop, present and communicate information** | Presenting researched information |
| **Individuals can enter, develop and format information independently to suit its meaning and purpose including:**<br><br>**Text and tables**<br><br>**Images**<br><br>**Numbers**<br><br>**records** | Presenting researched information |
| **Bring together information to suit content and purpose** | Presenting researched information |
| **Present information in ways that are fit for purpose and audience** | Presenting researched information |
| **Evaluate the selection and use of ICT tools and facilities used to** | |

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| | |
|---|---|
| **present information** | |
| **Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists** | Carrying out primary research |
| **Mathematics** | |
| **Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations** | |
| **Identify the situation or problem and the mathematical methods needed to tackle it** | Presenting the results of primary research |
| **Select and apply a range of skills to find solutions** | |
| **Use appropriate checking procedures and evaluate their effectiveness at each stage** | |
| **Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations** | |
| **Draw conclusions and provide mathematical justifications** | |
| **English** | |
| **Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts** | Formal and informal discussion about the case study or following watching programmes Giving votes of thanks to guest speakers Formal and informal discussion about activities |
| **Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions** | Researching material |
| **Writing – write documents communicating information, ideas and opinions effectively and persuasively** | Devising questionnaires Reading newspapers and keeping notes from the articles Collecting and collating information Writing information gained from TV programmes |

**Work experience**

Learners could use their work experience in at least two sectors to research aspects of principles and values in relation to service provision in these sectors.

They could, for example, interview appropriate individuals in order to help them understand organisational policies and codes of practice and how they affect the practice of individuals working in the sectors at different levels.

Learners would need to prepare questions in readiness for this, and be very clear about the kind of information they require. Work experience will also provide opportunities for the application of knowledge to practical situations.

**Employer Links**

Tutors should also investigate other opportunities for learners to access information from relevant organisations.

Centres are encouraged to make links with local organisations early in the planning of this unit.

Examples of suitable links include:

- Youth Offending Teams
- Children and Young People's services
- Connexions partnerships
- Children's centres
- Extended schools
- Acute trusts
- Primary Care Trusts
- Early Years settings
- Play settings
- Residential care homes
- Patient advocacy groups
- Voluntary organisations
- Local political parties.

**Specialist Resources**

There is a wide variety of materials available to support the delivery of this unit.

In particular, access to relevant work settings will help to contextualise learning, as would the use of guest speakers, such as from a variety of organisations in the sectors.

The following web links could be useful:
www.gov.uk/laws

www.ace.org.uk

www.cre.gov.uk

www.criminaljustice.uk.org

www.gov.uk

www.PALS.com

www.community-care.co.uk

www.rightsnet.org.uk

www.childpolicy.org.uk

www.dsthealthsolutions.com

www.legaljunction.co.uk

www.gscc.org.uk/Good+practice+and+conduct/What+are+the+codes+of+practice/

## About this Unit

*'All for one and one for all'.*
*The 'Musketeers'? Who were they?*

*Have you read the book? What was their 'motto'?*

*The original musketeers were the 'Gray Musketeers', Henry IV's bodyguards who rode grey horses and had a strict code of honour. The 'Three Musketeers' of Alexandre Dumas also had a code of honour, 'All for one and one for all'.*

*Do they represent a good example of partnership working?*

*Is this code still something that we aim for today?*

*The three musketeers were essentially a team – there was collusion between them and they supported and protected each other and themselves. The short answer to the previous two questions is therefore 'no', but the musketeers are a useful example that helps to illustrate some of the differences between team working and partnership working.*

*How can people and services work together to benefit everyone? Can partnership working be the answer? Why are 'partnerships' formed to help people and communities?*

An example of one type of partnership is: The 'Safer School Partnership'. It aims to tackle street crime and improve behaviour in schools. Police officers were based in selected schools in areas with high levels of street crime.

Is there a 'safer school partnership' in your area? What other partnerships are there? What do they do? What are statutory and non-statutory partnerships?

This unit will give you the opportunity to develop an understanding of partnership working and how it involves individuals, colleagues, teams and organisations in improving service provision.

## Learning outcomes

On completion of this unit a learner should:

1   Be able to plan and carry out research, exploring issues, events or problems from different perspectives

2   Know the role, key features and range of partnership working, including statutory and non-statutory arrangements for partnership working

3   Understand the benefits of and barriers to partnership working for service providers and communities, including how these barriers can be managed

4   Understand how information can be shared through partnership working

5   Understand why people who use services are central to partnership working and the influence of partnership working on service provision

6   Be able to develop collaborative relationships adapted to different contexts.

# What you need to cover

1  Be able to plan and carry out research, exploring issues, events or problems from different perspectives

Skills will be developed to investigate partnership working.

Primary research skills will include:

- questionnaires
- interviewing skills
- observation.

Secondary research skills will include use of:

- media reports - national and local
- journals
- books
- the internet.

Compiling a bibliography will also be included.

Exploration of issues, events or problems will include, for example:

- considering similarities and differences in and across sectors
- comparing and contrasting
- researching – using a range of different resources
- qualitative and quantitative analysis.

2  Know the role, key features and range of partnership working, including statutory and non-statutory arrangements for partnership working

The role, key features, and the variety and types of partnership working.

A partnership can be formed between a number of individuals, agencies or organisations with a shared interest. There is usually an overarching purpose and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long-term.

Role of partnership working to include:

- generating solutions to problems that single agencies cannot solve
- improving services/outcomes of service provision
- enhancing the coordination of services across organisational boundaries.

Key principles to include, for example:

- agreed shared goals and values
- honesty and trust
- openness
- regular communication channels.

Partnerships could include, for example:

- youth offending teams

- community safety partnerships

- connexions partnerships

- crime and disorder reduction partnerships

- drugs and alcohol partnerships

- palliative care

- voluntary sector provision.

Statutory and non-statutory arrangements for partnership working.

Three or four examples to be explored in detail.

| 3 | Understand the benefits of and barriers to partnership working for service providers and communities, including how these barriers can be managed | Benefits of partnership working in terms of the services delivered, the experiences of individuals and to the local community or communities. |
|---|---|---|

For example:

- shared vision

- a holistic approach to meeting the needs of individuals and communities

- improved balance of services

- sharing of information

- promotion of integration

- pooling resources/reduction of duplication

- improved skill mixes

- maximising expertise

- pooling of resources

- clear, common aims and objectives

- ensuring a consistent approach.

Potential barriers to partnership working could include, for example:

- competition between organisations

- imbalance of power between organisations

- imbalance of commitment to the partnership

- poor communication channels

- funding issues

- clash of cultures

- time.

Use of examples to explore how barriers to partnership working can be managed.

The influence of partnership working on service provision could be in relation to, for example:

- improvements to the services
- influencing the design and delivery of services.

| | | |
|---|---|---|
| 4 | Understand how information can be shared through partnership working | Principles of information sharing through partnership working to include, for example: |

- communication channels
- the benefits of sharing information
- confidentiality issues.

| | | |
|---|---|---|
| 5 | Understand why people who use services are central to partnership working and the influence of partnership working on service provision | Individuals who use services may be, for example: |

- patients
- service users
- children and young people
- witnesses
- offenders
- victims
- informal carers.

Groups who use services may be:

- families
- communities.

Understanding to be developed of how people who use services are central to those services, including the concept of services working supportively alongside users and also the role of users in decision making processes.

Understanding of the influence of partnership working on service provision to include the delivery of integrated services.

| | | |
|---|---|---|
| 6 | Be able to develop collaborative relationships adapted to different contexts | Work or collaborate with a team of people in different places. |

For example:

- taking part in work experience in two different settings
- working as part of a care team
- putting on a team event.

Certain skills are required and can be developed.

For example:

- collaboration

- working to common goals
- adapting to different roles and situations
- being fair and considerate
- providing feedback and support to other people.

**QCF Unit Summary**

| Learning Outcome | Assessment for Unit 3 Level 3 |
|---|---|
| **The learner will:** | **The learner can:** |
| **1. Be able to plan and carry out research, exploring issues, events or problems from different perspectives** | **Describe** own investigation into three partnerships, including how the investigation was carried out and how issues, events or problems were explored from different perspectives (IE2, IE3, SM3). |
| **2. Know the role, key features and range of partnership working, including statutory and non-statutory arrangements for partnership working** | **Describe** the roles, key features and working arrangements of three partnerships – including at least one statutory and one non-statutory partnership |
| **3. Understand the benefits of and barriers to partnership working for service providers and communities, including how these barriers can be managed** | **Describe** the benefits of partnership working for service providers and communities and potential barriers to its success, including how these barriers can be managed |
| **4. Understand how information can be shared through partnership working** | **Describe** how information can be shared through partnership working |
| **5. Understand why people who use services are central to partnership working and the influence of partnership working on service provision** | **Describe** why people who use services are central to partnership working and how partnership working influences the provision of services |
| **6. Be able to develop collaborative relationships adapted to different contexts.** | **Describe** own development of collaborative relationships in at least three different contexts (TW1, TW2, TW3). |

## How you will be assessed

One assignment, involving three tasks, is required for the assessment of this unit:

The first task involves an investigation – using both primary and secondary research methods - into three different partnerships in your area, describing the investigation, including the research methods used, and then using the outcomes of the investigation to produce a case study for each partnership. You will be able to demonstrate:

- the ability to carry out research

- knowledge and understanding of partnership working

- development as an independent enquirer and a self-manager.

The second task involves a reflective diary and other evidence that records your experiences of your ability to work collaboratively with teams of people from different settings, including during work experience, and development as a team worker.

The final task involves a report on a team event that you have helped to organise, for example a fund raising event for a local charity or setting. It should also demonstrate your development as a team worker.

Evidence could include, for example, a reflective diary/account, witness testimonies, work experience reports, tutor reports, peer assessment.

Your case studies of different partnerships should include at least one statutory and one non-statutory partnership. They should also include a survey of users of the services provided by partnerships to investigate their views.

Each case study should include a description of the role and key features of the partnership, details of the survey carried out and presentation of results – conclusions to be integrated into remaining evidence, and a description of the benefits of the partnership for service providers and communities. A description of any potential barriers to the success of the partnership, how these would affect service providers and communities and how they can be managed should also be included. There should be evidence of understanding how information is shared in the partnership - this could, for example, be a detailed flow chart to show how information is shared between organisations that make up the partnership and individuals. How and why people who use the services provided by the partnership are central to it, and how the provision of services is influenced by partnership working should also be included.

Evidence is also required of:

- your role in 'team/collaborative work', for example from work placement experiences - this could include an evaluation of your strengths and weaknesses

- your role in a team, for example organising a fund raising activity for a local charity or setting.

You need to demonstrate what you have learned from your different experiences of collaborative working – showing development as a reflective learner. You also need to demonstrate that you have remembered these learning experiences and considered how they have affected your further collaborative working activities. In order to show that you are developing as a team worker you should include evidence of having adapted your behaviour to

suit different roles and situations.

For the team event, you will need to provide the aims and objectives, the planning - for example a time line, information about your role in the team, how you worked in collaboration with other members of the team, and how you negotiated with, for example, the charity or setting.

You should also include details of any market research you undertook - for example with individuals from the charity/setting. Further evidence required will include a log of activities you undertook as part of the team, records of meetings to plan and monitor your event - including decisions made, and an account of costs involved in setting up the event and the profits you make. Finally, you should evaluate your role, the collaborative working and the success of the event.

You may use, for example, witness statements, feedback sheets, observation notes, anecdotal evidence from people who attend the event and publicity material for the event to support your evidence.

The team event will enable you to demonstrate development as team workers. In particular, you need to provide evidence that you discussed the event in your team, managed discussions to achieve results, and reached agreements, thus collaborating with others to work towards common goals.
**This development should be authenticated by means of witness testimonies, reports or observation sheets signed by, for example, a college tutor or workplace supervisor.**

This assignment will aid your development of personal, learning and thinking skills. You will need to show that you are developing, for example, as an independent enquirer, a team worker and a self-manager.

**Assessment Grid**

| Assessment focus | Band 1 | Band 2 | Band 3 | Mark total |
|---|---|---|---|---|
| 1. Be able to plan and carry out research, exploring issues, events or problems from different perspectives | **Describe** own investigation into three partnerships, including how the investigation was carried out and how issues, events or problems were explored from different perspectives | **Explain** own investigation into three partnerships, including how the investigation was carried out and how issues, events or problems were explored from different perspectives | **Evaluate** own investigation into three partnerships, including how the investigation was carried out and how issues, events or problems were explored from different perspectives | |
| | 1-3 | 4-5 | 6-8 | 8 |
| 2. Know the role, key features and range of partnership working, including statutory and non-statutory arrangements for partnership working | **Describe** the roles, key features and working arrangements of three partnerships – including at least one statutory and one non-statutory partnership | **Explain** the roles, key features and working arrangements of three partnerships – including at least one statutory and one non-statutory partnership | **Analyse** the roles, key features and working arrangements of three partnerships – including at least one statutory and one non-statutory partnership | |
| | 1-4 | 5-6 | 7-8 | 8 |
| 3. Understand the benefits of and barriers to partnership working for service providers and communities, including how these barriers can be managed | **Describe** the benefits of partnership working for service providers and communities and potential barriers to its success, including how these barriers can be managed | **Explain** the benefits of partnership working for service providers and communities and potential barriers to its success, including how these barriers can be managed | **Evaluate** the benefits of partnership working for service providers and communities and **analyse** potential barriers to its success, including how these barriers can be managed | |
| | 1-3 | 4-6 | 7-8 | 8 |

| Learning outcome | Describe | | Explain | | Analyse/Evaluate | | Mark |
|---|---|---|---|---|---|---|---|
| **4. Understand how information can be shared through partnership working** | **Describe** how information can be shared through partnership working | 1-3 | **Explain** how information can be shared through partnership working | 4-6 | **Analyse** how information can be shared through partnership working | 7-8 | **8** |
| **5. Understand why people who use services are central to partnership working and the influence of partnership working on service provision** | **Describe** why people who use services are central to partnership working and how partnership working influences the provision of services | 1-3 | **Explain** why people who use services are central to partnership working and how partnership working influences the provision of services | 4-5 | **Analyse** why people who use services are central to partnership working and how partnership working influences the provision of services | 6-8 | **8** |
| **6. Be able to develop collaborative relationships adapted to different contexts** | **Describe** own development of collaborative relationships in at least three different contexts | 1-8 | **Explain** own development of collaborative relationships in at least three different contexts. | 9-14 | **Evaluate** own development of collaborative relationships in at least three different contexts. | 15-20 | **20** |
| | | | | | **Total marks** | | **60** |

## Assessment Guidance

**Guidance to the Assessment Grid**

- The basic principle is that this is a "best fit" grid – ie match overall standard of work for an assessment focus to a band. It is NOT a hurdle approach, whereby the Assessor cannot award marks from the next band if one item for an assessment focus from a lower band has been omitted, regardless of the quality of the rest of the work for that assessment focus
- If a learner completes all they are asked to do in a band for an assessment focus, they should normally be awarded the full marks for that band
- If a learner has clearly gone beyond the requirements for one aspect of work required by a band, consider whether the learner can be awarded marks from the bottom of the next band
- If a learner has completed less than required in any aspect of work for an assessment focus, or indeed omitted an aspect, then the mark moves down within the band
- Judgements are completely separate for each assessment focus – ie a learner can get marks in band 3 on one assessment focus, band 1 on another etc, then all band marks are added together for the unit total. It may be possible for a learner to pass a unit even if 0 has been given in marks for one assessment focus in the unit.

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.

Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

Whilst learners may work as part of a team to carry out investigations, the evidence produced to satisfy each mark band should be the individual learner's own work. When appropriate, witness statement or similar evidence may be used to clearly demonstrate that it is the learner fulfilling the mark band requirement.

## Guidance for Allocating Marks

This section provides further guidance for the assessor on how to confirm marks within the best-fit approach. This section should only be referred to once the preliminary judgement has been made and in used to guide the assessor as to placement within the mark band.

Not all responses need to be of equal standard – in general terms more detailed information in one part of an assessment focus could balance weaker information for another part, providing access to full marks. The importance of breadth, however, should also be taken into consideration, and in the Society, Health and Development Diploma it is important for learners to gain knowledge and understanding of all four sectors.

