

Edexcel Diplomas

Units

Level 1 Principal Learning in Society, Health and Development

Draft accredited units

October 2007

DRAFT

Unit 1: Exploring the sectors

Principal Learning unit

Level 1

Guided learning hours 30

Internally assessed (20 hours learning time with approx. 10 hours for assessment)

About this Unit

If you need help where do you go?

What happens in the case of emergencies?

What is an emergency?

Have you ever thought about what happens when a 999 call is made?

What happens when someone is arrested?

Or taken to 'Accident and Emergency'?

Individuals and their families or carers often need support for a variety of reasons - many of them not related to 'a crisis'.

What types of support are available - for example for an individual born with a disability? And their family?

What about learning disabilities? Or provision for the care of young children when their parents/carers are at work?

Or provision for the care of older people? Or support for victims or witnesses of crime?

If you are following the case study provided, consider the street incident:

- what will happen to the various people involved?
- how will the police, ambulance and other services work together to support the various individuals?
- what choices are there for the individuals concerned?
- what decisions need to be made by professionals?
- what are the outcomes or consequences for the various people?

People often need help in several different ways, and organisations work together to support them. This is known as 'interagency working'.

You will explore these issues in this unit.

Through this exploration you will gain a basic knowledge of the structure, purpose and practical workings of the children and young people's, social care, community justice and health sectors. The 'street incident' introduces the sectors through a crisis situation. When you explore the sectors you need to remember that much of the work within the sectors is not necessarily 'crisis orientated', and you need to explore this too.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to identify questions to investigate the sectors
- 2 Know the purpose of and structure within and across the sectors
- 3 Understand the range of services delivered in the sectors
- 4 Know the roles of organisations and how they work together to deliver services in a community.

Case Study Links

If the case study provided is being followed, parts of it could be researched and then role-played.

Ways in which the case study could be used to contextualise and support delivery of this unit include:

The landlord of the public house telephoned the emergency services.

What services could he have requested? This telephone call could be role-played.

After about five minutes the police arrive.

What would they do? Who would they talk to? What would be their priority?

They arrest the boys who were fighting and take them to the police station. Both are interviewed in the presence of an 'appropriate adult'.

Who could be an 'appropriate adult'? Why would they be needed? What could happen to the boys after the interview? What other services could be involved?

The ambulance service takes the unconscious gentleman (E) to the accident and emergency department of the local hospital, where he is assessed and referred for further investigations.

Who would assess him? What would happen then? What sort of investigations could be carried out? What could be suspected?

Information in his wallet is used to find out that he is married and lives with his wife in sheltered housing.

What is sheltered housing? What extra care might (E) be receiving? What other services could be involved?

The warden of the sheltered housing is informed.

What will the warden need to do?

What has happened to the dog? Whose responsibility is it? If (E) has to stay in hospital who will look after it, or pay for it to be looked after?

What has happened to the pregnant girl, (C)? She has been kicked in the stomach - where would she go for help? What are her options? What might the paramedics and police advise? What other services could be involved?

This initial scenario is based on a crisis situation, but learners need to develop awareness of a good range of the work carried out within the sectors - much of which is not 'crisis orientated'. The storyline could therefore be broadened to encompass other aspects of the sectors. Some examples are provided below.

Other characters living in the locality (eg neighbours, friends, parents of school friends) could be introduced in order for learners to explore a range of job roles, for example:

- art therapist
- ambulance care assistant
- community support officer
- dental hygienist
- dietetic assistant
- domiciliary care worker
- early years worker
- health care assistant
- playworker
- radiographer assistant
- renal technician.

Learners could explore a variety of job roles and the requirements (eg personal qualities, qualifications, skills) of the occupations. These could be divided amongst the learning cohort, with subsequent sharing of information.

Learners could also explore services available to young people, for example contraceptive advice and support.

This could be linked to the pregnancy of character (C), with learners exploring what advice she could have sought to avoid becoming pregnant.

Learners could explore provision for the care of babies and young children that is available locally, or residential care provision for older people.

This could again be divided amongst the learning cohort, with sharing of information. Learners could visit a local setting in small groups, and share experiences afterwards, or produce a display.

Learners also need to be made aware of the wider children's workforce.

They could consider what is meant by the 'wider children's workforce', compiling a list in order to help them appreciate the diversity of practitioners involved.

Learners could explore services available for a character with a learning disability.

This could be a friend of one of the main characters in the case study, and learners could consider what support is available for a young person with a learning disability who is still at school, and/or for an older person with a learning disability.