## Descriptors

Centres should note that the following definitions apply generically to the given terms, and that they need to be interpreted in the context of the assessment tasks.

| Descriptor | Meaning |
|---|---|
| **Identify** | A straightforward statement, possible in the form of a list. For example, what is a partnership? A partnership can be formed between different individuals, agencies and/or other organisations, with the overarching purpose of working together. |
| **Outline** | Brief information that includes some of the main features and is likely to be in continuous prose. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. |
| **Describe** | Clear information that includes all or most of the main features. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. The benefits of partnership working include pooling of resources, sharing of ideas, information and expertise, and improving efficiency. |
| **Explain** | A response that accounts for/gives reasons. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest, and come together in order to allow services to be delivered in a 'joined up' way. This means that there may be co-ordination of action between organisations that can help to achieve objectives. There is usually an overarching purpose for partners to work together - for example providing a well-balanced service, and a range of specific objectives - for example pooling resources. Partnerships are often formed to address specific issues because bringing together the various parts of service delivery provides opportunities to develop new and innovative approaches to service provision. Service providers may pool not only resources, but effort and managerial time. Partnerships may be short or long term. |
| **Justify** | Give reasons or evidence to support the issue/opinion/conclusion |
| **Analyse** | Detailed examination and discussion – considering different aspects |

| Evaluate | Assessment of the value of something, using evidence and forming conclusions – considering strengths and weaknesses and the balance between the two, with justification and suggested potential improvements. |
|---|---|

**Assessment Focus 1
Learning Outcome 1**

| Mark Band 1<br><br>(1-3 marks) | Learners will use primary and secondary research skills to investigate three partnerships in their area, planning and organising their research effectively.<br>Evidence in this mark band will be mainly descriptive.<br>For full marks learners must describe the planning of the investigation, at least three methods used to gain information – involving both primary and secondary research methods, and have investigated three partnerships. There should be some description of how issues, events or problems were explored from different perspectives.<br>Marks in this band are also appropriate for learners who provide evidence appropriate to higher mark bands but who do not use both primary and secondary research methods, those who do not investigate three partnerships, or those who do not provide evidence of how issues, events or problems were explored from different perspectives. |
|---|---|
| Mark Band 2<br><br>(4-5 marks) | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments.<br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included for the investigations into all three partnerships. Learners could also gain access to full marks if they have only included explanation for two of the examples, but also included a statement or two of an evaluative nature for at least one of them. |
| Mark Band 3<br><br>(6-8 marks) | Expectations for this band follow the pattern for band 2, but the responses will be evaluative in character.<br>At the lower end of the mark range evidence is likely to include a mix of explanation and evaluation, with some evaluation for the investigation into at least one of the partnerships.<br>For full marks evidence is likely to include a mix of explanation and evaluation, with evaluative comments included for the investigation into at least two of the partnerships. |

**Assessment Focus 2
Learning Outcome 2**

| Mark Band 1<br><br>(1-4 marks) | Responses in this band will be largely descriptive. For full marks, learners are likely to include descriptions of the roles, key features and working arrangements of three partnerships – |
|---|---|

| | including at least one statutory and one non-statutory partnership.<br>This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but not included some evidence for at least three different partnerships, including at least one statutory and one non-statutory partnership. |
|---|---|
| **Mark Band 2**<br><br>**(5-6 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments.<br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included for all three partnerships. Learners could also gain access to full marks if they have only included explanation for two of the examples, but also included a statement or two of an evaluative nature for at least one of them. |
| **Mark Band 3**<br><br>**(7-8 marks)** | Expectations for this band follow the pattern for band 2, but the responses will be analytical in character.<br>At the lower end of the mark range evidence is likely to include a mix of explanation and analysis, with some analytical review for at least one of the partnerships.<br>For full marks evidence is likely to include a mix of explanation and analysis, with analytical comments included for at least two of the partnerships. |

| **Assessment Focus 3**<br>**Learning Outcome 3** | |
|---|---|
| **Mark Band 1**<br><br>**(1-3 marks)** | Responses in this band will be largely descriptive. For full marks, learners are likely to include descriptions of at least four benefits of partnership working for both service providers and communities and at least four potential barriers to its success, including how these barriers can be managed.<br><br>This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but not included some evidence for at least four benefits of partnership working for both service providers and communities, at least four potential barriers to its success, or how these barriers can be managed. |
| **Mark Band 2**<br><br>**(4-6 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br><br>At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.<br>For full marks evidence across the assessment focus is likely to include explanatory comments. |

| Mark Band 3 (7-8 marks) | Expectations for this band follow the pattern for band 2, but the responses will be analytical and evaluative in character. |
|---|---|
| | At the lower end of the mark range evidence is likely to include a mix of explanation, analysis and evaluation, with some evaluation of at least two of the benefits of partnership working and analysis of at least two potential barriers and how they can be managed. |
| | For full marks evidence is likely to include a mix of analysis and evaluation, with some evaluation of at least three of the benefits of partnership working and analysis of at least three potential barriers and how they can be managed. |

| Assessment Focus 4 Learning Outcome 4 | |
|---|---|
| Mark Band 1 (1-3 marks) | Responses in this band will be largely descriptive. For full marks, learners are likely to include descriptions of how information can be shared through partnership working, including confidentiality issues. |
| | This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but not included confidentiality issues. |
| Mark Band 2 (4-6 marks) | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character. |
| | At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. |
| | For full marks evidence across the assessment focus is likely to include explanatory comments. |
| Mark Band 3 (7-8 marks) | Expectations for this band follow the pattern for band 2, but the responses will be analytical in character. |
| | At the lower end of the mark range evidence is likely to include a mix of explanation and analysis, with some analytical review. For full marks evidence is likely to include a mix of explanation and analysis, with analytical comments included across the assessment focus – including different communication channels and confidentiality issues. |

| Assessment Focus 5 Learning Outcome 5 | |
|---|---|
| Mark Band 1 (1-3 marks) | Responses in this band will be largely descriptive. For full marks, learners are likely to include descriptions of why people who use services are central to partnership working, and how partnership working influences the provision of services. |
| | This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but not included both aspects of the assessment focus. |

| | |
|---|---|
| **Mark Band 2**<br><br>**(4-5 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.<br>For full marks evidence across the assessment focus is likely to include explanatory comments. |
| **Mark Band 3**<br><br>**(6-8 marks)** | Expectations for this band follow the pattern for band 2, but the responses will be analytical in character.<br>At the lower end of the mark range evidence is likely to include a mix of explanation and analysis, with some analytical review.<br>For full marks evidence is likely to include a mix of explanation and analysis, with analytical comments included across both aspects of the assessment focus. |

| | |
|---|---|
| **Assessment Focus 6**<br>**Learning Outcome 6** | |
| **Mark Band 1**<br><br>**(1-8 marks)** | Responses in this band will be largely descriptive.<br>Learners will describe their own development of collaborative relationships using at least three contexts. These contexts are likely to include the team event and at least one work experience placement.<br>Learners will describe their own role in the team event, the collaborative working and the success of the event.<br>For full marks learners will provide evidence that demonstrates their own development in terms of collaborative relationships. They will identify strengths and weaknesses in terms of being able to work with others collaboratively, using evidence from a range of situations, and provide evidence – such as a reflective account - of having used this information to inform their own development.<br>This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but not included at least three contexts. |
| **Mark Band 2**<br><br>**(9-14 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.<br>For full marks evidence across the assessment focus is likely to include explanatory comments. |
| **Mark Band 3**<br><br>**(15-20 marks)** | The style of the response will be evaluative, although it is likely there will be a mix of description and explanation included.<br>At the lower end of the mark range evidence is likely to include a mix of description, explanation and some evaluative comments. |

| | For full marks evidence across the assessment focus is likely to include evaluative comments. |
|---|---|

# Contextualisation
To be added


## Guidance for delivery of this unit this section will be reviewed

The unit could be introduced using the initial concept of the 'three musketeers' and their motto, 'All for one and one for all'. This could initiate class discussion and form a useful illustration of some of the differences between team working and partnership working. Learners need to understand that the musketeers were protecting themselves as a team, rather than for the 'greater good'.

Centres could then use the suggested contextualisation to support the delivery of this unit in order for learning to be applied.

Centres should develop delivery methods for the unit as appropriate for the learning cohort.

Learners should ideally use their two work experience placements to gain evidence for this unit, and will need to prepare appropriately for this. Tutors may also wish to prepare students prior to the placements and the team event with the opportunity to understand the use of negotiating skills and an understanding of 'team working' through a problem solving role play. Following both work placements learners should examine the strengths and weaknesses of the negotiating skills they demonstrated.

Learners should provide evidence from co-workers on their performance in team work and collaboration; this could be in the form of witness statements, observation sheet, anecdotal evidence and photographs. (It should not be possible to identify any clients/patients from any photographs, if used)

Learners will then need to research the roles of professionals working in partnerships. These will include professionals from social services, health services, children and young people's services and community justice. Professionals from the local community will need to be contacted, initially through, for example, the local authority children's and young people's services, the Connexions service within the school or college, a school nurse, a local health centre, a community police officer, private nurseries or residential care homes. Tutors may like to provide students with an example of a local partnership such as a 'Sure Start' project or a local 'Community Safety and Drugs Partnership' and discuss which professionals might be involved and what the aim of the partnership is. Extended schools also involve partnership working and may be used as examples. Learners need access to professionals from services that are involved in Partnerships and they should identify three partnerships, all four sectors should be represented and at least one partnership should be a statutory partnership: e.g. Community health partnerships and Crime & Disorder Reduction Partnerships, Healthy Schools Partnerships and one non-statutory partnership e.g. Partners in Care, local partners involving Voluntary organisations and community groups supporting primary care.

Learners will need to have access to users of services in order to complete a survey with users on 'benefits and barriers' they have experienced. Learners therefore will need to make sure they choose wisely when deciding which partnerships to research. At the lower end of the mark range Tutors may wish to direct Learners into accessible partnerships. Learners should seek permission from the services involved if they undertake any interviews or questionnaires in a setting. Learners may find that they have access to users of services that are involved in partnerships during work placements. It is not intended that Learners conduct a survey larger than 2-3 users per service.

It is possible for information about the partnerships to be collected collaboratively at the lower end of the mark band and the data shared. Learners will need to develop common data capture sheets to allow for the transfer of this information easily between themselves.  At the higher end of the mark band learners should demonstrate independent research and a high level of detail in their 4 case studies.

The main element of the assessment for this unit is a team event.

Tutors will need to allow time for the planning of the event in their curriculum schemes. An example of collaboration/negotiation could be the learners discussing and agreeing deadlines for the team event with tutors. Teams should have at least 4 members, however where cohorts are smaller, learners should take on more than one role. Roles could include:

Chairperson; Treasurer; Secretary; Advertising Manager. Learners should take on Quality Control roles to ensure accuracy, particularly checking the accounts and proof reading any written material. Each learner should be given the opportunity to be a Quality controller on 2 occasions. These Quality controls measures should be identified on the time line at regular intervals and who is completing them.

It is important that tutors ensure that each learner has the opportunity of negotiating during the planning and preparation of the event. This could be negotiating: the costs and production of food and drinks, music, premises and approval of decisions taken with the charity or setting.

Tutors should offer guidance to learners at the bottom end of the assessment criteria to ensure the event is achievable.

Tutors will need to introduce learners to meeting protocols including agenda setting and minute taking.

**Guidance for the delivery of personal, learning and thinking skills**

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | Activities |
|---|---|
| **Independent enquirers** | • planning and carrying out research into partnership working |
| **Creative thinkers** | • generating ideas for the 'team event' and exploring the possibilities<br>• adapting ideas as circumstances change as the planning of the team event progresses |
| **Reflective learners** | • inviting feedback and dealing positively with praise, setbacks and criticism when evaluating their own role in collaborative work<br>• evaluating experiences and learning to inform future |

| | |
|---|---|
| | progress when evaluating their role in collaborative work and reflecting on the evidence of their involvement |
| **Team workers** | • co-operating with others to work towards common goals<br>• reaching agreements, managing discussions to achieve results<br>• adapting behaviour to suit different roles and situations<br>• showing fairness and consideration to others<br>• taking responsibility, showing confidence in themselves and their contribution<br>• providing constructive support and feedback to others |
| **Self-managers** | • seeking out challenges or new responsibilities and show flexibility when priorities change, during the planning and preparation of the team event |
| **Effective participators** | • trying to influence others, negotiating and balancing diverse views to reach workable solutions when working with the charity/setting to decide the features of the fund raising event |

## Functional Skills – Level 2

| Skill | When learners are… |
|---|---|
| **ICT – Use ICT systems** | |
| **Select, interact with and use ICT systems independently for a complex task to meet a variety of needs** | Researching and producing the evidence for assessment |
| **Evaluate the effectiveness of the ICT system they have used** | |
| **Manage information storage to enable efficient retrieval** | Storing aspects of evidence appropriately |
| **Follow and understand the need for safety and security practices** | During research for the evidence for assessment |
| **Troubleshoot** | As appropriate throughout research and production of evidence for assessment |
| **ICT – Find and select information** | |
| **Select and use a variety of sources of information independently for a complex task** | Researching information for the assessment |
| **Access, search for, select and use ICT-based information and evaluate its fitness for purpose** | Researching information for the assessment |
| **ICT – Develop, present and communicate information** | |
| **Individuals can enter, develop and format information independently to suit its meaning and purpose including:** <br><br> **Text and tables** <br><br> **Images** <br><br> **Numbers** <br><br> **records** | Producing evidence for assessment |
| **Bring together information to suit content and purpose** | Producing evidence for assessment |
| **Present information in ways that are fit for purpose and audience** | Producing evidence for assessment |

| | |
|---|---|
| **Evaluate the selection and use of ICT tools and facilities used to present information** | |
| **Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists** | |
| **Mathematics** | |
| **Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations** | During the cost analysis of the team event |
| **Identify the situation or problem and the mathematical methods needed to tackle it** | During the cost analysis of the team event |
| **Select and apply a range of skills to find solutions** | During the cost analysis of the team event |
| **Use appropriate checking procedures and evaluate their effectiveness at each stage** | During the cost analysis of the team event |
| **Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations** | During the cost analysis of the team event |
| **Draw conclusions and provide mathematical justifications** | During the cost analysis of the team event |
| **English** | |
| **Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts** | During any collaborative working and class discussions/presentations<br><br>During sessions involving guest speakers |
| **Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions** | Researching material for the assessment |
| **Writing – write documents communicating information, ideas and opinions effectively and persuasively** | Producing the various reports required for the assessment<br><br>Writing letters to organisations |

**Work experience**

Learners should use their work experience to help them provide evidence for this unit. They should, for example, collect evidence of their involvement in collaborative working.

Learners will require careful preparation and guidance for this. They need to be encouraged to reflect on their experiences in the work setting/s, take note of lessons learned and bring this learning into play during future activities. This should be an ongoing process.

Learners could also investigate whether their work setting is involved in partnership working. This could lead to the opportunity to interview practitioners and users of the service to inform their partnership case studies.

**Specialist Resources**

There is a wide variety of materials available to support the delivery of this unit.

In particular, access to relevant work settings will help to contextualise learning, as would the use of guest speakers, such as from a variety of organisations in the sectors.

The following web links could be useful:

- www.dh.gov.uk/en/Publicationsandstatistics/Legislation/Actsandbills/DH_4002304
- www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4003149
- www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4089515
- www.medicalnewstoday.com/medicalnews.php?newsid=20040
- www.volunteering.org.uk/campaignsandpolicies/whatwearesaying/makingpartnershipworkforpatientscarersandserviceusers.htm
- www.ourpartnership.org.uk/
- www.ourpartnership.org.uk/anncmnt/anitem.cfm?AnnID=23
- www.northlan.gov.uk/your+council/partnerships/north+lanarkshire+partnership/putting+the+customer+first.html
- www.everychildmatters.gov.uk/resources-and-practice/IG00065/ (information sharing)
- www.crimereduction.gov.uk/regions/regions11.htm
- www.wiredforhealth.gov.uk/PDF/lsp_04.pdf
- www.neighbourhood.gov.uk/page.asp?id=531
- www.rcpsych.ac.uk/PDF/AlcholDrugsAddiction.pdf
- www.info.doh.gov.uk/doh/Oldpeople.nsf/affef9c29bc9fb2880256d1100381305/4b5721738b14f0f480256c8a005c3d00/$FILE/olderpeople4.PDF
- www.bt.com/betterworld/resources  -  Free communication resources from BT
- www.everychildmatters.gov.uk/_files/F6F7C9AA1F1B06EE291CACCE96EC61EC.ppt
- www.csip.org.uk/supporting-delivery/-partnership-working.html

- www.southwest.csip.org.uk/

- www.kc.nimhe.org.uk/upload/Positive%20Practice%20Booklet.pdf

- www.kc.nimhe.org.uk/upload/Positive%20Practice%20Leaflet.pdf

- www.cre.gov.uk/duty/partnership.html

- www.cre.gov.uk/downloads/duty_partnership.pdf

- www.library.nhs.uk/healthmanagement/viewResource.aspx?mr=10&catID=4033&dg=59&off set=40&resID=34992#whatare

- www.navca.org.uk/stratwork/localgov/laa/ilp.htm

- www.careuk.com/newsdetails.asp?ID=99

- www.communitycare.co.uk/Home/Default.aspx

- www.nta.nhs.uk/publications/documents/nta_working_in_partnership_2005_ddsp8.pdf

- www.drugscope.org.uk/

- www.noms.homeoffice.gov.uk/noms-regions/yorkshire-humberside/partnerships-yh/

- www.charity-commission.gov.uk/spr/psdevent.asp

- www.ncvo-vol.org.uk/collaborativeworkingunit/

- www.ncvo-vol.org.uk/collaborativeworkingunit/?id=2043#Collaborative_working_resources

- www.navca.org.uk/stratwork/localgov/lsp/

- www.bizhelp24.com/employment-and-personal-development/planning-and-how-to-negotiate-2.html

The following books could also be useful:

- Teach Yourself Teams and Team-Working (Teach Yourself) by Philip Baguley and Phil Baguley

- Partnership Working: Policy and Practice by Susan Balloch and Marilyn Taylor (Paperback - 12 Jul 2001)

- Care Trusts: Partnership Working in Action by Jon Glasby and Edward Peck (Paperback - Oct 2003)

- Safer School Communities: Working in Partnership with School-Based Police Officers by Andrew Briers (Paperback - 27 Feb 2004)

- Partnership Working (Social Work Skills) by Anthony Douglas (Paperback - 30 Sep 2007)

- Negotiating Essentials: Theory, Skills, and Practices by Michael R. Carrell and Christine Heavrin (Paperback - 28 Feb 2007)

- Gain the Edge!: Negotiating to Get What You Want by Martin E. Latz (Paperback - Mar 2006

# Unit 4: Communication and information sharing

**Principal Learning unit**

**Level 3**

**Guided learning hours 90**

**Internally assessed (70 hours learning time with approx. 20 hours for assessment)**

**About this Unit**

*Do you use text a lot?*

*Is it an effective way to communicate? Always?*

*What about e-mail?*

*Do these methods make it easier for you to pass on information?*

*Or communicate with people effectively?*

*Do all people find it easy to pass on information?*

*What advantages are there to electronic communication?*

*What disadvantages might there be?*

*What happens if a computer system fails?*

*Do you know any silver surfers?*

*What if you don't have a mobile phone or computer?*

*What happens if important information isn't passed on?*

*How frustrating is it when you don't get answers to your questions?*

*Have you ever thought why this might be the case?*

*What if a professional hasn't recorded information accurately?*

*Have you ever heard, 'We have just moved office'!*

*What if someone passes on information or gossip, or a secret about you?*

*How do you feel?*

If communication between people is poor for whatever reason it becomes even more frustrating. However when people and organisations in the children and young people's, social care, community justice and health sectors and settings do communicate effectively – both verbally and non-verbally - then people feel valued and positive about their care and work.
This unit will provide opportunities for you to investigate how effective communication, information sharing and record keeping is vital in the children and young people's, social care, community justice and health sectors and settings.

## Learning outcomes

On completion of this unit a learner should:

1    Know different methods of effective communication with individuals of all ages and backgrounds, and in a range of different circumstances

2    Understand the barriers to communication, their consequences, and approaches that can be taken to overcome these barriers and when and how they should be applied

3    Know the similarities and differences in accepted terminology within and between sectors

4    Know the types of technology that are used to support communication

5    Be able to communicate effectively with a range of individuals and in a range of different situations employing various communication methods

6    Understand why it is important to keep accurate records, what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information

7    Be able to review the effectiveness of recording and reporting arrangements in a range of settings.

## What you need to cover

1. **Know different methods of effective communication with individuals of all ages and backgrounds, and in a range of different circumstances**

   Different methods of effective communication could include, for example:

   - verbal - speech, language (eg first language, dialect, slang, jargon)
   - non-verbal (eg posture, facial expression, touch, silence, proximity)
   - variation between cultures
   - listening and reflecting back.

   Different types of communication could include:

   - one to one/groups
   - formal/informal
   - text
   - oral
   - visual
   - touch
   - music and drama
   - arts and crafts
   - communication using technology.

   Knowledge of the communication cycle could be developed as follows:

   - ideas occur
   - message coded and sent
   - message received, decoded and understood.

2. **Understand the barriers to communication, their consequences, and approaches that can be taken to overcome these barriers and when and how they should be applied**

   Barriers to communication could be in relation to:

   - the environment, such as noise, lack of privacy, seating
   - personal issues, such as the health, wellbeing and needs of the individuals involved
   - social issues, such as conflict, violent and abusive situations, ability to read and write in a particular language or style
   - language, such as the differences in accepted terminology within and between sectors.

   Potential consequences of the barriers could include:

   - low self esteem
   - lack of understanding
   - lack of confidence

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- lack of empowerment

- failure to access services

- failure of services to support the needs of those requiring them.

Barriers to communication can be overcome by using, for example:

- use of appropriate language

- advocates, interpreters, translators, signers

- Makaton, Braille

- signs, symbols, pictures and writing

- objects of reference

- communication passports

- human and technological aids to communication.

Understanding of how and when these different ways should be used.

| | | |
|---|---|---|
| 3. | **Know the similarities and differences in accepted terminology within and between sectors** | Knowledge of the similarities and differences in the language used by the following sectors: <br><br> • children and young people <br><br> • social care <br><br> • community justice <br><br> • health sectors. <br><br> Knowledge of the similarities and differences in the language should be both within and between the sectors. <br><br> For example – patients/service users/victims/offenders. |
| 4. | **Know the types of technology that are used to support communication** | The kinds of technology that can be used to support the communication needs of a variety of people of all ages could include, for example: <br><br> • text phone <br><br> • speech synthesiser <br><br> • hearing aids <br><br> • induction loops <br><br> • telephone and video conferencing aids. |
| 5. | **Be able to communicate effectively with a range of individuals and in a range of different situations employing various communication** | Communication skills to be developed and demonstrated in a range of situations and with a range of individuals. <br><br> Individuals could include, for example: <br><br> • users of services <br><br> • carers |

**methods**

- the public and their representatives
- colleagues and co-workers
- managers
- representatives of the media.


Different situations could include, for example:

- children's settings
- young people's settings
- residential care homes
- adult training centres
- health settings.

6. **Understand why it is important to keep accurate records, what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information**

Understanding of:

- why it is important to record information about people accurately
- what information should or should not be recorded?
- what information should be shared and who with?

Understanding of how information about people is:

- kept confidential
- kept secure.


Understanding of:

- how the security of records can be maintained – both paper and electronic
- how the risks associated with keeping records can be reduced.

Awareness of the concerns/problems that can arise for professionals when information given in confidence needs to be shared with, for example:

- other professionals
- relatives/carers.

7. **Be able to review the effectiveness of recording and reporting arrangements in a range of settings**

Investigate recording and reporting procedures in three settings from across the following sectors:

- Children and Young People
- Social Care
- Community Justice
- Health.

**QCF Unit Summary**

| Learning Outcome | Assessment for Unit 4 Level 3 |
|---|---|
| **The learner will:** | **The learner can:** |
| **1. Know different methods of effective communication with individuals of all ages and backgrounds, and in a range of different circumstances** | **Outline** different methods of effective communication - including with individuals of all ages and backgrounds, and in a range of different circumstances, using relevant examples |
| **2. Understand the barriers to communication, their consequences, and approaches that can be taken to overcome these barriers and when and how they should be applied** | **Describe** potential barriers to communication and their possible consequences, and approaches that can be taken to overcome these barriers and when and how they should be applied, connecting own and others' ideas and experiences in inventive ways (CT3) |
| **3. Know the similarities and differences in accepted terminology within and between sectors** | **Outline** similarities and differences in accepted terminology within and between sectors |
| **4. Know the types of technology that are used to support communication** | **Describe** the types of technology that can be used to support and enhance communication |
| **5. Be able to communicate effectively with a range of individuals and in a range of different situations employing various communication methods** | Plan, participate in and **describe** two interactions, which include the use of a variety of communication skills for different individuals and situations, and **explain** the effectiveness of the skills used, identifying improvements that would benefit others and themselves (EP4) |

| | |
|---|---|
| **6. Understand why it is important to keep accurate records, what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information** | **Outline** the importance of recording information accurately, including what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information |
| **7. Be able to review the effectiveness of recording and reporting arrangements in a range of settings** | **Explain** the effectiveness of recording and reporting arrangements in three settings across the four sectors. |

**How you will be assessed**

One assignment is required for the assessment of this unit, divided into two tasks. The tasks will involve the production of a training toolkit, and participation in two interactions.

1. You are working for an organisation that is involved in partnership working across the four sectors:

- Health
- Social Care
- Children and Young People
- Community Justice.

As an aid to effective partnership working, you have been asked to prepare a training toolkit for new workers that could be used by partner organisations across the four sectors. The toolkit is intended as a guide to communication and information sharing within and across organisations across the sectors. The toolkit could be produced in a variety of formats, such as a pack, a PowerPoint presentation and/or a DVD/video.

The toolkit should include information about:

- different methods of effective communication - including with individuals of all ages and backgrounds, and in a range of different circumstances
- potential barriers to communication and their possible consequences
- approaches that can be taken to overcome barriers to communication and when and how they should be applied
- similarities and differences in accepted terminology within and between sectors
- the types of technology that can be used to support communication
- why it is important to record information accurately and what should and should not be recorded or shared
- how the confidentiality and security of records is maintained and how the risks can be minimised
- tensions which exist between confidentiality and the need to share information, with guidance for the new workers
- a review and evaluation of the effectiveness of recording and reporting arrangements in three settings within the partnership, across the four sectors, again - as exemplars for the new workers.

2. You need to provide evidence of two interactions you have participated in, including how they were planned and demonstrating the use of a variety of effective communication skills – in different situations, Observation sheets and/or witness statements signed by, for example, a college tutor or workplace supervisor should be included to support evidence for the interactions.

This assignment will further aid your development of personal, learning and thinking skills. You will need to show that you are developing, for example, as an effective participator and a creative thinker.

**Assessment Grid**

| Assessment focus | Band 1 | Band 2 | Band 3 | Mark total |
|---|---|---|---|---|
| **1. Know different methods of effective communication with individuals of all ages and backgrounds, and in a range of different circumstances** | **Outline** different methods of effective communication - including with individuals of all ages and backgrounds, and in a range of different circumstances, using relevant examples | **Describe** the use of different methods of communication and how these are effective with individuals of all ages and backgrounds, and in a range of different circumstances, using relevant examples | **Evaluate** the use of different methods of communication and how these are effective with individuals of all ages and backgrounds, and in a range of different circumstances, using relevant examples | **10** |
| | **1-4** | **5-7** | **8-10** | |
| **2. Understand the barriers to communication, their consequences, and approaches that can be taken to overcome these barriers and when and how they should be applied** | **Describe** potential barriers to communication and their possible consequences, and approaches that can be taken to overcome these barriers and when and how they should be applied, connecting own and others' ideas and experiences in inventive ways | **Explain** potential barriers to communication and their possible consequences, and approaches that can be taken to overcome these barriers and when and how they should be applied, connecting own and others' ideas and experiences in inventive ways | **Analyse** potential barriers to communication and their possible consequences, and **evaluate** approaches that can be taken to overcome these barriers and when and how they should be applied, connecting own and others' ideas and experiences in inventive ways | **10** |
| | **1-4** | **5-7** | **8-10** | |
| **3. Know the similarities and differences in accepted terminology within and between sectors** | **Outline** similarities and differences in accepted terminology within and between sectors | **Describe** similarities and differences in accepted terminology within and between sectors | **Analyse** the potential consequences of similarities and differences in accepted terminology within and between sectors | **5** |
| | **1-2** | **3** | **4-5** | |
| **4. Know the types of** | **Describe** the types of technology that can be used to | **Explain** the use of different types of technology that can be | **Evaluate** the use of different types of technology that can be | |

| technology that are used to support communication | support and enhance communication | used to support and enhance communication | used to support and enhance communication | |
|---|---|---|---|---|
| | 1-2 | 3-4 | 5 | 5 |
| 5. Be able to communicate effectively with a range of individuals and in a range of different situations employing various communication methods | Plan, participate in and describe two interactions, which include the use of a variety of communication skills for different individuals and situations, and explain the effectiveness of the skills used, identifying improvements that would benefit others and themselves | Plan and participate in two interactions and analyse the effectiveness of skills used, including the use of a variety of communication skills for different individuals and situations, identifying improvements that would benefit others and themselves | Plan and participate in two interactions and evaluate the skills used, including the use of a variety of communication skills for different individuals and situations, identifying improvements that would benefit others and themselves | |
| | 1-5 | 6-9 | 10-13 | 13 |

| | | | | |
|---|---|---|---|---|
| 6. Understand why it is important to keep accurate records, what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information | Outline the importance of recording information accurately, including what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information | Describe the importance of recording information accurately, including what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information | Explain the importance of recording information accurately, including what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information | |
| | 1-4 | 5-7 | 8-10 | 10 |
| 7. Be able to review the effectiveness of recording and reporting arrangements in a range of settings | Explain the effectiveness of recording and reporting arrangements in three settings across the four sectors. | Analyse the effectiveness of recording and reporting arrangements in three settings across the four sectors. | Evaluate the recording and reporting arrangements in three settings across the four sectors. | |
| | 1-3 | 4-5 | 6-7 | 7 |
| | | | Total marks | 60 |

## Assessment Guidance

**Guidance to the Assessment Grid**

- The basic principle is that this is a "best fit" grid – ie match overall standard of work for an assessment focus to a band. It is NOT a hurdle approach, whereby the Assessor cannot award marks from the next band if one item for an assessment focus from a lower band has been omitted, regardless of the quality of the rest of the work for that assessment focus
- If a learner completes all they are asked to do in a band for an assessment focus, they should normally be awarded the full marks for that band
- If a learner has clearly gone beyond the requirements for one aspect of work required by a band, consider whether the learner can be awarded marks from the bottom of the next band
- If a learner has completed less than required in any aspect of work for an assessment focus, or indeed omitted an aspect, then the mark moves down within the band
- Judgements are completely separate for each assessment focus – ie a learner can get marks in band 3 on one assessment focus, band 1 on another etc, then all band marks are added together for the unit total. It may be possible for a learner to pass a unit even if 0 has been given in marks for one assessment focus in the unit.

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.

Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

Whilst learners may work as part of a team to carry out investigations, the evidence produced to satisfy each mark band should be the individual learner's own work. When appropriate, witness statement or similar evidence may be used to clearly demonstrate that it is the learner fulfilling the mark band requirement.

## Guidance for Allocating Marks

This section provides further guidance for the assessor on how to confirm marks within the best-fit approach. This section should only be referred to once the preliminary judgement has been made and in used to guide the assessor as to placement within the mark band.

Not all responses need to be of equal standard – in general terms more detailed information in one part of an assessment focus could balance weaker information for another part, providing access to full marks. The importance of breadth, however, should also be taken into consideration, and in the Society, Health and Development Diploma it is important for learners to gain knowledge and understanding of all four sectors.

# Descriptors

Centres should note that the following definitions apply generically to the given terms, and that they need to be interpreted in the context of the assessment tasks.

| Descriptor | Meaning |
|---|---|
| **Identify** | A straightforward statement, possible in the form of a list. For example, what is a partnership? A partnership can be formed between different individuals, agencies and/or other organisations, with the overarching purpose of working together. |
| **Outline** | Brief information that includes some of the main features and is likely to be in continuous prose. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. |
| **Describe** | Clear information that includes all or most of the main features. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. The benefits of partnership working include pooling of resources, sharing of ideas, information and expertise, and improving efficiency. |
| **Explain** | A response that accounts for/gives reasons. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest, and come together in order to allow services to be delivered in a 'joined up' way. This means that there may be co-ordination of action between organisations that can help to achieve objectives. There is usually an overarching purpose for partners to work together - for example providing a well-balanced service, and a range of specific objectives - for example pooling resources. Partnerships are often formed to address specific issues because bringing together the various parts of service delivery provides opportunities to develop new and innovative approaches to service provision. Service providers may pool not only resources, but effort and managerial time. Partnerships may be short or long term. |
| **Justify** | Give reasons or evidence to support the issue/opinion/conclusion |
| **Analyse** | Detailed examination and discussion – considering different aspects |

| Evaluate | Assessment of the value of something, using evidence and forming conclusions – considering strengths and weaknesses and the balance between the two, with justification and suggested potential improvements. |
|---|---|

**Assessment Focus 1**
**Learning Outcome 1**

| Mark Band 1<br><br>(1-4 marks) | Responses will largely involve outlines. Learners will have included different methods of communication – verbal and non-verbal – and considered their effectiveness, including with individuals of all ages and backgrounds, and in a range of different circumstances. Examples will have been drawn both from learners' own personal experiences, and from their experiences in workplace settings.<br>For full marks, learners are likely to have outlined the role of verbal communication - considering one aspect such as first language or dialect, the potential effect of two or three aspects of non-verbal communication, variation between cultures, and the importance of listening and reflecting back. Within their accounts learners are likely to include examples relating to individuals of at least three different ages, and at least three different circumstances. Different circumstances could relate to, for example, differences between formal and informal situations, one to one or group situations, or different roles. At least two other types of communication will be included, such as the use of the text facility on mobile phones, or communication using technology. |
|---|---|
| Mark Band 2<br><br>(5-7 marks) | Expectations for this band follow the pattern for band 1, but to gain marks the responses will be descriptive in character, though at the lower end of the band they could be a mix of outlines or descriptions.<br>For full marks, learners are likely to have described the role of verbal communication - considering at least two aspects such as first language or dialect, the potential effect of four or five aspects of non-verbal communication, variation between cultures and the importance of listening and reflecting back. Within their accounts learners are likely to include examples relating to individuals of at least four different ages, and at least three different circumstances. At least two other types of communication will be included. |
| Mark Band 3<br><br>(8-10 marks) | The distinguishing feature of this band is that some of the comments will be evaluative, although it is likely there will be a mix of description and evaluation.<br>For full marks, learners are likely to have provided some evaluative evidence for the use of verbal communication - considering at least two aspects such as first language or dialect, the potential effect of four or five aspects of non-verbal communication, variation between cultures and the importance of listening and reflecting back. Within their accounts learners are likely to include examples relating to individuals of at least four different ages, and at least three |

| | different circumstances. Evidence for at least two other types of communication will be included, again with some evaluative comment. |
|---|---|

| **Assessment Focus 2**<br>**Learning Outcome 2** | |
|---|---|
| **Mark Band 1**<br><br>**(1-4 marks)** | Responses in this band will be largely descriptive and could be tabulated.<br>For full marks at least four examples of potential barriers should be included – these are likely to include one example each from environmental, personal, social and language issues. Possible consequences of each will be described, along with approaches that could be taken to overcome them – and how these approaches could be applied.<br>This mark band is also appropriate for learners who have included three or less examples of potential barriers, regardless of the quality of the evidence provided. |
| **Mark Band 2**<br><br>**(5-7 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments. To get into the band responses for at least two examples of potential barriers are likely to include some explanatory comments.<br><br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included for all four examples of potential barriers. |
| **Mark Band 3**<br><br>**(8-10 marks)** | The style of the response will be analytical/evaluative, although it is likely there will be a mix of description and explanation included.<br>To get into the band responses for at least two examples of potential barriers are likely to include some analysis and/or evaluation.<br>For full marks evidence is likely to include a mix of description and explanation, with analytical/evaluative comments included for all four examples of potential barriers. |