Learners could explore services available for an individual with a mental health issue.

This could again be a friend of one of the main characters in the case study, and could include aspects of mental health such as anxiety, depression or anorexia nervosa.

Learners should be broadly introduced to the sectors and the services provided. This could involve guided research activities in pairs or small groups, followed by the sharing of information.

What you need to cover

- 1 Be able to identify questions to investigate the sectors
- In order to explore the sectors certain skills are needed and therefore will be developed.
- For example:
- listing suitable questions to ask about the sectors and organisations within them
 - using the questions to investigate the sectors and organisations within them
 - using other methods (such as on work experience or doing internet research) to investigate the sectors and organisations within them.
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- 2 Know the purpose of and structure within and across the sectors
- Knowledge of the following sectors will be developed:
- Social Care
 - Health
 - Children and Young People
 - Community Justice.

This will include an awareness of the purpose and structure of each of these sectors.

References to the purpose of sectors may be found in, for example, mission statements, strategic documents, or web sites.

- 3 Understand the range of services delivered in the sectors
- The range of services delivered by the four sectors will be considered, together with how the sectors interact in the provision of particular services, such as:
- adult social care services
 - children's services
 - drug and alcohol services
 - education
 - health care scientific services
 - housing with support
 - immigration services
 - mental health services
 - play.

4 Know the roles of organisations and how they work together to deliver services in a community

There is a wide range of organisations - statutory and non-statutory - that may be working together for a specific purpose, such as:

- tackling crime and anti-social behaviour
- providing facilities for the children of working parents
- providing housing and support.

The key organisations that work together locally or regionally to deliver services and improve the community will be identified.

These could include, for example:

- community safety agencies including the police
- health agencies eg primary care trusts
- adult social care agencies eg social services
- children's services.

The role of each of the organisations will also be identified.

QCF Unit Summary

Learning Outcome	Assessment for Unit 1 Level 1
The learner will:	The learner can:
1. Be able to identify questions to investigate the sectors	Plan, carry out and review own investigation into the sectors, listing the stages and identifying at least one method used to gain information about the sectors, listing questions used and any problems that needed to be resolved (IE1, IE2)
2. Know the purpose of and structure within and across the sectors	Identify the overall structure and purpose of each of the four sectors
3. Understand the range of services delivered in the sectors	Outline how the sectors work together to provide two different services
4. Know the roles of organisations and how they work together to deliver services in a community	Identify four organisations that work together in a local or regional community to deliver a service and/or improve the community, and the role of each in this process

How you will be assessed

One assignment is required for the assessment of this unit. This assignment will involve an investigation into the four sectors:

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

You need to show that you are developing as an independent enquirer and plan and carry out an investigation into the four sectors. You then need to produce an account of your investigation.

As part of the investigation you will need to put together some questions to ask people who work in the sectors.

Having planned and carried out your investigation, you should then reflect on it and review how well it went. You need to take note of lessons learned and try to remember them as you progress through the units. You should identify any problems you had to resolve in order to investigate the sectors.

The overall investigation may be a group activity, but your account should be your own work.

In order to achieve this unit, your account should include information about how you carried out the investigation - including ideas about how this could be carried out.

You need to describe your planning and methods used to gain information about the sectors, organisations within them and how they work together.

You should include the lists of questions asked and answers received about the sectors, and any problems you needed to resolve in order to investigate the sectors.

You should also include self and/or peer assessment on your contribution to any group activities within the investigation, as part of the review of the overall investigation.

In terms of the results of your investigation, you should include a diagram and brief description of the overall purpose and structure of each of the sectors.

You should also include an account of two different services provided by the sectors, including how the sectors may help to provide them. **Note** - choose your services carefully - for higher marks you need to cover the roles of at least three of the four sectors across the two services. For example - a choice of 'children's services' and 'drug and alcohol services' enables you to provide evidence for all four sectors, whereas a choice of 'adult social care services' and 'health care scientific services' would be more restricting.

You should then include a list of four organisations that work together in a local or regional community to deliver a service and/or improve the community, and an outline of the role of each of the organisations.