| **Assessment Focus 3**<br>**Learning Outcome 3** | |
|---|---|
| **Mark Band 1**<br><br><br>**(1-2 marks)** | Responses in this band will be largely outlines. For full marks, learners will have provided at least three similarities and at least three differences in accepted terminology, with some reference to all four sectors.<br>This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but with reference to less than four sectors. |
| **Mark Band 2** | Expectations for this band follow the pattern for band 1, but the responses will be largely descriptive accounts.<br>To get into this band, learners will have provided descriptions |

| (3 marks) | about the potential consequences of at least one similarity and at least one difference in accepted terminology, with some reference to all four sectors.<br>For full marks, descriptions will be included for at least two similarities and at least two differences in accepted terminology, with some reference to all four sectors. |
|---|---|
| **Mark Band 3**<br><br>**(4-5 marks)** | The style of the response will be analytical, although it is likely there will be description included.<br>To get into this band, learners will have provided analytical comments about the potential consequences of at least one similarity and at least one difference in accepted terminology, with some reference to all four sectors.<br>For full marks, analytical comments will be included for at least two similarities and at least two differences in accepted terminology, with some reference to all four sectors. |
| **Assessment Focus 4**<br>**Learning Outcome 4** | |
| **Mark Band 1**<br><br>**(1-2 marks)** | Responses in this band will be largely descriptive. For full marks, learners are likely to include descriptions of at least three different types of technology that may be used to support and enhance communication.<br><br>This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but not included some evidence for at least three different types of technology. |
| **Mark Band 2**<br><br>**(3-4 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments.<br><br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included for all three examples of different types of technology. Learners could also gain access to full marks if they have only included explanation for two of the examples, but also included a statement or two of an evaluative nature for at least one of them. |
| **Mark Band 3**<br><br>**(5 marks)** | The style of the response will be evaluative, although it is likely there will be a mix of description and explanation included.<br>To get into this band, some evaluation of the use of at least one of the three different types of technology should be included. |
| **Assessment Focus 5**<br>**Learning Outcome 5** | |
| **Mark Band 1** | The key issue in this assessment focus is the demonstration of learners' communication skills – both verbal and non-verbal. |

| (1-5 marks) | As such the provision of witness testimonies and/or observation sheets as supporting evidence is paramount. Learners will also review the interactions, basing their review on this supporting evidence as well as their reflections on their own ability to communicate – in terms of both verbal and non-verbal interpersonal skills.<br><br>Responses in this band will be descriptive and explanatory. Learners need to provide evidence of having planned and participated in two interactions, explaining the effectiveness of their own use of a variety of communication skills – verbal and non-verbal - in the interactions, which should involve different individuals and situations.<br><br>Evidence for participation should include a witness testimony from, for example, a tutor or workplace supervisor, as well as a reflective account. It could also include testimonies from other participants in the interactions. Both verbal and non-verbal communication skills need to be included.<br><br>For full marks, learners will have provided evidence of planning and participating in two interactions. Witness testimonies will indicate that communication skills – both verbal and non-verbal - were used appropriately by the learner in both interactions. Learners will also have included some explanatory comments in relation to the effectiveness of the use of at least three communication skills in each interaction.<br><br>This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but only provided evidence of participation in one interaction, or those who participated in two interactions but did not contribute appropriately. Learners who provide some evidence appropriate to higher bands, but whose witness testimonies/observation sheets indicate limited use of communication skills, can only be awarded marks at the lower end of this mark band. |
|---|---|
| Mark Band 2<br><br>(6-9 marks) | Expectations for this band follow the pattern for band 1, but the responses will be analytical in character. Witness testimonies will indicate that communication skills – both verbal and non-verbal - were used appropriately by the learner in both interactions.<br><br>At the lower end of the mark range evidence is likely to include a mix of explanation and some analytical comments.<br><br>For full marks evidence is likely to include a mix of explanation and analysis, with analytical comments included across the use of at least three communication skills in each interaction. |
| Mark Band 3<br><br>(10-13 marks) | The style of the response will be evaluative, although it is likely there will be a mix of explanation and analysis included. Witness testimonies will indicate that communication skills – both verbal and non-verbal - were used appropriately by the learner in both interactions – including at least one challenging situation.<br><br>At the lower end of the mark range evidence is likely to include a mix of explanation, analysis and some evaluative comments.<br><br>For full marks evidence is likely to include a mix of explanation, analysis and evaluation, with evaluative comments included for |

| | the use of at least three communication skills in each interaction. |
|---|---|
| **Assessment Focus 6** <br><br> **Learning Outcome 6** | |
| **Mark Band 1** <br><br> **(1-4 marks)** | Responses in this band will be largely outlines. <br><br> For full marks learners will have provided outlines that cover all aspects of the assessment focus, including at least two examples of tensions that can exist between confidentiality and the need to share information. <br><br> This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but not included evidence for all aspects of the assessment focus. |
| **Mark Band 2** <br><br> **(5-7 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. <br> At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. <br> For full marks evidence across the assessment focus is likely to be largely descriptive. |
| **Mark Band 3** <br><br> **(8-10 marks)** | Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. <br> At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. <br> For full marks evidence across the assessment focus is likely to include explanatory comments. |
| **Assessment Focus 7** <br><br> **Learning Outcome 7** | |
| **Mark Band 1** <br><br> **(1-3 marks)** | Responses in this band will be largely explanatory. <br><br> For full marks, learners will have explored three settings across the four sectors and explained the effectiveness in recording and reporting arrangements in the settings, using two or three examples from each setting. <br><br> This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but included evidence for only one or two settings. |
| **Mark Band 2** <br><br> **(4-5 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be analytical in character. <br> At the lower end of the mark range evidence is likely to include a mix of explanation and analysis, with some analytical review for at least one of the settings. <br><br> For full marks evidence is likely to include a mix of explanation and analysis, with analytical comments included for at least two of the settings. |

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| Mark Band 3 (6-7 marks) | Expectations for this band follow the pattern for band 2, but the responses will be evaluative in character. |
|---|---|
| | At the lower end of the mark range evidence is likely to include a mix of analysis and evaluation, with some evaluation for at least one of the settings. |
| | For full marks evidence is likely to include a mix of analysis and evaluation, with evaluative comments included for at least two of the settings. |

## Contextualisation

*'Over one million children in the UK struggle to communicate'*

'Communication is the foundation life skill. It affects our ability to learn, form relationships and make friends. Children with speech and language difficulties get left out and left behind.' ([www.ican.org.uk](www.ican.org.uk))

*'The Cost to the Nation of Children's Poor Communication' report is part of I CAN's Make Chatter Matter campaign.*

*It found that one in 10 children in the UK will have long-term communication problems, while in areas of high unemployment and poor housing, as many as 80% of five-year-olds are starting school without the necessary language skills.*

*"Educating children without basic communication skills is like building a house on the sand"* - Mary Hartshorne (Author)

*And it also showed school leavers with poor communication are forced to compete for a dwindling number of low-paid jobs or turn to criminal activities.*

([http://news.bbc.co.uk/1/hi/education/5402896.stm](http://news.bbc.co.uk/1/hi/education/5402896.stm))

Why does is matter about communication skills?  What are communication skills? What prevents individuals from acquiring effective communication skills?

What if the people who work in the various sectors do not communicate well? What is being done to help people?

When it works it works well, why? How does technology help communication?

**'The mass of personal information on government databases must be protected or public trust will be damaged, ministers are being warned'.**

Information Commissioner Richard Thomas says getting details wrong or mixing them up has huge costs to the people concerned, government and businesses. 'Details should not be shared just because technology allows it, he says.'

(http://[news.bbc.co.uk/1/hi/uk_politics/5172890.stm](news.bbc.co.uk/1/hi/uk_politics/5172890.stm))

Have you ever wondered what happens to all the information that is held about you by public services? How and where it is stored?

What safety measures are in place to keep the information safe?

Who is allowed to see it?

Have you had a say in who can see information about you? What about information that is kept about you in your school or college?

Perhaps it is time to find out?

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# Guidance for Delivery of this Unit

Centres can use the examples cited in the previous section in order to introduce the unit. Delivery of the unit should be contextualised to the four sectors, with centres developing delivery methods as appropriate for the learning cohort.

To be reviewed from here

Tutors will need to spend time discussing with students presentation skills, including the variety of presentation methods and how students can get feedback from their audience. Whilst students could give their presentations to fellow learners, the use of someone from one of the sectors will add rigour to the presentation.

Presentations should be up to ten minutes in length and learners will need time to prepare for the presentation, after they have completed all the research and interactions, tutors are strongly advised to build this time in when planning the unit. Learners should use more than one form of presentation skill and they should understand that reliance solely on PowerPoint as the format, does not constitute a good presentation.

Learners should be encouraged to investigate methods of communication and interpret interactions that are relevant in health and social care settings. Peer observations, class discussions and vocational experience will help to broaden learners' understanding.

Learners will need to consider factors that enhance communication; learners find it relatively easy to identify certain factors such as body language and trust. However, they also need to recognise why empathy, responsiveness, attentiveness and respect are so important. Many of the skills in this unit — prompts, reflection, empathy, open-ended questions — can be developed in a counselling skills training format. Others, such as assertiveness, can be developed through role-play. When developing their assertiveness skills, learners will need to distinguish between being assertive and being aggressive.

Learners need to grasp that good communication is as much a question of values as effective skills. Sometimes the easiest way to get this across is to talk about what makes communication ineffective. Can learners identify times when someone did not listen to them, looked through them or patronised them? How did they feel when they were treated this way? How did they feel when they told a friend about a problem, only for the friend to off-load their own experiences back?

Considering their own experiences gives learners an insight into being on the receiving end of poor practice. It also helps them to see how self-esteem is inextricably linked with good communication practices.

Learners need to be aware of disabilities and differences so they will be able to accommodate them when interacting. It is not necessary to teach sign language, but learners should be familiar with the range of technological aids currently available. This includes the immense benefit of the text facility on mobile phones for people with hearing or speech difficulties.

Learners are not expected to be able to participate in therapeutic groups, for instance, but they will need to become familiar with concepts concerning group life. Fish-bowl exercises, decision-making forums and team-building activities all provide interesting and valid material for investigating group stages (forming, storming, and norming) and helpful/unhelpful behaviours. Role-playing effective and ineffective communication skills provides a good basis

for learning. Writing scripts, watching television interviewers, using audiotapes and videos are all valid and interesting ways to evaluate skills.

An interaction does not need to have gone well to be analysed. Learners will often find more to discuss if things did not go as they might have wished. If peer review is used, learners must provide feedback in a sensitive manner.

Learners should try to turn a negative into a positive. For example, 'it would be better if you used more eye contact', rather than 'you did not use enough eye contact' and sandwich a negative between two positives. Learners should also appreciate the ethical issues surrounding client confidentiality.

Learners are to be encouraged to complete a one-to-one and a group interaction in a setting, with different client groups, as well as evaluating the presentation. Interactions can take place during a work experience placement if appropriate. Role play can be an effective way to practise skills; however learners should carry out their interactions with clients/patients of different ages where they take on the role of a carer.

Learners may not be able to access settings within all sectors, however visiting speakers or interviews with professionals from all four sectors should be able to discuss with learners record keeping, security of records and the tensions that may occur. This is an opportunity for learners to split up and work in teams to research different settings within the four sectors and to report back to each other. Tutors will need to ensure learners discuss all the grading criteria and agree common questions to be used in the interviews. Learners should also use other research they have personally completed to complete the evidence for the grading criteria, this could include the use of relative, friends neighbours who work in the sectors, the internet and books.

**Guidance for the delivery of personal, learning and thinking skills**

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | Activities |
|---|---|
| **Independent enquirers** | • identifying questions to ask professionals about record keeping<br><br>• exploring issues, events or problems from different perspectives when considering the barriers to communication and how to overcome them<br><br>• analysing and evaluating information, judging its relevance and value when analysing and evaluating own interactions<br><br>• considering the influence of circumstances, beliefs and feelings on decisions and events when reflecting on own interactions and the effect on those who took part |
| **Creative thinkers** | • generating ideas and explore possibilities when planning the interactions |

| Reflective learners | • inviting feedback and dealing positively with praise, setbacks and criticism after the interactions |
| | • evaluating experiences and learning to inform future progress after the first interaction to improve own communication skills in the second interaction |
| Team workers | • co-operating with others to work towards common goals when researching and interviewing professionals about record keeping |
| Self-managers | • organising time and resources, prioritising actions when planning each interaction |
| | • dealing with competing pressures, including personal and work-related demands to complete and deliver the assessment |
| Effective participators | • discussing issues of concern prior to meeting professionals |
| | • proposing practical ways forward |

## Functional Skills – Level 2

| Skill | When learners are… |
|---|---|
| **ICT – Use ICT systems** | |
| **Select, interact with and use ICT systems independently for a complex task to meet a variety of needs** | Producing materials for assessment |
| **Evaluate the effectiveness of the ICT system they have used** | Considering the use of ICT systems for recording information |
| **Manage information storage to enable efficient retrieval** | Storing materials for assessment |
| **Follow and understand the need for safety and security practices** | Producing materials for assessment |
| **Troubleshoot** | Producing materials for assessment |
| **ICT – Find and select information** | |
| **Select and use a variety of sources of information independently for a complex task** | Producing materials for assessment |
| **Access, search for, select and use ICT-based information and evaluate its fitness for purpose** | Producing materials for assessment |
| **ICT – Develop, present and communicate information** | Producing materials for assessment |
| **Individuals can enter, develop and format information independently to suit its meaning and purpose including:**<br><br>**Text and tables**<br><br>**Images**<br><br>**Numbers**<br><br>**records** | Producing materials for assessment |
| **Bring together information to suit content and purpose** | Producing materials for assessment |
| **Present information in ways that are fit for purpose and audience** | Producing materials for assessment |
| **Evaluate the selection and use of ICT tools and facilities used to present information** | Producing materials for assessment |

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| | |
|---|---|
| **Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists** | Researching recording and reporting arrangements |
| **Mathematics** | |
| **Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations** | |
| **Identify the situation or problem and the mathematical methods needed to tackle it** | |
| **Select and apply a range of skills to find solutions** | |
| **Use appropriate checking procedures and evaluate their effectiveness at each stage** | |
| **Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations** | |
| **Draw conclusions and provide mathematical justifications** | |
| **English** | |
| **Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts** | Participating in interactions |
| **Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions** | |
| **Writing – write documents communicating information, ideas and opinions effectively and persuasively** | Producing materials for assessment |

**Work experience**

Work experience could provide opportunities for learners to complete their interactions. Tutors will therefore need to consider a longitudinal approach to the delivery of this unit in order to take into account the timing of work experience.

**Specialist Resources**

(Resources necessary for this unit)

**Websites**

www.skillsforcare.org.uk

www.skillsforhealth.org.uk/

www.skillsforjustice.com

www.skillsactive.com/

www.careknowledge.com          Care Knowledge

www.community-care.co.uk          Community Care Journal

www.csci.org.uk          Commission for Social Care Inspection

www.dh.gov.uk          Department of Health

www.rnib.org.uk          Royal National Institute of the Blind

www.rnid.org.uk          Royal National Institute for the Deaf

www.scie.org.uk          Social Care Institute for Excellence

www.scils.co.uk          Social Care Information and Learning
     Services

www.abdn.ac.uk/surgery/staff/PresentationSkills.pdf presentation skills

www.bt.com/betterworld/resources

www.everychildmatters.gov.uk/deliveringservices/commoncore/communication/core communication skills

www.nhsu.nhs.uk/ksf/docs/KSF%20Core%20Dimension%20-%20Communication.doc communication in the NHS

www.ican.org.uk/ICAN –'make chatter matter campaign'

www.opsi.gov.uk/ACTS/acts2000/20000036.htm Freedom of Information Act

www.met.police.uk/information/Your right to Information

www.news.bbc.co.uk/1/hi/uk_politics/5172890.stm  - BBC news item on sharing information

www.healthcareskills.nhs.uk/commskills.html

www.psychological-hug.com/

www.earthlingcommunication.com/

www.bbc.co.uk/health/confidence/learn/impact_1.shtml

www.bbc.co.uk/apps/ifl/health/quizengine/confidence_daytrip31/quizengine?quiz=confidence_daytrip31&templateStyle=confidence_daytrip31&platform=pc-internet

www.bbc.co.uk/health/confidence/learn/impact_2a.shtml

www.bbc.co.uk/health/confidence/learn/getting_index.shtml

www.slincs.coe.utk.edu/lpm/ky/health_manual/comm_skills1.pdf

www.slincs.coe.utk.edu/lpm/ky/health_manual/comm_skills1.pdf

www.chalkface.com/_Practical_Communication_Skills_for_the_Workplace#

www.dfes.gov.uk/readwriteplus/

www.teachernet.gov.uk/

www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/learningtomentor/trainingprogramme/commskills/

**Books**

- Boys D and Langridge E — *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007) 0748784047

- Crawford P and Bonham P — *Communication in Clinical Settings* (Nelson Thornes, 2006) 0748797165

- Miller J — *Care Practice for S/NVQ 3*(Hodder Arnold, 2005) 0340889330

- Myers B and Shaw L — *The Social Sciences* (Nelson Thornes, 2004) 074878585X

- Nolan Y — *S/NVQ Level 3 Health and Social Care Candidate Handbook* (Heinemann, 2005) 9780435453732

- Nolan Y — *S/NVQ Level 3 Health and Social Care Candidate Book Options Plus* (Heinemann, 2006) 9780435464653

- Stretch B — *Core Themes in Health and Social Care* (Heinemann, 2007) 9780435464257

- Stretch B and Whitehouse M — *BTEC National Health and Social Care Book 1* (Heinemann, 2007) 9780435499150

**Videos/DVD**

Use of television programmes to identify communication skills such as:
- Eastenders
- Coronation Street
- Interview programmes such as:
- Parkinson
- Richard and Judy
- Question Time

# Unit 5: Personal and Professional Development in the Work Environment

**About this Unit**

*What goes on in organisations that provide services?*

*How are they organised? Managed?*

*How do they put the people receiving services at the heart of their provision? Does it work?*

*What about staff development?*

*What if a member of staff is not sure about something and doesn't know who to ask?*

Experience of actual workplace settings is a great opportunity for you to find out some of the answers to these questions.

This unit will be based on your own experience in one or more actual workplace settings, and will help prepare you for employment in one or more of the sectors, and for Higher Education. You will have opportunities to reflect on how to:

- improve your own practice

- identify good practice

- plan for professional development to contribute effectively in a work setting.

An actual workplace setting means a real working environment where real services are provided. The 10 days spent in such settings does not have to take place in one block but may, for example, be spread over several weeks or months. The focus for your experience in actual workplace settings should be on personal and professional development in the work environment. It should enable you to gain an understanding of the nature of the professional development necessary for those who work within that setting, and the importance of up to date practice.

This experience in actual workplace settings is in addition to the 10 days of work experience required for the Society, Health and Development Diploma.

## Learning outcomes

On completion of this unit a learner should:

1   Know how key legislation, policies and procedures shape and govern professional practice, activities and actions

2   Understand a workplace, including how the underpinning principles and values of the sectors are demonstrated, based on experience in an actual workplace setting

3   Know what is meant by evidence based practice and the key aspects of reflective practice, including the theories and principles that underpin it

4   Know the roles and responsibilities of the individual and organisation in supporting personal and professional development

5   Understand how personal and professional development, and reflective practice can support effective service provision and improve practice

6   Be able to evaluate own strengths and areas for development for working effectively in a sector and develop a personal development plan which links to organisational objectives

7   Be able to generate and explore ways to address problems or issues.

## What you need to cover

1. Know how key legislation, policies and procedures shape and govern professional practice, activities and actions

Knowledge of how the following shape and govern professional practice, activities and actions:

- legislation/regulations
- resulting organisational policies and procedures.

Knowledge of the following should also be developed:

- charters
- codes of practice
- national minimum standards.

This should be linked to a workplace from at least one of the following sectors:

- Social Care
- Health
- Children and Young People
- Community Justice.

2. Understand a workplace, including how the underpinning principles and values of the sectors are demonstrated, based on experience in an actual workplace setting

There should be opportunities for researching an actual workplace setting, ie a real working environment where real services are provided.

Understanding of the workplace setting should be developed, to include:

- day to day running of services
- some of the issues that are faced by practitioners and the ways in which these are handled
- examples of evidence based practice
- the role of personal and professional development.

Understanding to include:

- positive promotion of individual rights
- promotion of anti discriminatory practice
- empowerment
- advocacy
- supportive communication
- confidentiality
- how these principles and values are supported by policies and procedures.

3. Know what is meant by evidence based practice and the key aspects of reflective practice,

Exploration of evidence based practice within the workplace setting, such as:

- ways of working with victims of crime (eg this could be a

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| including the theories and principles that underpin it | person afraid to leave his/her own home due to fear of crime) |
| | • ways of supporting children's development |
| | • ways of providing for individuals who require support and care |
| | • ways of caring for patients based on the latest practice following surgery, or palliative care. |
| | |
| | Knowledge of reflective practice should include how reflective practice allows professionals to learn and develop. |
| | Theories will include those from Schon and Kolb. |
| 4. Know the roles and responsibilities of the individual and organisation in supporting personal and professional development | Roles and responsibilities of both individuals and organisations should be explored. |
| | Responsibilities of individuals may be in relation to their: |
| | • continuing professional development |
| | • continuing professional competence |
| | • progression |
| | • promotion. |
| | |
| | Responsibilities of organisations may be in relation to, for example: |
| | • requirements and regulations of Sector Skills Councils |
| | • induction of new practitioners |
| | • succession planning |
| | • transition |
| | • continuing professional development of practitioners |
| | • continuing professional competence of practitioners |
| | • literacy/numeracy/information and communication technology |
| | • mentoring |
| | • appraisal |
| | • to meet targets |
| | • to meet objectives and policies |
| | • to meet national minimum standards |
| | • in line with organisational policies and procedures |
| | • in response to national initiatives. |
| 5. Understand how personal and | Understanding should include: |

| | |
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| professional development, and reflective practice can support effective service provision and improve practice | • the importance of updating knowledge and practice<br>• the importance of reflecting on own practice. |
| 6. Be able to evaluate own strengths and areas for development for working effectively in a sector and develop a personal development plan which links to organisational objectives | A SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) or similar will enable evaluation to take place. Evidence should be relevant to the workplace and may include, for example:<br>• formal assessments<br>• placement reports<br>• feedback from tutors and supervisors<br>• tutorial/career records<br>• reflective accounts.<br><br>Personal development plan should include:<br>• short-term targets/goals (up to six months) - SMART<br>• long-term targets/goals (minimum of 18 months) - SMART<br>• personal goals in terms of knowledge, skills, career aspirations<br>• links to organisational objectives. |
| 7. Be able to generate and explore ways to address problems or issues. | Formal and informal ways of addressing problems or issues when working in organisations might include:<br>• using policies and procedures<br>• asking people for help, eg managers, supervisors, peers<br>• at staff meetings, debriefing sessions, partnership meetings<br>• by reflecting on issues. |

## QCF Unit Summary

| Learning Outcome | Assessment for Unit 5 Level 3 |
|---|---|
| **The learner will:** | **The learner can:** |
| 1. **Know how key legislation, policies and procedures shape and govern professional practice, activities and actions** | Investigate, organising time and resources and prioritising actions, relevant key legislation, policies and procedures, identify two examples of each and **describe** how they govern professional practice, activities and actions at a specified workplace (SM3) |
| 2. **Understand a workplace, including how the underpinning principles and values of the sectors are demonstrated, based on experience in an actual workplace setting** | **Describe** the nature of a specified workplace including day to day activities at the workplace - routine and non-routine, the organisation and the service/s provided, and how the underpinning principles and values of the sector/s are demonstrated in the day-to-day routine and non-routine activities |
| 3. **Know what is meant by evidence based practice and the key aspects of reflective practice, including the theories and principles that underpin it** | **Describe** what is meant by evidence based practice, using at least two examples from actual workplace experiences, and key aspects of reflective practice, including theories and principles that underpin it |
| 4. **Know the roles and responsibilities of the individual and organisation in supporting personal and professional development** | **Describe** the roles and responsibilities of both the individual and the organisation in supporting personal and professional development |

| | |
|---|---|
| 5. **Understand how personal and professional development, and reflective practice can support effective service provision and improve practice** | **Describe,** using at least three examples, how personal and professional development and reflective practice in workplace settings can support effective service provision and improve practice |
| 6. **Be able to evaluate own strengths and areas for development for working effectively in a sector and develop a personal development plan which links to organisational objectives** | **Describe** use of a SWOT analysis or similar to evaluate own strengths and potential areas for development in relation to working in one of the sectors, and development of a personal development plan which links to organisational objectives (RL1, RL2) |
| 7. **Be able to generate and explore ways to address problems or issues.** | **Describe** own exploration of ways in which two problems or issues observed or experienced in an actual workplace setting could be addressed, using different perspectives (IE3, CT1) |

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## How you will be assessed

One assignment is required for the assessment of this unit. You should base your evidence for the unit on your experience in one or more actual workplace settings.

This assignment will involve the production of a portfolio, which should include:

- a record of all experience in actual workplace settings, including number of days/half days
- reports/records of feedback from tutors and supervisors
- work shadowing/observation records
- a full description of one workplace setting (see below)
- an outline of what is meant by evidence based practice, with at least two examples from actual workplace experiences
- an outline of key aspects of reflective practice and the theories and principles that underpin it
- an account of the role of personal and professional development in workplace settings (see below)
- a reflective diary, including how you generated and explored ways to address problems or issues observed or experienced in an actual workplace setting, using different perspectives
- a SWOT analysis or similar – and how you used it
- a personal development plan that links to organisational objectives – and how you developed it.

**The full description of one workplace setting should include:**

- the nature of the workplace setting, eg sector, organisation, service/s provided
- identification of at least two examples of interfacing with other organisations/sectors
- an account of day to day activities – routine and non-routine
- at least two examples of issues that are faced by practitioners and the ways in which these are handled
- two examples of key legislation, and resulting policies and procedures that govern professional practice, activities and actions at the workplace setting, and a description of how they do this
- how the underpinning principles and values of the sector/s are demonstrated in the day-to-day routine and non-routine activities at the workplace setting.

**The account of the role of personal and professional development in workplace settings should include:**

- an account of roles and responsibilities of the individual in supporting personal and professional development

- an account of roles and responsibilities of organisations in supporting personal and professional development

- at least three examples of personal and professional development in workplace settings

- an account of how personal and professional development, and reflective practice can support effective service provision and improve practice.

**NB Learners should be reminded of the importance of maintaining confidentiality when basing their evidence on real life individuals/situations.**

This assignment will further aid your development of personal, learning and thinking skills. You will need to show that you are developing, for example, as an independent enquirer, a creative thinker, a refective learner and a self-manager.

## Assessment Grid

**There should be evidence of successful completion of a minimum of 10 days in one or more actual workplace settings**

| Assessment focus | Band 1 | Band 2 | Band 3 | Mark total |
|---|---|---|---|---|
| 1 **Know how key legislation, policies and procedures shape and govern professional practice, activities and actions** | Investigate, organising time and resources and prioritising actions, relevant key legislation, policies and procedures, identify two examples of each and **describe** how they govern professional practice, activities and actions at a specified workplace | Investigate, organising time and resources and prioritising actions, relevant key legislation, policies and procedures, identify two examples of each and **explain** how they govern professional practice, activities and actions at a specified workplace | Investigate, organising time and resources and prioritising actions, relevant key legislation, policies and procedures, identify two examples of each and **evaluate** how they govern professional practice, activities and actions at a specified workplace | |
| | 1-3 | 4-5 | 6-7 | 7 |
| 2 **Understand a workplace, including how the underpinning principles and values of the sectors are demonstrated, based on experience in an actual workplace setting** | **Describe** the nature of a specified workplace including day to day activities at the workplace - routine and non-routine, the organisation and the service/s provided, and how the underpinning principles and values of the sector/s are demonstrated in the day-to-day routine and non-routine activities | **Explain** the nature of a specified workplace including day to day activities at the workplace - routine and non-routine, the organisation and the service/s provided, and how the underpinning principles and values of the sector/s are demonstrated in the day-to-day routine and non-routine activities | **Analyse** the nature of a specified workplace including day to day activities at the workplace - routine and non-routine, the organisation and the service/s provided, and how the underpinning principles and values of the sector/s are demonstrated in the day-to-day routine and non-routine activities | |

| | 1-4 | 5-7 | 8-10 | 10 |
|---|---|---|---|---|

| # | Learning outcome | Describe | Explain | Analyse | Marks |
|---|---|---|---|---|---|
| 3 | Know what is meant by evidence based practice and the key aspects of reflective practice, including the theories and principles that underpin it | Describe what is meant by evidence based practice, using at least two examples from actual workplace experiences, and key aspects of reflective practice, including theories and principles that underpin it | Explain what is meant by evidence based practice, using at least two examples from actual workplace experiences, and key aspects of reflective practice, including theories and principles that underpin it | Analyse evidence based practice, using examples from actual workplace experiences, and evaluate key aspects of reflective practice in relation to theories and principles that underpin it | 10 |
| | | 1-4 | 5-7 | 8-10 | |
| 4 | Know the roles and responsibilities of the individual and organisation in supporting personal and professional development | Describe the roles and responsibilities of both the individual and the organisation in supporting personal and professional development | Explain the roles and responsibilities of both the individual and the organisation in supporting personal and professional development | Analyse the roles and responsibilities of both the individual and the organisation in supporting personal and professional development | 7 |
| | | 1-3 | 4-5 | 6-7 | |
| 5 | Understand how personal and professional development, and reflective practice, can support effective service provision and improve practice | Describe, using at least three examples, how personal and professional development and reflective practice in workplace settings can support effective service provision and improve practice | Explain, using at least three examples, how personal and professional development and reflective practice in workplace settings can support effective service provision and improve practice | Analyse, using at least three examples, how personal and professional development and reflective practice in workplace settings can support effective service provision and improve practice | 7 |
| | | 1-3 | 4-5 | 6-7 | |
| 6 | Be able to evaluate own strengths and areas for development for working effectively in a sector and | Describe use of a SWOT analysis or similar to evaluate own strengths and potential areas for development in relation to | Explain use of a SWOT analysis or similar to evaluate own strengths and potential areas for development in | Analyse use of a SWOT analysis or similar to evaluate own strengths and potential areas for development in | |

| | | | | Max |
|---|---|---|---|---|
| develop a personal development plan which links to organisational objectives | working in one of the sectors, and development of a personal development plan which links to organisational objectives | relation to working in one of the sectors, and **explain** development of a personal development plan which links to organisational objectives | relation to working in one of the sectors, and **analyse** development of a personal development plan which links to organisational objectives | |
| | **1-4** | **5-8** | **9-12** | **12** |
| 7 Be able to generate and explore ways to address problems or issues. | **Describe** own exploration of ways in which two problems or issues observed or experienced in an actual workplace setting could be addressed, using different perspectives. | **Explain** own exploration of ways in which two problems or issues observed or experienced in an actual workplace setting could be addressed, using different perspectives. | **Analyse** own exploration of ways in which two problems or issues observed or experienced in an actual workplace setting could be addressed, using different perspectives. | |
| | **1-3** | **4-5** | **6-7** | **7** |
| | | | **Total marks** | **60** |

## Assessment Guidance

**Guidance to the Assessment Grid**

- The basic principle is that this is a "best fit" grid – ie match overall standard of work for an assessment focus to a band. It is NOT a hurdle approach, whereby the Assessor cannot award marks from the next band if one item for an assessment focus from a lower band has been omitted, regardless of the quality of the rest of the work for that assessment focus
- If a learner completes all they are asked to do in a band for an assessment focus, they should normally be awarded the full marks for that band
- If a learner has clearly gone beyond the requirements for one aspect of work required by a band, consider whether the learner can be awarded marks from the bottom of the next band
- If a learner has completed less than required in any aspect of work for an assessment focus, or indeed omitted an aspect, then the mark moves down within the band
- Judgements are completely separate for each assessment focus – ie a learner can get marks in band 3 on one assessment focus, band 1 on another etc, then all band marks are added together for the unit total. It may be possible for a learner to pass a unit even if 0 has been given in marks for one assessment focus in the unit.

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.

Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

Whilst learners may work as part of a team to carry out investigations, the evidence produced to satisfy each mark band should be the individual learner's own work. When appropriate, witness statement or similar evidence may be used to clearly demonstrate that it is the learner fulfilling the mark band requirement.

## Guidance for Allocating Marks

This section provides further guidance for the assessor on how to confirm marks within the best fit approach. This section should only be referred to once the preliminary judgement has been made and in used to guide the assessor as to placement within the mark band.

Not all responses need to be of equal standard – in general terms more detailed information in one part of an assessment focus could balance weaker information for another part, providing access to full marks. The importance of breadth, however, should also be taken into consideration, and in the Society, Health and Development Diploma it is important for learners to gain knowledge and understanding of all four sectors.