After each task has been completed you should think about how you could have improved it, perhaps in discussion with your tutor. Note down the ideas so that you can apply them to your next task.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3	Mark Total
1 Be able to identify questions to investigate the sectors	Plan, carry out and review own investigation into the sectors, listing the stages and identifying at least one method used to gain information about the sectors, listing questions used and any problems that needed to be resolved	Plan, carry out and review own investigation into the sectors, outlining the stages and including methods used to gain information, questions used and any problems that needed to be resolved	Plan, carry out and review own investigation into the sectors, describing the stages and including methods used to gain information, any problems that needed to be resolved, and justifying questions used	12
2 Know the purpose of and structure within and across the sectors	Identify the overall structure and purpose of each of the four sectors	Outline the overall structure and purpose of each of the four sectors	Describe the overall structure and purpose of each of the four sectors	16
3 Understand the range of services delivered in the sectors	Outline how the sectors work together to provide two different services	Describe how the sectors work together to provide two different services	Explain how the sectors work together to provide two different services	

<p>4 Know the roles of organisations and how they work together to deliver services in a community</p>	<p>1-6</p> <p>Identify four organisations that work together in a local or regional community to deliver a service and/or improve the community, and the role of each in this process.</p>	<p>7-11</p> <p>Outline the roles of four organisations that work together in a local or regional community to deliver a service and/or improve the community, showing how they work together in this process.</p>	<p>12-16</p> <p>Describe the role of four organisations that work together in a local or regional community to deliver a service and/or improve the community, showing clearly how they interact in this process.</p>	<p>16</p>
	<p>1-7</p>	<p>8-11</p>	<p>12-16</p>	<p>16</p>
	<p>Total marks</p>			<p>60</p>

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 is 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.

Level 1 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	<p>A simple statement, which is likely to be in the form of a list. For example, identify three lifestyle choices: Examples of lifestyle choices include:</p> <ul style="list-style-type: none"> • smoking • eating lots of fast foods • not exercising very much.
Outline	<p>Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease.</p>
Describe	<p>Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. They may also contain a high level of salt and/or sugar. They may not include much fibre or many vitamins, such as you get in fresh vegetables and salads, and they may also contain additives. Some fast foods, such as pizza, are healthier options than others.</p>
Explain	<p>A response that accounts for/gives reasons. For example, explain one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. Saturated fats in particular are deposited on the walls of the arteries, increasing the blood pressure and the risk of blood clotting and heart attacks. They may also contain a high level of salt - which can also raise blood pressure - and/or sugar - which can contribute to an increased risk of late-onset diabetes. Fast foods may not include many vegetables and/or fresh fruit and salads, therefore they will not be good sources of fibre and vitamins, and they may also contain additives - for example as preservatives. Some fast foods, such as pizza, are healthier options than others because they are more balanced and potentially contain more vegetables.</p>

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 1-5 marks	<p>Learners will plan the investigation and use one method to investigate the four sectors. This method is likely to include use of the list of questions.</p> <p>For full marks learners must provide some information about the planning and method. This should include ideas about how the sectors could be investigated and identification of at least one problem that needed to be resolved. It is not necessary to show how the problem was, or could have been, resolved.</p> <p>Learners will also review the investigation and identify the effectiveness of their role in it, including any group activities.</p> <p>Marks in this band are also appropriate for learners who have used two or more methods but provided limited information, or used them with limited effect.</p>
Mark Band 2 6-9 marks	<p>Learners will plan the investigation and use at least two methods to investigate the four sectors, one of which should be the use of the list of questions.</p> <p>For full marks learners must outline their planning, the two methods of investigation used and their review of the investigation - including any group activities, showing some reflection - for example on the effectiveness of their questions or their ideas for investigating the sectors or overcoming any problems.</p> <p>Marks in this band are also appropriate for learners who have provided descriptions of their planning and methods but not included any justification of questions or any form of evaluative comments.</p>
Mark Band 3 10-12 marks	<p>Learners will plan the investigation and use at least two methods to investigate the four sectors, one of which should be the use of the list of questions. At least one of the questions should be justified, ie there must be a statement about why it was included. Learners will describe their planning and methods and will also review their involvement in the investigation and/or group activities and the effectiveness of their methods.</p> <p>For full marks learners will include descriptions of planning and at least two methods, one or two evaluative comments and some evidence of consideration of the relative merits of the different methods used to gain information compared to other ideas they had generated.</p>

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 1-6 marks	<p>Evidence for the structure is likely to be in the form of a diagram that shows the basic structure of each of the four sectors.</p> <p>Learners will also include a list that identifies the overall purpose of each of the four sectors.</p> <p>For full marks the learner will have investigated all four sectors and provided evidence that accurately identifies the overall purpose of each sector and the basic structure of each.</p> <p>This mark band is also appropriate for learners who have provided outlines or descriptions, but for less than three sectors.</p>
Mark Band 2 7-11 marks	<p>To get into this band accurate information should be provided for the structure and purpose of all four sectors, and responses for at least three of the four sectors should include outlines. Evidence is likely to be a mix of identification and outlines.</p> <p>Clearly annotated diagrams outlining the structure of the four sectors are acceptable evidence for structures.</p> <p>Learners will also include an outline of the overall purpose of each of the four sectors, eg the purpose of the social care sector is to support and care for people who need help with day to day living.</p> <p>Full marks can be obtained by evidence that includes all four sectors and is a mix of outlines and identification, but at least three of the four sectors should involve outlines for both the structure and the purpose.</p> <p>This mark band is also appropriate for learners who have provided descriptions, but for less than three sectors.</p>
Mark Band 3 12-16 marks	<p>To get into this band responses for at least three of the four sectors should include descriptions. Evidence is likely to be a mix of outlines and descriptions.</p> <p>Clearly annotated detailed diagrams describing the structures of the four sectors are acceptable evidence for structures.</p> <p>Learners will also include a short paragraph for each of the four sectors that describes the overall purpose.</p> <p>Full marks can be obtained by evidence that includes all four sectors and is a mix of descriptions and outlines, but at least three of the four sectors should involve descriptions for both the structure and the purpose.</p>

Assessment Focus 3 Learning Outcome 3	
<p>Mark Band 1</p> <p>1-6 marks</p>	<p>Two services will be clearly identified and the role of the sectors in helping to provide the services will be outlined.</p> <p>There are no marks simply for identifying the services. Marks can be awarded only for the outline of the roles of the sectors in providing these.</p> <p>In this band the sectors are likely to have been considered separately rather than explicitly linked.</p> <p>For full marks the learner will have included three out of the four sectors across the two examples of services, and accurately outlined their roles.</p> <p>This band is also appropriate for learners who have provided evidence covering only one or two sectors, or descriptions of the roles of three/four sectors but not established any links between them, or for learners who have provided descriptions for only one service or which cover one service in depth and one only briefly.</p>
<p>Mark Band 2</p> <p>7-11 marks</p>	<p>Two services will be clearly identified and the role of the sectors in helping to provide the services will be largely descriptive.</p> <p>There are no marks simply for identifying the services. Marks can be awarded only for the accounts of roles of the sectors in providing these.</p> <p>To get into this band, the roles of at least three sectors need to be addressed, with the roles of at least two of them described.</p> <p>Learners will have made some links between the sectors in the provision of services.</p> <p>For full marks the learner will have included accurate accounts of the roles of at least three out of the four sectors across the two examples of services, with links between them. At least two of these accounts will be descriptive.</p> <p>This mark band is also appropriate for learners who have provided explanations for only one service or which cover one service in depth and one only briefly, providing at least three sectors have been included across the two examples of services.</p>
<p>Mark Band 3</p> <p>12-16 marks</p>	<p>Two services will be clearly identified and the role of the sectors in helping to provide the services will be largely explanatory.</p> <p>There are no marks simply for identifying the services. Marks can be awarded only for the accounts of role of the sectors in providing these.</p> <p>To get into this band, the roles of at least three sectors in working together to provide the two services need to be addressed, with clear links and with the roles of at least two of</p>

	<p>the sectors explained.</p> <p>For full marks the learner will have included accurate accounts of the roles of at least three out of the four sectors across the two examples of services. At least two of these accounts will be explanations, and there should be evidence of understanding the importance of the sectors ‘working together’ to improve service provision, as well as the separate roles of each sector.</p>
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Assessment Focus 4 Learning Outcome 4	
Mark Band 1 1-7 marks	<p>Four local or regional organisations will have been identified, along with their roles in the delivery of a service and/or improvement of the community.</p> <p>There are no marks simply for identifying the organisations, marks can be awarded only for the identification of their roles in the delivery of a service and/or improvement of the community.</p> <p>Evidence could be presented in the form of a table.</p> <p>For full marks there will be clear information about the four organisations and their respective roles.</p> <p>This mark band is also appropriate for learners who have not covered four organisations, but provided outlines or descriptions for three or less, or for those who provided outlines for four organisations but not established links between them.</p>
Mark Band 2 8-11 marks	<p>Four local or regional organisations will have been identified, and their roles in the delivery of a service and/or improvement of the community largely outlined, including some evidence of how they work together in the delivery of a service and/or improvement of the community.</p> <p>There are no marks simply for identifying the organisations, marks can be awarded only for the responses in relation to their roles in the delivery of a service and/or improvement of the community.</p> <p>Full marks can be obtained by a response that includes the four organisations but is a mix of identification and outlines, with the roles of at least three organisations being outlined. There should also be some evidence of the importance of integrated working between the sectors.</p> <p>This mark band is also appropriate for learners who provided descriptions for four organisations but not established how they interact.</p>
Mark Band 3 12-16 marks	<p>Four local or regional organisations will have been identified, and their roles in the delivery of a service and/or improvement of the community largely described, including clear evidence of how they interact in the delivery of a service and/or improvement of the community.</p> <p>There are no marks simply for identifying the organisations,</p>