## Descriptors

Centres should note that the following definitions apply generically to the given terms, and that they need to be interpreted in the context of the assessment tasks.

| Descriptor | Meaning |
|---|---|
| **Identify** | A straightforward statement, possible in the form of a list.<br>For example, what is a partnership?<br>A partnership can be formed between different individuals, agencies and/or other organisations, with the overarching purpose of working together. |
| **Outline** | Brief information that includes some of the main features and is likely to be in continuous prose.<br>For example, what is a partnership?<br>A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. |
| **Describe** | Clear information that includes all or most of the main features.<br>For example, what is a partnership?<br>A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. The benefits of partnership working include pooling of resources, sharing of ideas, information and expertise, and improving efficiency. |
| **Explain** | A response that accounts for/gives reasons.<br>For example, what is a partnership?<br>A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest, and come together in order to allow services to be delivered in a 'joined up' way. This means that there may be co-ordination of action between organisations that can help to achieve objectives. There is usually an overarching purpose for partners to work together - for example providing a well-balanced service, and a range of specific objectives - for example pooling resources. Partnerships are often formed to address specific issues because bringing together the various parts of service delivery provides opportunities to develop new and innovative approaches to service provision. Service providers may pool not only resources, but effort and managerial time. Partnerships may be short or long term. |
| **Justify** | Give reasons or evidence to support the issue/opinion/conclusion |
| **Analyse** | Detailed examination and discussion – considering different aspects |

| Evaluate | Assessment of the value of something, using evidence and forming conclusions – considering strengths and weaknesses and the balance between the two, with justification and suggested potential improvements. |
|---|---|

**Assessment Focus 1**
**Learning Outcome 1**

| Mark Band 1<br><br>(1-3 marks) | There are no marks simply for identifying or describing examples of relevant legislation, policies and procedures. Marks can be awarded only for the description of how these influence professional practice, activities and actions at a specified workplace.<br>For full marks, the learner will have identified a specific workplace, and described how two examples of relevant legislation, and resulting policies and procedures, influence professional practice, activities and actions, referencing the sources of the information obtained. The response must show the influence on the workplace. For example: 'The xxx legislation means that in the ABC Day Care Centre the xxxx policy includes a section that states that all practitioners should xxxxx.'<br>Responses that do not show where or how the information was obtained, and/or cover only one example of relevant legislation, policies and procedures will score lower in the band.<br>Responses that are about workplaces in general and cannot be linked to a specific workplace, even if explanatory or evaluative in approach, can only be awarded marks in this band.<br>This mark band is also appropriate for learners who have provided some explanation or evaluation but only cited one example of legislation, and resulting policies and procedures. |
|---|---|
| Mark Band 2<br><br>(4-5 marks) | Expectations for this band follow the pattern for band 1, but to gain marks the responses will be explanatory in character.<br>The example given above would need to be expanded along the lines of: 'The xxx legislation means that in the ABC Day Care Centre the xxxx policy includes a section that states that all practitioners should xxxxx because….'<br>To get into this band, comments for at least one example of legislation, and resulting policies and procedures, should be explanatory.<br>Full marks can be obtained by an answer that is a mix of the descriptive and explanatory, but there should be should be some explanatory comments for both examples of legislation, policies and procedures.<br>As with band 1, responses that do not show where or how the information was obtained will score at the lower end of the band. |
| Mark Band 3<br><br>(6-7 marks) | The distinguishing feature of this band is that some of the comments for at least one example of legislation, and resulting policies and procedures go beyond being explanatory to include some evaluation. This might be achieved by expanding the example response above to comment, with supporting |

| | evidence, on how effective this legislation has been at achieving its aim in this workplace, with links to the policies and procedures described/explained. |
|---|---|
| | One well-made evaluative comment, in addition to the necessary range of descriptive/explanatory comments, could take a response to full marks, for example a comment that carefully analysed some data over a number of years to demonstrate the effect of the legislation. It is more likely that there will be two or three more straightforward evaluative comments. |
| | As with bands 1 and 2, responses that do not show where or how the information was obtained will score at the lower end of the band. |

| Assessment Focus 2 Learning Outcome 2 | |
|---|---|
| **Mark Band 1** (1-4 marks) | Responses in this band will be largely descriptive. For full marks the learner will have identified a workplace and recorded the service/s provided, the range of day to day activities and how the underpinning principles and values of the sectors are demonstrated. This might be presented in the form of a table. The range of activities and the links to the principles and values are critical – while not every last activity need be important responses that overlook key aspects of the workplace will not gain full marks. For full marks, learners will demonstrate broad understanding of one workplace setting, including how the principles and values of the sectors are demonstrated. Explanatory and analytical responses that focus on the activities alone can only achieve marks in this band. |
| **Mark Band 2** (5-7 marks) | As with band 1, the range of activities and the links to the principles and values are crucial. At the lower end of the mark range some of these will be explained, while for full marks most of them will have been. For this band learners may well have looked at individual activities and explained each separately. For full marks, learners will demonstrate detailed understanding of one workplace setting, including explanatory comments on how the principles and values of the sectors are demonstrated. |
| **Mark Band 3** (8-10 marks) | The style of the response will be analytical, although it is likely there will be a mix of description and explanation included. The analysis is likely to start looking holistically at the range of services/activities and the links to principles and values, commenting on the overall provision. For example, how certain activities/services may be complementary or gain from being offered through the same provider, with links to principles and values. For full marks, learners will demonstrate detailed understanding and analysis of one workplace setting, including |

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| | how the principles and values of the sectors are demonstrated. |
|---|---|

| **Assessment Focus 3**<br>**Learning Outcome 3** | |
|---|---|
| **Mark Band 1**<br><br>**(1-4 marks)** | Responses in this band will be largely descriptive. For full marks, learners will have demonstrated accurate knowledge across the whole assessment focus, including the examples of evidence based practice and theories and principles that underpin reflective practice. Examples of evidence based practice should be referenced to own workplace experiences/observations.<br>This mark band is also appropriate for learners who have provided responses appropriate to higher mark bands, but provided insufficient examples of evidence based practice – ie less than two, or examples that are not referenced to own workplace experiences/observations. |
| **Mark Band 2**<br><br>**(5-7 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments.<br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments across the whole assessment focus.<br>Examples of evidence based practice should be referenced to own workplace experiences/observations. |
| **Mark Band 3**<br><br>**(8-10 marks)** | The style of the response will be analytical/evaluative, although it is likely there will be a mix of description and explanation included.<br>The analysis is likely to look holistically at evidence based practice, citing examples from actual workplace experiences.<br>For full marks, learners will have provided analytical/evaluative comments across the whole assessment focus. |
| **Assessment Focus 4**<br>**Learning Outcome 4** | |
| **Mark Band 1**<br><br>**(1-3 marks)** | Responses in this band will be largely descriptive. For full marks, learners will have demonstrated accurate knowledge across the whole assessment focus – ie the roles and responsibilities of both the individual and the organisation will be included. References to own workplace experiences will also have been made.<br>Responses that do not include references to own workplace experiences, even if explanatory or analytical in approach, can only be awarded marks in this band.<br><br>This mark band is also appropriate for learners who have provided some explanation or analysis but not included evidence for both the role of the individual and that of the |

| | organisation. |
|---|---|
| **Mark Band 2**<br><br>**(4-5 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments.<br><br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included for both the role of the individual and that of the organisation. |
| **Mark Band 3**<br><br>**(6-7 marks)** | The style of the response will be analytical, although it is likely there will be a mix of description and explanation included. The analysis is likely to look holistically at roles and responsibilities and link those of the individual to those of the organisation.<br><br>For full marks, learners will have provided analytical comments across the whole assessment focus, including some consideration of the relative roles and responsibilities of the individual and the organisation in supporting personal and professional development. |
| **Assessment Focus 5**<br>**Learning Outcome 5** | |
| **Mark Band 1**<br><br>**(1-3 marks)** | Responses in this band will be largely descriptive. For full marks, learners will have demonstrated accurate understanding across the whole assessment focus – ie the roles of both personal and professional development and reflective practice in supporting effective service provision and improving practice will be included. At least three examples, based on own workplace experiences, will have been used to support the description.<br>This mark band is also appropriate for learners who have provided explanations or analyses, but included less than three examples, or examples that are not based on own workplace experiences. |
| **Mark Band 2**<br><br>**(4-5 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments.<br><br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included across the whole of the assessment focus. |
| **Mark Band 3**<br><br>**(6-7 marks)** | The style of the response will be analytical, although it is likely there will be a mix of description and explanation included. The analysis is likely to look holistically at the support of effective service provision and improvement of practice.<br><br>For full marks, learners will have provided analytical comments across the whole assessment focus. |

| Assessment Focus 6<br>Learning Outcome 6 | |
|---|---|
| **Mark Band 1**<br><br>**(1-4 marks)** | Responses in this band will be largely descriptive. Learners will provide an account that includes how they used a SWOT analysis (or similar), reflected on their workplace experiences, their own strengths/areas for development and how they developed a personal development plan.<br><br>Marks awarded will be dependent upon the learner's ability to use the SWOT analysis as a tool to inform the development of the personal development plan, and the degree of reflection and exploration evident. For full marks learners will have provided descriptions for all aspects of the assessment focus, including examples of strengths/areas for development and a personal development plan showing some links to organisational objectives. |
| **Mark Band 2**<br><br>**(5-8 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br><br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments.<br><br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included across the whole of the assessment focus. The personal development plan will show clearly explained links to the SWOT analysis (or similar) and targets/goals and organisational objectives. |
| **Mark Band 3**<br><br>**(9-12 marks)** | The style of the response will be analytical/evaluative, although it is likely there will be a mix of description and explanation included.<br><br>For full marks, learners will have provided analytical/evaluative comments across the whole assessment focus. Learners will have analysed their own use of a SWOT analysis (or similar), their workplace experiences, their own strengths/weaknesses and the development of their own personal development plan.<br><br>There is likely to be a balance of examples of strengths/areas for development. The personal development plan will show clear and justified links to the SWOT analysis (or similar) and targets/goals and organisational objectives. |
| Assessment Focus 7<br>Learning Outcome 7 | |
| **Mark Band 1**<br><br>**(1-3 marks)** | Responses in this band will be largely descriptive. Learners will have described their own exploration in relation to two problems/issues observed or experienced in an actual workplace setting, and how these could be addressed. They might, for example, have provided descriptions of how the problems/issues were addressed in the workplace, and also a |

| | suggested alternative way of addressing each. |
| | For full marks, learners will have cited two problems/issues and provided realistic ways of addressing them, providing evidence of how they explored the two examples. This could be, for example, based on own workplace experiences, own personal experiences, or talks from guest speakers. |
| **Mark Band 2** **(4-5 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments. |
| | For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included for both examples. |
| **Mark Band 3** **(6-7 marks)** | The style of the response will be analytical, although it is likely there will be a mix of description and explanation included. The analysis is likely to look holistically at how the problems/issues could be addressed. |
| | For full marks, learners will have provided analytical comments for both examples. |

## Delivery Guidance

This unit requires learners to experience a minimum of 10 days in actual workplace settings. Careful consideration should be given to how these 10 days of experience will be facilitated, according to the learning cohort and the availability of relevant workplace settings in the locality. The 10 days need not necessarily involve block placements, but could include experiences with different employers, whole group or small group half day/whole day visits, and/or a work shadow related to professional development.

Attendance for a minimum of 10 days should be monitored (see Annexe D for sample record sheet), with learners being required to compensate – for example for absences on group visits. Such compensation could be achieved, for example, through additional organised visits, or individual visits.

This experience in actual workplace settings is in addition to the 10 days of work experience required for the Society, Health and Development Diploma.

Learners will require guidance and preparation prior to their experiences in workplace settings, and careful support in order that they gain maximum benefit from their experiences and are able to fulfil the requirements of assessment of both Unit 5 and other units in the Principal Learning. For example, for unit 1 learners could use their experiences to help facilitate research into the different sectors. For unit 3 they could consider the role of the organisation they are experiencing in any partnership working. Guidance is provided in the other principal learning units as to how these experiences can be used to contextualise learning and thus maximise opportunities for learners.

Learners may also, for example, need preparation for the writing of reflective accounts to support them in keeping a diary.

Prior to participating in the experience in workplace settings, learners should gain understanding of relevant key legislation, in order that they may apply this to the understanding of organisational policies and procedures and how these shape and govern professional practice, activities and actions. This initial work could take the form of directed small group research, for example one group could research and discuss legislation and initiatives with respect to the social care sector and present their findings to the others – and likewise for the other sectors. Although all work submitted for the assessment of this unit should be individual to each learner, this activity will facilitate broader understanding.

The evidence for Assessment Focus 1/2 of Unit 5 requires learners to draw upon their experiences from one workplace, whilst for the rest of the unit learners can base their evidence on a broader range of experiences. The evidence presented should demonstrate understanding of both the workplace setting/s and how personal learning and professional development can take place.

Centres should refer to the document 'Diploma Quality Assurance Process' contained in Annexe **??** of this specification for additional information concerning assessment procedures for the Principal Learning of the Society, Health and Development Diploma.

If any aspect of the unit that should require reassessment, a different workplace setting should be used as the basis of the reassessment.

**Opportunities for developing and confirming personal learning and thinking skills**

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | Activities |
|---|---|
| **Independent enquirers** | <ul><li>asking relevant questions at their work experience placement</li><li>researching relevant legislation, policies and procedures and codes of practice</li><li>considering the principles and values which underpin practice</li><li>researching the concept of evidence based practice and identifying relevant examples</li><li>researching the concept of reflective practice and identifying relevant examples</li></ul> |
| **Creative thinkers** | <ul><li>considering how reflective practice can improve practice</li><li>evaluating their own strengths and areas for development</li><li>developing an action plan</li><li>addressing problems or issues encountered on work experience</li></ul> |
| **Reflective learners** | <ul><li>evaluating their own strengths and areas for development</li><li>developing an action plan</li><li>reflecting on their role and the role of others when working in organisations and reflecting upon critical incidents encountered</li></ul> |
| **Team workers** | <ul><li>collaborating with others to work towards common goals, eg by producing a presentation into relevant legislation, policies and procedures and codes of practice</li><li>adapting behaviour when working in different organisations</li><li>engaging in discussions to appreciate others attitudes and values</li><li>showing fairness and consideration to others with different views</li><li>providing constructive support and feedback to others when viewing presentations</li></ul> |
| **Self managers** | <ul><li>managing their own learning in terms of organising time, resources and showing initiative</li><li>responding positively to change, seeking advice and support when needed on work experience</li><li>dealing with competing pressures when undertaking work experience</li></ul> |
| **Effective participators** | <ul><li>discussing issues of concern with appropriate people, either on work placement or with teaching</li></ul> |

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|  | staff
|  | • proposing practical ways forward to improve personal and professional development opportunities
|  | • identifying improvements that would benefit others
|  | • trying to influence others and balancing diverse views
|  | • acting as an advocate for views and beliefs that may differ from their own

## Functional Skills – Level 2

| Skill | When learners are… |
|---|---|
| **ICT – Use ICT systems** | |
| **Select, interact with and use ICT systems independently for a complex task to meet a variety of needs** | Accessing appropriate internet sites for research into key legislation |
| **Evaluate the effectiveness of the ICT system they have used** | |
| **Manage information storage to enable efficient retrieval** | Producing work experience portfolio |
| **Follow and understand the need for safety and security practices** | Producing work experience portfolio |
| **Troubleshoot** | Producing work experience portfolio |
| **ICT – Find and select information** | |
| **Select and use a variety of sources of information independently for a complex task** | Accessing appropriate internet sites for research into key legislation |
| **Access, search for, select and use ICT-based information and evaluate its fitness for purpose** | presenting written accounts using ICT<br><br>using images that are scanned, or from clip art<br><br>designing a PowerPoint presentation about workplace setting  using ICT |
| **ICT – Develop, present and communicate information** | |
| **Individuals can enter, develop and format information independently to suit its meaning and purpose including:**<br><br>**Text and tables**<br><br>**Images**<br><br>**Numbers**<br><br>**records** | Producing work experience portfolio |
| **Bring together information to suit content and purpose** | Producing materials for assessment |

| | |
|---|---|
| **Present information in ways that are fit for purpose and audience** | Producing materials for assessment |
| **Evaluate the selection and use of ICT tools and facilities used to present information** | |
| **Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists** | |
| **Mathematics** | |
| **Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations** | |
| **Identify the situation or problem and the mathematical methods needed to tackle it** | |
| **Select and apply a range of skills to find solutions** | |
| **Use appropriate checking procedures and evaluate their effectiveness at each stage** | |
| **Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations** | |
| **Draw conclusions and provide mathematical justifications** | |
| **English** | |
| **Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts** | Making a range of contributions to discussions and make<br><br>effective presentations in a wide range of contexts by:<br><br>• discussing experiences in the work setting<br><br>• working in groups carrying out research<br><br>• carrying out presentations or preparing a video presentation |

| | |
|---|---|
| **Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions** | Comparing, selecting, reading and understanding texts and use them<br><br>to gather information, ideas, arguments and opinions by:<br><br>• Researching the policies, procedures or codes of practice in a particular setting<br><br>• Researching how values and principles contribute to effective practice<br><br>• Researching the meaning of evidence based practice |
| **Writing – write documents communicating information, ideas and opinions effectively and persuasively** | Write documents communicating information, ideas and<br><br>opinions, effectively and persuasively by:<br><br>• Describing the key legislation, policies, procedures or codes of practice in a particular setting<br><br>• Describing and reflecting upon critical incidents in the workplace<br><br>• Identifying strengths and areas for development based on work practice<br><br>**Producing an action plan** |

**Specialist Resources**

- *Skills for Life, Teachers Reference Pack, Social Care* (DfES)

- Crawford P and Bonham P — *Communication in Clinical Settings* (Nelson Thornes, 2006) 0748797165

- Jasper M — *Beginning Reflective Practice* (Nelson Thornes, 2003) 0748771174

- Miller J — *Care Practice for S/NVQ 3*(Hodder Arnold, 2005) 0340889330

- Walsh M, Wigens,L. (2003) *Introduction to Research* Nelson Thornes


**Leaflets**

- The Right Start – Work Experience for young people: Health and Safety basics for employers (Health and Safety Executive)

- Standards for Health and Safety (Learning and Skills Council)

**Websites**

- www.careknowledge.com
- www.cipd.co.uk
- www.communityjustice.gov.uk
- www.csci.org.uk
- www.hse.gov.uk
- www.lsc.gov.uk
- www.respect.gov.uk
- www.scie.org.uk
- www.skillsforcare.org.uk
- www.skillsforhealth.org.uk
- www.scils.co.uk

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# Unit 6: Safeguarding and Protecting Individuals and Society

**About this Unit**

*Are children's play areas safe? Are there risks? How are these managed?*

*Do you feel safe in your local community?*

*How safe do you feel when you go out?*

*How do you make sure you are safe?*

*Do you go out alone after dark?*

*When you are out with your friends how are you treated by others?*

*How are communities changing?*

*Try talking to somebody who has lived in your own community for many years – what are their perceptions of the community now?*

*Health, safety and security play an important role in making our communities and our workplaces safer for children, young people and adults; in fact for everybody.*

In this unit you will have opportunities to gain understanding of the importance of promoting and protecting the health, safety and security of individuals and society. You will also learn about the assessment of risks in the workplace and in communities.