	<p>marks can be awarded only for the responses in relation to their roles in the delivery of a service and/or improvement of the community.</p> <p>Full marks can be obtained by a response that includes the four organisations but is a mix of outlines and descriptions, with the roles of at least three organisations being described. There should also be clear evidence of the importance of integrated working between the sectors.</p>
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Guidance for delivery of this unit

Delivery of this unit needs to be carefully planned to encompass its broad nature. Learners need to gain a breadth of knowledge of the sectors rather than depth.

It is suggested that centres use the case study provided, at least initially, in order for learning to be contextualised.

However, 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.

Having explored and possibly role-played the initial scenario, and part of the case study appropriate to this unit, learners can then use it as a context to help them explore the services.

They need to explore 'what happens next'. The 'Case Study Links' section provides ideas for this exploration. For example:

- what will happen to the two young people who have been arrested?
- who could the 'appropriate adult' be, and why is he/she needed?
- what will happen to the young pregnant girl, or the elderly gentleman?
- what else needs to be done?
- what other services may come into play?

Learners could, for example, carry out a number of further role-plays. They could role-play the call to the emergency services. They could also explore the possible actions of some of the characters involved. They could potentially write scripts for the role-plays, which would involve prior research into, for example, procedures following arrest, or at 'Accident and Emergency'. This research could contribute to the investigation required for the assessment of this unit.

Some discussion could also be introduced around the issue of what happens when calls to 999 are inappropriate, and how this hampers the work of, for example, the police and emergency care practitioners, and the planning of the appropriate levels of service in the sectors.

Learners could work in small groups and carry out investigations into the sectors and organisations within them. There should be emphasis that, despite the nature of the introductory activities, much of the work carried out in the sectors is not crisis orientated - and learners need to broadly understand the nature of this.

Learners could, for example, carry out internet research into one of the sectors, and then give a presentation to their group or the whole class. This approach would also support the development of personal, learning and thinking skills, such as independent enquiry, team working and effective participation. Guest speakers from the sectors could be invited in to support these activities.

Learners need to explore the provision of particular services, and how the sectors interface. As part of this, they need to investigate how the sectors may work together to provide at least two services. Centres are advised to encourage learners to choose straightforward examples of services initially. Such examples could possibly involve mainly one sector with some support from another sector/s. When learners progress further to investigate the four organisations involved in the delivery of a service they could then be encouraged to consider less straightforward examples that involve more cross-sectoral participation.

The case study provided would lend itself to the consideration of, for example, drug and alcohol services, children's services or education, though this should be further contextualised to a local or regional level.

Learners will need support in the production of a set of questions they can use to investigate the sectors. This could be a small group activity. The questions could then be used with guest speakers or on visits and/or work experience.

Guest speakers from the different services could be invited in to talk to the learners about their roles within the sectors, with learners asking questions. This could also contribute to the investigation required for the assessment of this unit. Use of the case study could be helpful here to focus learner interest.

A visit to a local magistrates court would give learners insight into the community justice sector.

Visits to different organisations, such as a children's centre or a residential care home, could also be arranged for the learners to help them understand interagency working.

There are links here with *Unit 3: Working Together*, and centres are advised to consider the assessment tasks of the two units and advise learners appropriately.

Some aspects of this unit could inevitably relate to issues within the personal lives of learners, and/or their families/friends, and delivery therefore requires sensitivity.

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	<ul style="list-style-type: none">• exploring the sectors and organisations within them• personally identifying questions to answer and problems to resolve• personally planning the investigation and judging the relevance of information obtained
Creative thinkers	<ul style="list-style-type: none">• generating ideas about how to explore the sectors• adapting questions about the sectors to extend their thinking
Reflective learners	<ul style="list-style-type: none">• reflecting on the relationships between their data and the questions asked• reviewing the progress of their investigation• evaluating information received to inform understanding of the sectors
Team workers	<ul style="list-style-type: none">• working in small groups and collaborating to carry out the investigation• discussing and reaching agreements
Self-managers	<ul style="list-style-type: none">• thinking ahead to identify problems with the questions• completing the tasks on time, within deadlines and to an appropriate quality
Effective participators	<ul style="list-style-type: none">• discussing and debating issues of concern with others• proposing amendments to questions and strategies to progress investigation

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	Producing list of questions to ask about the sectors Producing account of investigation
Evaluate their use of ICT systems	
Manage information storage	Creating and storing the various files that make up the account of the investigation
Follow and understand the need for safety and security practices	Producing documentation for the portfolio
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	Researching relevant information about the sectors
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	Researching the sectors
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers records	Producing account of investigation Producing a presentation
Bring together information to suit content and purpose	Producing account of investigation Producing a presentation
Present information in ways that are fit for purpose and audience	Producing account of investigation Producing a presentation
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and	

effectively	
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	Giving a presentation about one of the sectors Asking questions of guest speakers Asking questions during visits
Reading - read and understand a range of texts	Conducting secondary research about sectors
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	Producing account of investigation Producing a presentation.

Work experience

If work experience placements within the sector/s are available, learners could gain evidence towards most of the learning outcomes in this unit.

They could, for example, interview appropriate individuals in order to help them understand four organisations that work together in a local or regional community to deliver a service and/or improve the community.

Learners would need to prepare questions in readiness for this, and be very clear about the kind of information they require.

Tutors may like to investigate the opportunity of learners undertaking their work experience in a partnership-based organisation such as a children's centre.

Work experience will also provide opportunities for the application of knowledge to practical situations.

If work experience placements within the four sector/s are not available, learners will need to gain access to placements in alternative sectors. They should still benefit from their experiences, for example by:

- gaining experience of workplace activities/procedures/processes
- gaining understanding of the organisation of other sectors
- gaining experience of partnership working within/between different sectors.

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.

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.criminaljustice.org.uk/
- [www.dh.gov.uk/Policy and Guidance/Health and Social Care](http://www.dh.gov.uk/Policy%20and%20Guidance/Health%20and%20Social%20Care)
- [www.dh.gov.uk/PolicyandGuidance/residential care](http://www.dh.gov.uk/PolicyandGuidance/residential%20care)
- www.PALS.com
- www.skillsforcareanddevelopment.org.uk
- www.skillsforhealth.org.uk
- www.SOVA.com

The following downloads could also be useful:

- [A-Z Introductory Guide to Health and Social Care](#)
- [A framework for Partnership - By LGA Housing Corporation & NHF](#)
- [A Little Bit of Give and Take: Voluntary sector accountability within cross-sectoral partnerships](#)
- [Developing NHS primary and community care providers in a competitive world: A practical guide](#)
- [Housing and Environment - Contribution to the Prevention Agenda](#)
- [Integrated Service Improvement Planning: Helping to Deliver Quality and Value](#)
- [Integrated Team Working Part II: Making the Inter-Agency Connections](#)
- [Integration and Partnership Working: What's working, not working and how it can be encouraged](#)

- Local Strategic Partnerships: Shaping their future - an analysis of responses
- Making sense of the current agenda
- Report from Seminar 2: Partnership Working between Health and Social Care: Building Capacity for Change
- Standard 4 - General Hospital Care 2004/06 Project

Unit 2: Exploring Principles and Values

Principal Learning unit

Level 1

Guided learning hours 30

Internally assessed (20 hours learning time with approx. 10 hours for assessment)

About this Unit

What is important to you?

What really matters?

Think about your own personal values.

What are the values we live by and how do we come by these?

Consider the following sectors:

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

How do people work together in these sectors?

How do they ensure that those who use the services have confidence in them?

How do they show that they respect individual rights?

Why do we need laws?

For example, if you are following the case study provided, consider the street incident:

What laws have been broken?

What will happen to the various people involved?

What experiences will they have?

In this unit you will develop an awareness of the principles and values that underpin all of 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. Understand what is meant by rights, responsibilities, equality and diversity and why they are important when working with individuals, groups and communities
2. Understand what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality
3. Know the purpose and impact of key legislation and Codes of Practice that relate to principles and values
4. Know how different values might be supported in a variety of settings within the sectors
5. Be able to reflect on own principles and values in relation to the work of the sectors.