## Learning outcomes

On completion of this unit a learner should:

1. Know the key legislation and organisational procedures that apply to safeguarding and protecting individuals and understand the roles and responsibilities of workers in different settings to safeguard and protect individuals from the risk of harm and abuse

2   Understand the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments

3   Understand the importance of establishing and maintaining trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries

4   Know how to recognise signs of potential harm or abuse and the steps which should be taken in response

5   Be able to carry out a risk assessment and a health and safety audit for different work settings

6   Be able to carry out a risk assessment for a community to support crime reduction

7   Know what is meant by conflict resolution and coping strategies in professional situations and be able to develop problem solving, conflict resolution and coping strategies

# What you need to cover

**1. Know the key legislation and organisational procedures that apply to safeguarding and protecting individuals and understand the roles and responsibilities of workers in different settings to safeguard and protect individuals from the risk of harm and abuse**

Detailed knowledge of legislation is not required - only an awareness of it, how to find it, and the importance of keeping up to date with it. Familiarity with one or two pieces of legislation through specific interests and work experience should be encouraged.

For example, legislation relating to:

- health and safety at work

- infection control

- food hygiene

- human rights

- discrimination.

Organisational policies and procedures will also be explored.

**2. Understand the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments**

Workers have a responsibility to protect other staff, services users and themselves from risk of harm or abuse.

Roles and responsibilities of employers and employees involved in delivery of services, including working practices and risk assessment. These will be in accordance to legal and organisational requirements, and include, for example:

- following organisational safety and security procedures

- risk assessment

- person centred approach - respecting the needs, wishes, preferences and choices of individuals

- identifying and minimising health, safety and security risks

- monitoring of working practices

- checking rights of entry and taking appropriate actions

- recognising signs of potential harm or abuse and the steps which should be taken in response

- understanding the importance of establishing and maintaining trusting relationships with individuals and those who care for them

- recording, reporting and information sharing

- operating within limits of own role and responsibilities.

Understanding should be developed around issues of balancing individual rights with health and safety, especially when vulnerable individuals are involved.

Issues concerning the health and safety of the community should also be explored.

**3. Understand the importance of establishing and maintaining trusting**

Understanding should include the importance of, for example:

- appropriate professional boundaries – what they are and why they are needed

| relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries | • promoting views, preferences and independence of individuals and key people |
|---|---|
| | • supporting individuals with communication of their needs and preferences |
| | • humanistic approach |
| | • consistency and reliability |
| | • helping, enabling |
| | • empowerment and advocacy |
| | • promoting rights |
| | • being non-judgemental |
| | • maintaining privacy, maintaining confidentiality within boundaries |
| | • understanding acceptable behaviour, eg in terms of issues such as appropriate language, touch, gifts. |
| 4. **Know how to recognise signs of potential harm or abuse and the steps which should be taken in response** | Awareness of signs of potential harm or abuse and the steps which should be taken in response, to include: |
| | • signs of potential abuse - physical, emotional, sexual, institutional, financial, discriminatory, self harm |
| | • changes in behaviour, failure to thrive, observable evidence, verbal or written complaints |
| | • potential consequences of abuse |
| | • record keeping and information sharing. |
| 5. **Be able to carry out a risk assessment and a health and safety audit for different work settings** | Knowledge of risk assessments to include: |
| | • hazard identification |
| | • risks from each hazard assessed for users of services |
| | • risks from each hazard assessed for workers |
| | • minimisation of risks |
| | • recommendations for improvement. |
| | Carry out a risk assessment in a workplace or organisation, identifying basic hazards and risks. |
| | These might include, for example: |
| | • from the working environment, for example in relation to working conditions, staff training, working practices, equipment, substances (eg chemicals, pharmaceuticals, food), |
| | • incidents, for example in relation to intruders, challenging behaviour, missing persons. |
| | Different work settings could include, for example: |

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- environments for patients who are diagnosed with specific health conditions
- play environments.

**6. Be able to carry out a risk assessment for a community to support crime reduction**

Knowledge of risk assessments for a community to include:

- hazard identification
- risks from each hazard assessed for members of the community
- risks of offending assessed
- minimisation of risks
- recommendations for improvement.

Carry out a risk assessment in the community to support crime reduction, identifying basic hazards and risks.

These might include, for example:

- hazards such as unlit streets, lack of CCTV, lack of visible policing, unsecured buildings
- risk of robbery, assault, vandalism, and other anti social behaviour.

Identification of potential methods of reducing risk.

A risk assessment could, for example, be carried out for an individual who is being released from custody into the environment. The risks to both the individual and their community would need to be assessed.

**7. Know what is meant by conflict resolution and coping strategies in professional situations and be able to develop problem solving, conflict resolution and coping strategies**

Awareness of what is meant by conflict resolution and identification of appropriate coping strategies, for example:

- discussion
- mentoring
- reflection
- empowerment
- disciplinary and complaints procedures
- removal from the situation
- training
- formal mediation.

Devise an action plan to develop own strategies for problem solving and conflict resolution.

**QCF Unit Summary**

| Learning Outcome | Assessment for Unit 6 Level 3 |
|---|---|
| The learner will: | The learner can: |
| 1. Know the key legislation and organisational procedures that apply to safeguarding and protecting individuals and understand the roles and responsibilities of workers in different settings to safeguard and protect individuals from the risk of harm and abuse | Investigate key legislation and organisational procedures that help to protect people and keep them safe, and **outline** three pieces of key legislation, and a resulting organisational procedure relating to each, that apply to safeguarding and protecting individuals, and use examples to **describe** the roles and responsibilities of workers in two different settings with respect to safeguarding and protecting individuals from the risk of harm and abuse (IE2) |
| 2. Understand the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments | **Outline** the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments, using examples |
| 3. Understand the importance of establishing and maintaining trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries | **Describe** the importance of establishing and maintaining trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries |
| 4. Know how to recognise signs of potential harm or abuse and the steps which should be taken in response | **Outline** how to recognise signs of potential harm or abuse and the steps that should be taken in response |
| 5. Be able to carry out a risk assessment and a health and safety audit for different work settings | **Describe** own risk assessment for a work setting and own health and safety audit for a different work setting |
| 6. Be able to carry out a risk assessment for a community to support crime reduction | **Describe** own risk assessment for a community to support crime reduction |
| 7. Know what is meant by conflict resolution and coping strategies in professional situations and be able to develop problem solving, conflict resolution and coping strategies | **Identify** what is meant by conflict resolution and at least three coping strategies used in professional situations and use own action plan to **describe** development of own strategies for dealing with conflict, including skills in problem solving, conflict resolution and coping strategies (RL1) |

## How you will be assessed

One assignment is required for the assessment of this unit, involving the production of a report.

You need to investigate key legislation and organisational procedures that help to protect people and keep them safe and then produce a report that demonstrates your knowledge and understanding of these issues. This will enable you to further develop your skills of independent enquiry.

These should be relevant to the following sectors:

- Social Care

- Health

- Children and Young People

- Community Justice.

Your report can be submitted in a variety of formats, such as written work or recorded materials, and should include information about:

- the key legislation and resulting organisational procedures that apply to safeguarding and protecting individuals – three examples of key legislation are required, along with an organisational policy related to each

- the roles and responsibilities of workers in two different settings with respect to safeguarding and protecting individuals from the risk of harm and abuse, using examples

- the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments, using examples

- the importance of establishing and maintaining trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries

- how to recognise signs of potential harm or abuse and the steps that should be taken in response

- a risk assessment for a work settings and a health and safety audit for a different work setting

- a risk assessment you have carried out for a community to support crime reduction

- what is meant by conflict resolution and at least three coping strategies used in professional situations

- how you have used an action plan you have devised to develop your own strategies for dealing with conflict.

Witness testimonies and/or observation sheets completed by , for example, a tutor or a workplace supervisor should be used to authenticate evidence for the carrying out of the risk assessments/health and safety audits.

This assignment will further aid your development of personal, learning and thinking skills. You will need to show that you are developing, for example, as an independent enquirer, and a refective learner.

**Assessment Grid**

| Assessment focus | Band 1 | Band 2 | Band 3 | Mark total |
|---|---|---|---|---|
| 1. Know the key legislation and organisational procedures that apply to safeguarding and protecting individuals and understand the roles and responsibilities of workers in different settings to safeguard and protect individuals from the risk of harm and abuse | Investigate key legislation and organisational procedures that help to protect people and keep them safe, and **outline** three pieces of key legislation, and a resulting organisational procedure relating to each, that apply to safeguarding and protecting individuals, and use examples to **describe** the roles and responsibilities of workers in two different settings with respect to safeguarding and protecting individuals from the risk of harm and abuse | Investigate key legislation and organisational procedures that help to protect people and keep them safe, and **describe** three pieces of key legislation, and a resulting organisational procedure relating to each, that apply to safeguarding and protecting individuals, and use examples to **explain** the roles and responsibilities of workers in two different settings with respect to safeguarding and protecting individuals from the risk of harm and abuse | Investigate key legislation and organisational procedures that help to protect people and keep them safe, and **explain** three pieces of key legislation, and a resulting organisational procedure relating to each, that apply to safeguarding and protecting individuals, and use examples to **analyse** the roles and responsibilities of workers in two different settings with respect to safeguarding and protecting individuals from the risk of harm and abuse | |
| | **1-4** | **5-7** | **8-10** | **10** |
| 2. Understand the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments | **Outline** the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments, using examples | **Describe** the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments, using examples | **Explain** the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments, using examples | |
| | **1-3** | **4-5** | **6-7** | **7** |
| 3. Understand the importance of | **Describe** the importance of establishing and maintaining | **Explain** the importance of establishing and maintaining | **Analyse** the importance of establishing and maintaining | |

| Learning outcome | (1–3 / 1–4) | (4–5 / 5–7) | (6–7 / 8–10 / 8–9) | Marks |
|---|---|---|---|---|
| establishing and maintaining trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries | trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries | trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries | trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries | 7 |
| | **1-3** | **4-5** | **6-7** | |
| **4. Know how to recognise signs of potential harm or abuse and the steps which should be taken in response** | **Outline** how to recognise signs of potential harm or abuse and the steps that should be taken in response | **Describe** how to recognise signs of potential harm or abuse and **explain** the steps that should be taken in response | **Explain** how to recognise signs of potential harm or abuse and **analyse** the steps that should be taken in response | 7 |
| | **1-3** | **4-5** | **6-7** | |
| **5. Be able to carry out a risk assessment and a health and safety audit for different work settings** | **Describe** own risk assessment for a work setting and own health and safety audit for a different work setting | **Explain** own risk assessment for a work setting and own health and safety audit for a different work setting | **Evaluate** own risk assessment for a work setting and own health and safety audit for a different work setting | 10 |
| | **1-4** | **5-7** | **8-10** | |
| **6. Be able to carry out a risk assessment for a community to support crime reduction** | **Describe** own risk assessment for a community to support crime reduction | **Explain** own risk assessment for a community to support crime reduction | **Evaluate** own risk assessment for a community to support crime reduction | 9 |
| | **1-4** | **5-7** | **8-9** | |
| **7. Know what is meant by conflict resolution** | **Identify** what is meant by conflict resolution and at least | **Outline** what is meant by conflict resolution and at least | **Describe** what is meant by conflict resolution and at least | |

| and coping strategies in professional situations and be able to develop problem solving, conflict resolution and coping strategies. | three coping strategies used in professional situations and use own action plan to **describe** development of own strategies for dealing with conflict, including skills in problem solving, conflict resolution and coping strategies. | three coping strategies used in professional situations and use own action plan to **explain** development of own strategies for dealing with conflict, including skills in problem solving, conflict resolution and coping strategies. | three coping strategies used in professional situations and use own action plan to **evaluate** development of own strategies for dealing with conflict, including skills in problem solving, conflict resolution and coping strategies. | |
|---|---|---|---|---|
| | 1-4 | 5-7 | 8-10 | 10 |
| | | | **Total marks** | **60** |

## Assessment Guidance

**Guidance to the Assessment Grid**

- The basic principle is that this is a "best fit" grid – ie match overall standard of work for an assessment focus to a band.  It is NOT a hurdle approach, whereby the Assessor cannot award marks from the next band if one item for an assessment focus from a lower band has been omitted, regardless of the quality of the rest of the work for that assessment focus
- If a learner completes all they are asked to do in a band for an assessment focus, they should normally be awarded the full marks for that band
- If a learner has clearly gone beyond the requirements for one aspect of work required by a band, consider whether the learner can be awarded marks from the bottom of the next band
- If a learner has completed less than required in any aspect of work for an assessment focus, or indeed omitted an aspect, then the mark moves down within the band
- Judgements are completely separate for each assessment focus – ie a learner can get marks in band 3 on one assessment focus, band 1 on another etc, then all band marks are added together for the unit total.  It may be possible for a learner to pass a unit even if 0 has been given in marks for one assessment focus in the unit.

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.

Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

Whilst learners may work as part of a team to carry out investigations, the evidence produced to satisfy each mark band should be the individual learner's own work. When appropriate, witness statement or similar evidence may be used to clearly demonstrate that it is the learner fulfilling the mark band requirement.


## Guidance for Allocating Marks

This section provides further guidance for the assessor on how to confirm marks within the best-fit approach. This section should only be referred to once the preliminary judgement has been made and in used to guide the assessor as to placement within the mark band.
Not all responses need to be of equal standard – in general terms more detailed information in one part of an assessment focus could balance weaker information for another part, providing access to full marks. The importance of breadth, however, should also be taken into consideration, and in the Society, Health and Development Diploma it is important for learners to gain knowledge and understanding of all four sectors.

## Descriptors

Centres should note that the following definitions apply generically to the given terms, and that they need to be interpreted in the context of the assessment tasks.

| Descriptor | Meaning |
|---|---|
| **Identify** | A straightforward statement, possible in the form of a list. For example, what is a partnership? A partnership can be formed between different individuals, agencies and/or other organisations, with the overarching purpose of working together. |
| **Outline** | Brief information that includes some of the main features and is likely to be in continuous prose. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. |
| **Describe** | Clear information that includes all or most of the main features. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest. There is usually an overarching purpose for partners to work together and a range of specific objectives. Partnerships are often formed to address specific issues and may be short or long term. The benefits of partnership working include pooling of resources, sharing of ideas, information and expertise, and improving efficiency. |
| **Explain** | A response that accounts for/gives reasons. For example, what is a partnership? A partnership can be formed between a number of individuals, agencies or organisations who have a shared interest, and come together in order to allow services to be delivered in a 'joined up' way. This means that there may be co-ordination of action between organisations that can help to achieve objectives. There is usually an overarching purpose for partners to work together - for example providing a well-balanced service, and a range of specific objectives - for example pooling resources. Partnerships are often formed to address specific issues because bringing together the various parts of service delivery provides opportunities to develop new and innovative approaches to service provision. Service providers may pool not only resources, but effort and managerial time. Partnerships may be short or long term. |
| **Justify** | Give reasons or evidence to support the issue/opinion/conclusion |

| | |
|---|---|
| **Analyse** | Detailed examination and discussion – considering different aspects |
| **Evaluate** | Assessment of the value of something, using evidence and forming conclusions – considering strengths and weaknesses and the balance between the two, with justification and suggested potential improvements. |