Case Study Links

If the case study provided is being followed, parts of it could be researched and then role-played.

Ways in which the case study could be used to contextualise and support delivery of this unit include:

As an introduction to legislation learners could consider what laws have been broken. They could also consider why society needs laws and what might happen in their absence.

They could then use the experiences of the different characters in order to explore the principles and values of the sectors.

The ambulance takes the gentleman (E) to the accident and emergency department of the nearest hospital. The pregnant girl (C) also seeks help.

Characters (A) and (B) are both arrested and taken to the local police station. They are both interviewed in the presence of an 'appropriate adult'.

Following the incident these characters (and their local community) may need the support of certain professionals working within and across the four sectors.

For example, Character (E) will initially be supported by the health sector, with the social care sector providing increasing support. He may also be provided with 'victim support'.

The community justice and children and young peoples' sectors will work with characters (A) and (B).

Character (C) will also require the support of the children and young people's sector, working with the health sector.

Consider the principles and values of the four sectors - health, social care, community justice and children and young people.

For example, consider a case conference. The individuals requiring services should have a say in any decisions. They may have hearing difficulties. They may be young children. Or they may not speak English well.

Consider how these issues are dealt with.

*Consider a busy accident and emergency department.
Or a police station.*

How are the principles and values of the sectors maintained?

Consider different individuals:

- *of different cultures, eg an asylum seeker*
- *of different ages, eg under 8, over 90*
- *of different abilities, eg a 20 year old with learning disabilities*
- *of different mobilities, eg a wheel chair user, an older person who has had a stroke*
- *of different hearing/vision, eg a child with grommits, an adult with impaired vision*

How do the sectors promote their rights?

What about equality of opportunity?

How are different values supported in different settings?

A justice setting, for example, could have a seemingly very different role to a social care setting. Are the values different? How are they supported?

What you need to cover

- 1 Understand what is meant by rights, responsibilities, equality and diversity and why they are important when working with individuals, groups and communities

Understanding of the meaning of the following terms will be developed:

 - rights
 - responsibilities
 - diversity
 - equality.

Understanding of why the terms are important when working with individuals, groups and communities.

For example, in terms of:

 - dignity
 - individuality
 - privacy
 - independence
 - choice
 - respect
 - confidentiality.

Exploration of the concept of principles and values using personal, social and moral codes of conduct.
- 2 Understand what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality

Understanding of:

 - confidentiality with respect to the four sectors
 - why it is important
 - potential boundaries of confidentiality
 - potential consequences of a breach of confidentiality.
- 3 Know the purpose and impact of key legislation and Codes of Practice that relate to principles and values

Awareness of key legislation will be developed.

This should include:

 - the role of key legislation in terms of protecting individuals and society
 - the impact of key legislation on service delivery.

Detailed knowledge of legislation is not required.

Key legislation could include, for example:

 - Sex Discrimination Act 1975
 - Convention on the Rights of the Child 1989
 - Race Relations (Amendment) Act 2000
 - Human Rights Act 1998
 - Data Protection Act 1998
 - Care Standards Act 2000
 - Criminal Justice Act 2003
 - Children Act 2004
 - Disability Discrimination Act 2005

- Mental Capacity Act 2005
- Age Discrimination Act 2006

Awareness of Codes of Practice will be developed.

This should include the role of Codes of Practice in:

- providing guidance for those who work in the sectors
- setting out the standards of practice and conduct those who work in the sectors should meet.

4 Know how different values might be supported in a variety of settings within the sectors

Knowledge of how different values might be supported in a variety of settings within the sectors will be developed

Awareness of examples of practices from at least one setting from each of the four sectors.

For example:

- a nursery or playgroup
- a residential care home
- a secure detention setting
- a hospital ward.

5 Be able to reflect on own principles and values in relation to the work of the sectors

Self-exploration using personal, social and moral codes of conduct.

Awareness and evaluation of own principles and values with respect to those of the sectors.

For example:

- integrity
- respect
- valuing diversity
- social justice.