**Assessment Focus 1**
**Learning Outcome 1**

| | |
|---|---|
| **Mark Band 1**<br><br>**(1-4 marks)** | Learners will use primary and secondary research skills to investigate key legislation and organisational procedures and the roles and responsibilities of workers in two different settings.<br>Responses will involve outlines and descriptions.<br>For full marks learners will use both primary and secondary research methods and accurately outline three pieces of key legislation and one related organisational procedure for each. They will also include the use of primary research methods to investigate the two settings and describe the roles and responsibilities of workers in the settings.<br>This mark band is also appropriate for learners who provide evidence appropriate to higher mark bands, but only investigate one setting, or those whose evidence indicates that they have investigated two settings, but used secondary research only. Learners who do not provide evidence covering all aspects of the assessment focus will also be marked within this band, regardless of the quality of the evidence. |
| **Mark Band 2**<br><br>**(5-7 marks)** | Expectations for this band follow the pattern for band 1, but the responses will involve descriptions and explanations.<br>At the lower end of the mark range evidence is likely to include a mix of outlines, descriptions and some explanatory comments.<br>For full marks evidence is likely to include a mix of description and explanation, with explanatory comments for the roles and responsibilities of workers in both work settings. |
| **Mark Band 3**<br><br>**(8-10 marks)** | Expectations for this band follow the pattern for band 2, but the responses will involve explanations and analysis.<br>At the lower end of the mark range evidence is likely to include a mix of descriptions, explanations and analysis.<br>For full marks evidence is likely to include a mix of description, explanation and analysis. The style of the response for the roles and responsibilities of workers in both work settings will be analytical, and it is likely that the analysis will look holistically at roles and responsibilities within the settings. |

| Assessment Focus 2 Learning Outcome 2 | |
|---|---|
| **Mark Band 1**<br><br>**(1-3 marks)** | Responses in this band will be in the form of outlines. For full marks, learners will have accurately outlined the role of workers and included the use of examples from their experiences in actual workplace settings.<br>Responses that do not include at least one example from learners' own experiences in actual workplace settings, even if descriptive or explanatory in approach, can only be awarded marks in this band. |
| **Mark Band 2**<br><br>**(4-5 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. Examples cited will include at least one example from learners' own experiences in actual workplace settings.<br>For full marks learners must provide a description that considers individuals, groups and communities and the balancing of risk and freedoms. |
| **Mark Band 3**<br><br>**(6-7 marks)** | Expectations for this band follow the pattern for band 2, but the responses will include explanatory comments. Examples cited will include at least one example from learners' own experiences in actual workplace settings.<br>For full marks evidence is likely to be a mix of description and explanatory comments, considering individuals, groups and communities and the balancing of risk and freedoms. |

| Assessment Focus 3 Learning Outcome 3 | |
|---|---|
| **Mark Band 1**<br><br>**(1-3 marks)** | Responses in this band will be descriptive. For full marks, learners will accurately describe the importance of establishing and maintaining trusting relationships with both individuals and those who care for them. Responses will also include how appropriate professional boundaries can be maintained. Examples will be cited, preferably including at least one from learners' own experiences in actual workplace settings.<br>Responses that do not include at least one example from learners' own experiences in actual workplace settings, even if explanatory or analytical in approach, can only be awarded marks in this band. This mark band is also appropriate for learners whose evidence does not include all aspects of the assessment focus – individuals, those who care for them, and the maintenance of appropriate professional boundaries, even if explanatory or analytical in approach. |
| **Mark Band 2**<br><br>**(4-5 marks)** | Expectations for this band follow the pattern for band 1, but the responses will be explanatory in character.<br>At the lower end of the mark range evidence is likely to include a mix of description and some explanatory comments. |

| | For full marks evidence is likely to include a mix of description and explanation, with explanatory comments included for all aspects of the assessment focus – individuals, those who care for them, and the maintenance of appropriate professional boundaries. |
|---|---|
| **Mark Band 3**<br><br>**(6-7 marks)** | The style of the response will be analytical, although it is likely there will be a mix of description and explanation included.<br>The analysis is likely to look holistically at the importance of establishing and maintaining trusting relationships with both individuals and those who care for them, including how appropriate professional boundaries can be maintained.<br>For full marks, learners will have provided analytical comments across the whole assessment focus - individuals, those who care for them, and the maintenance of appropriate professional boundaries. |

| **Assessment Focus 4**<br>**Learning Outcome 4** | |
|---|---|
| **Mark Band 1**<br><br>**(1-3 marks)** | Responses in this band will be in the form of outlines. For full marks, learners will accurately outline how to recognise signs of potential harm or abuse, using examples, and the steps that should be taken in response.<br>Responses that do not include both aspects of the assessment focus – the signs of potential harm or abuse and the steps that should be taken in response, even if descriptive, explanatory or analytical in approach, can only be awarded marks in this band. |
| **Mark Band 2**<br><br>**(4-5 marks)** | Responses in this band will be in the form of descriptions and explanations, though to get into the band evidence could include a mix of outlines, descriptions and explanation. For full marks, learners will accurately describe how to recognise signs of potential harm or abuse and include explanatory comments for the steps that should be taken in response. Examples will be cited. |
| **Mark Band 3**<br><br>**(6-7 marks)** | Responses in this band will be in the form of explanations and analysis, though to get into the band evidence could include a mix of descriptions, explanation and analysis. For full marks, learners will accurately explain how to recognise signs of potential harm or abuse and include some analysis of steps that should be taken in response. Examples will be cited. |

| **Assessment Focus 5**<br>**Learning Outcome 5** | |
|---|---|
| **Mark Band 1**<br><br>**(1-4 marks)** | Responses in this band will be largely descriptive. Learners will provide an account that includes how they carried out their own risk assessment and health and safety audit – for different work |

| | settings. |
|---|---|
| | For full marks learners are likely to provide descriptions that accurately include the stages and describe the findings from the risk assessment and health and safety audit. |
| | This mark band is also appropriate for learners who provide evidence appropriate to higher levels but do not use different work settings for their risk assessment and health and safety audit, or only carry out either the risk assessment or the health and safety audit. |
| **Mark Band 2**<br><br>**(5-7 marks)** | To get into this band learners must provide some explanatory comments – this could be either for the stages of their risk assessment and/or health and safety audit, or for their findings.<br>For full marks responses are likely to be a mix of description and explanation, with explanation included for all the stages and some explanatory comments for the findings of both the risk assessment and health and safety audit. |
| **Mark Band 3**<br><br>**(8-10 marks)** | To get into this band learners must provide some evaluative statements – this could be either for the stages of their risk assessment and/or health and safety audit, or for their findings. Evidence is likely to be a mix of description, explanation and evaluation.<br>For full marks responses should include some evaluative comments across the requirements of the assessment focus. This is likely to include consideration of strengths and weaknesses/potential improvements in relation to both the methods used and the findings. |

| **Assessment Focus 6**<br>**Learning Outcome 6** | |
|---|---|
| **Mark Band 1**<br><br>**(1-4 marks)** | Responses in this band will be largely descriptive. Learners will provide an account that includes how they carried out their own risk assessment.<br><br>For full marks learners are likely to provide descriptions that accurately include the stages and describe the findings. This mark band is also appropriate for learners who provide evidence appropriate to higher levels but do not include all aspects of the assessment focus – the stages and the findings. |
| **Mark Band 2**<br><br>**(5-7 marks)** | To get into this band learners must provide some explanatory comments – this could be either for the stages of their risk assessment or for their findings.<br>For full marks responses are likely to be a mix of description and explanation, with explanation included for all the stages and some explanatory comments for the findings of the risk assessment. |
| **Mark Band 3**<br><br>**(8-9 marks)** | To get into this band learners must provide some evaluative statements – this could be either for the stages of their risk assessment or for their findings. |

| | Evidence is likely to be a mix of description, explanation and evaluation.<br>For full marks responses should include some evaluative comments across the requirements of the assessment focus. This is likely to include consideration of strengths and weaknesses/potential improvements in relation to both the methods used and the findings. |
|---|---|
| **Assessment Focus 7**<br>**Learning Outcome 7** | |
| **Mark Band 1**<br><br>**(1-4 marks)** | Learners will identify the meaning of conflict resolution and at least three coping strategies used in professional situations. They will also develop an action plan and use it to describe the development of their own strategies for dealing with conflict, including skills in problem solving, conflict resolution and coping strategies.<br>For full marks evidence will be accurate across the aspects of the assessment focus, and descriptions provided for most aspects of the development of own strategies.<br>This mark band is also appropriate for learners who provide evidence appropriate to higher levels but do not include all aspects of the assessment focus. |
| **Mark Band 2**<br><br>**(5-7 marks)** | To get into this mark band evidence for the meaning of conflict resolution and at least three coping strategies used in professional situations will include outlines. Evidence for the development of own strategies for dealing with conflict will also include some explanatory comments.<br>For full marks evidence for the meaning of conflict resolution and at least three coping strategies used in professional situations is likely to be mostly in the form of outlines. Evidence for the development of own strategies for dealing with conflict is likely to be a mix of description and explanation, with explanatory comments for most aspects. |
| **Mark Band 3**<br><br>**(8-10 marks)** | To get into this mark band evidence for the meaning of conflict resolution and at least three coping strategies used in professional situations will include descriptions. Evidence for the development of own strategies for dealing with conflict will also include some evaluative comments.<br>For full marks evidence for the meaning of conflict resolution and at least three coping strategies used in professional situations is likely to be mostly in the form of descriptions. Evidence for the development of own strategies for dealing with conflict is likely to be a mix of explanation and evaluation, with evaluative comments for most aspects. |

# Contextualisation

Learners could use different scenarios in order to contextualise learning and apply the learning outcomes. Some suggestions are provided below.

**David** is a young adult with moderate learning difficulties. He lives in a hostel with three other young adults, and is supported to live independently by a network of social care workers. He has a part time job in a supermarket.

*Learners could consider, for example:*

- *the hazards and risks that David may encounter at home, at work and in the community*
- *the legislation, policies and procedures which aim to protect him and others*
- *the roles and responsibilities of the care workers.*

Having been diagnosed with an eating disorder and severe depression, **Jafrin** is admitted to a specialist unit as an inpatient. During her stay at the unit she is supported by a wide range of professionals, including a psychiatrist, a physiotherapist, an occupational therapist, an art therapist and a dietitian.

*Learners could consider, for example:*

- *the hazards and risks that accompany Jafrin, and how the unit can assess these and minimise them*
- *the legislation, policies and procedures which aim to protect Jafrin and others*
- *the roles and responsibilities of the workers at the unit.*

## Delivery Guidance

Centres could use the case study provided in order for learning to be contextualised. Alternatively, centres could devise their own case study.
Within the context of the case study, centres should develop delivery methods for the unit as appropriate for the learning cohort.

There are issues contained within this unit that are of a sensitive nature, teachers should be aware that some learners may be affected by the issues discussed.

It is important that learners are made aware that Health and Safety is seen in the wider context of both organisations and the community, and includes the issues of abuse and crime.

Again, learners can draw evidence from any of the 4 sectors:

- social care
- Health
- Children and Young People
- Community Justice

It should be explained that whilst these services offer different sorts of care and support, depending upon the service they provide, they are dealing with potentially vulnerable people. For example, children in the care of "Looked After Children's services", are potentially vulnerable to inappropriate professional relationships offered by staff. Again this is an issue of health and safety.

Key legislation/guidance may include:

- Civil Defence Act 1948

- Health and Safety at Work Act 1974

- Food Safety Act 1990

- Community Care Act 1990

- Food Safety (General Food Hygiene) Regulations 1995

- Manual Handling Operations Regulations 1992

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995

- Data Protection Act 1998

- Human Rights Act 1998

- Management of Health and Safety at Work Regulations 1999

- Care Standards Act 2000

- Control of Substances Hazardous to Health Regulations (COSHH) 2002

- Criminal Justice Act 2003

- Children Act 2004

- Mental Capacity Act 2005

- Protection of Vulnerable Adults 2004

- Childcare Act 2006

- other legislation as and when developed.

Research for this unit is effective using the Internet but learners may find it helpful to watch appropriate videos demonstrating some of the health and safety issues contained within this unit. Discussion is also central to this unit – learners will be able to share views and experiences and reflect upon their own attitudes towards health and safety.

Guest speakers from appropriate organisations could be invited to talk to the learners about the wider issues of health and safety and how legislation is applied in different settings. It would be particularly helpful to have a visit by teams dealing with crime reduction in the community.

Links can be made to work experience where appropriate.

Risk assessments should be carried out within 2 organisations, one of which could be your school or college. Permission should be sought from organisations before learners carry out risk assessment and health and safety audits. Confidentiality should be reiterated. The different organisations should provide a contrast with each other in order for learners to understand there are many types of risk depending upon the service user and the type of organisation.

The community can also be interpreted as your school or college. Learners would be expected to assess the risks of crime within or outside the school and identify measures to reduce crime.

When investigating risk assessment, learners could work in small groups, perhaps giving a short presentation to the rest of the class. However all work submitted for this unit should be individual to each learner.

**Guidance for the delivery of Personal learning and thinking skills**

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | Activities |
|---|---|
| Independent enquirers | • By researching key pieces of legislation<br>• By researching risk assessment<br>• By asking why people have the right to take risks<br>• By investigating why it is important to maintain a trusting care relationship whilst maintaining professional boundaries<br>• By gathering evidence to support ways to reduce crime in the community.<br>• By assessing own skills in problem solving, conflict resolution and coping strategies. |
| Creative thinkers | • By asking questions about health and safety<br>• By questioning their own and others assumptions towards the traditional view of health and safety<br>• By adapting their ideas towards health and safety as their knowledge grows |
| Reflective learners | • By reflecting on their role and the role of others when working in groups to investigate risk assessment in the community<br>• By reviewing the progress of their investigations.<br>• By reflecting upon their own skills in problem solving, conflict resolution and coping strategies.<br>• By reflecting upon the professional role of workers when protecting others from harm.<br>• When identifying everyday risks that services users may not be allowed to take. |
| Team workers | • By collaborating with others to work towards common goals of producing a risk assessment of crime reduction in the community<br>• By managing discussions to appreciate others attitudes and values to risk assessment<br>• By showing fairness and consideration to others with different views |
| Self managers | • By managing their own learning in terms of organising time, resources and showing initiative<br>• By gathering evidence for the risk assessment<br>• By asking for organisations consent to undertake risk |

| | assessments |
|---|---|
| | • By producing an action plan for self development in conflict management |
| Effective participators | • By discussing issues of concern with appropriate people, that may be seen when investigating the implementation of legislation or policies that assist with health and safety |
| | • By proposing practical ways forward to improve any hazards and risks identified by the health and safety |
| | • By identifying improvements that would benefit others |
| | • By trying to influence others and balancing diverse views |
| | • By acting as an advocate for vulnerable people who may at risk from harm or abuse |

# Functional Skills – Level 2

| Skill | When learners are… |
|---|---|
| **ICT – Use ICT systems** | |
| **Select, interact with and use ICT systems independently for a complex task to meet a variety of needs** | accessing appropriate internet sites for research into the key legislation, policies, procedures or codes of practice in a particular setting. |
| **Evaluate the effectiveness of the ICT system they have used** | |
| **Manage information storage to enable efficient retrieval** | |
| **Follow and understand the need for safety and security practices** | |
| **Troubleshoot** | |
| **ICT – Find and select information** | |
| **Select and use a variety of sources of information independently for a complex task** | accessing appropriate internet sites for research into the key legislation, policies, procedures or codes of practice in a particular setting. |
| **Access, search for, select and use ICT-based information and evaluate its fitness for purpose** | |
| **ICT – Develop, present and communicate information** | |
| **Individuals can enter, develop and format information independently to suit its meaning and purpose including:**<br><br>**Text and tables**<br><br>**Images**<br><br>**Numbers**<br><br>**records** | presenting written accounts using ICT<br>using images that are scanned, or from clip art into report<br>designing a PowerPoint presentation using ICT<br>write report using ICT |
| **Bring together information to suit content and purpose** | |

| | |
|---|---|
| **Present information in ways that are fit for purpose and audience** | |
| **Evaluate the selection and use of ICT tools and facilities used to present information** | |
| **Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists** | |
| **Mathematics** | |
| **Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations** | |
| **Identify the situation or problem and the mathematical methods needed to tackle it** | Recognise that a situation has aspects that can be represented using mathematics by carrying out a risk assessment |
| **Select and apply a range of skills to find solutions** | |
| **Use appropriate checking procedures and evaluate their effectiveness at each stage** | Use appropriate mathematical procedures to analyse the risk assessment |
| **Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations** | Interpret results and solutions and communicate data in a recognised format |
| **Draw conclusions and provide mathematical justifications** | |
| **English** | |
| **Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts** | Make a range of contributions to discussions and make effective presentations in a wide range of contexts by: <br><br> • discussing their experiences in the work setting <br> • working in groups carrying out research <br> • discussing issues of a sensitive nature |
| **Reading – compare, select, read** | Compare, select, read and understand texts |

| **and understand texts and use them to gather information, ideas, arguments and opinions** | and use them to gather information, ideas, arguments and opinions by:<br><br>• Researching the key legislation, policies, procedures or codes of practice in a particular setting<br>• Researching how roles and responsibilities of workers contribute to protecting people from harm or abuse<br>• Researching risk assessment and crime reduction |
|---|---|
| **Writing – write documents communicating information, ideas and opinions effectively and persuasively** | Write documents communicating information, ideas and opinions, effectively and persuasively by:<br><br>• Describing the key legislation, policies, procedures or codes of practice in a particular setting<br>• Describing and reflecting why the right to take risks is important and how workers can balance these against the risk of harm<br>• describing why professional boundaries are important<br>• describing the signs and symptoms of abuse<br>• describing what is meant by conflict resolution<br>• producing 2 risk assessments in 2 organisations<br>• producing a risk assessment in the community designed to reduce crime<br>• Producing an action plan |

## Work experience

Learners will find work experience in a range of settings useful when undertaking this unit. These might include a day centre for people with learning disabilities, a day centre for older people with physical impairments or a school for children with both physical and learning difficulties. Learners will be able to see first hand, how organisations must protect individuals in a range of ways.

The risk assessment and health and safety audit to assess an organisations use of legislation and policies could be carried out during work experience.

## Specialist Resources

**Books**

- Boys D and Langridge E — *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007) 0748784047

- Stretch B and Whitehouse M — *BTEC National Health and Social Care Book 1* (Heinemann, 2007) 9780435499150

- *Standards for Health and Safety* (Learning and Skills Council)

- Health and Safety in Care Homes published by *Health & Safety Exec*

- Care Homes for Older People: National Minimum Standards - Care Home Regulations Published by Department of Health

- *Good Practice in Risk Assessment and Risk Management (Good Practice in Health, Social Care and Criminal Justice)* by Hazel Kemshall Jacki Pritchard

- Horner, N. 2006 *What is social Work*? Exeter, Learning Matters Ltd (ISBN 1-84445-051-1)

**Websites**

- www.respect.gov.uk/

- www.communityjustice.gov.uk/

- www.hse.gov.uk

- www.neighbourhood.gov.uk/page.asp?id=519

- www.disputes-resolved.co.uk/index.html

- www.crimereduction.gov.uk/cpindex.htm

- www.dh.gov.uk