QCF Unit Summary

Learning Outcome	Assessment for Unit 2 Level 1
The learner will:	The learner can:
<p>1. Understand what is meant by rights, responsibilities, equality and diversity and why they are important when working with individuals, groups and communities</p>	<p>Plan and carry out research into the terms rights, responsibilities, diversity, and equality, identifying their meaning and their importance when working with individuals, groups and communities, using at least three examples (IE2, SM3)</p>
<p>2. Understand what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality</p>	<p>Identify what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality, using at least two examples</p>
<p>3. Know the purpose and impact of key legislation and Codes of Practice that relate to principles and values</p>	<p>For each of the four sectors, identify one piece of relevant key legislation and one Code of Practice and use examples to indicate the role they play in supporting the principles and values of the sector</p>
<p>4. Know how different values might be supported in a variety of settings within the sectors</p>	<p>Identify how different values are promoted in one setting in each sector, using examples of practice</p>
<p>5. Be able to reflect on own principles and values in relation to the work of the sectors</p>	<p>Reflect on own principles and values and identify how these relate to those of the sectors.</p>

How you will be assessed

One assignment consisting of three tasks is required for the assessment of this unit.

1. The first task is a report. For this task you need to further your development as an independent enquirer and explore the principles and values that are at the heart of the work of the four sectors:

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

You need to think about the importance of these principles and values. What possible consequences are there if they are ignored?

You then need to produce evidence based on your exploration.

Your evidence needs to show that you understand the meaning of each of the following terms - rights, responsibilities, diversity, equality; why these are important when working with individuals, groups and communities, and what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality.

In order to do this you need to plan and carry out some research. This will include both primary and secondary research. You need to make decisions about how this research will be carried out - for example what secondary resources you will use and who you will involve in your primary research. You will also need to appreciate the consequences of these decisions, and how they will affect the work you submit for assessment. You should organise your time and resources carefully and prioritise the activities you will carry out.

This task enables you to demonstrate that you are developing as an independent enquirer and a self-manager. You need to remember lessons learned from previous assessment tasks and ensure you take them into account in this unit.

2. The second task involves production of a table or a short report. For this task you need to consider key legislation and Codes of Practice that relate to the principles and values of the four sectors. You do not need to understand legislation or Codes of Practice in detail, just explore how they support the principles and values.

You could carry out some of the initial exploration in a small group, and then share your findings.

Then for each sector you need to identify one piece of relevant key legislation and one Code of Practice that relate to the principles and values of the sector. You need to plan this task thoroughly - for example, what research you will carry out, what resources you will use. You need to think creatively and describe the role of the relevant key legislation and Code of Practice in supporting the principles and values of the sector, using examples.

You then need to identify one setting within each sector and use examples of practice to show how at least three different values are promoted.

This evidence could be presented in the form of a table/s.

3. The third task requires the production of a reflective account. For this task you need to think about your own principles and values and then relate these to the work of the sectors.

Write a brief account about this.

After each task has been completed you should think about how you could have improved it, perhaps in discussion with your tutor. Note down the ideas so that you can apply them to your next task.

Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark awarded
1. Understand what is meant by rights, responsibilities, equality and diversity and why they are important when working with individuals, groups and communities	Plan and carry out research into the terms rights, responsibilities, diversity, and equality, identifying their meaning and their importance when working with individuals, groups and communities, using at least three examples	Plan and carry out research into the terms rights, responsibilities, diversity, and equality, outlining their meaning and their importance when working with individuals, groups and communities, using at least three examples	Plan and carry out research into the terms rights, responsibilities, diversity, and equality, describing their meaning and their importance when working with individuals, groups and communities, using at least three examples	15
2. Understand what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality	Identify what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality, using at least two examples	Outline what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality, using at least two examples	Describe what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality, using at least two examples	13
3. Know the purpose and impact of key legislation and Codes of Practice that relate to principles and values	For each of the four sectors, identify one piece of relevant key legislation and one Code of Practice and use examples to indicate the role they play in supporting the principles and values of the sector	For each of the four sectors, use examples to outline how one piece of relevant key legislation and one Code of Practice support the principles and values of the sector	For each of the four sectors, use examples to describe how one piece of relevant key legislation and one Code of Practice support the principles and values of the sector	

	1-5	6-8	9-12	12
4. Know how different values might be supported in a variety of settings within the sectors	<p>Identify how different values are promoted in one setting in each sector, using examples of practice</p> <p>1-4</p>	<p>Outline how different values are promoted in one setting in each sector, using examples of practice</p> <p>5-7</p>	<p>Describe how different values are promoted in one setting in each sector, using examples of practice</p> <p>8-10</p>	10
5. Be able to reflect on own principles and values in relation to the work of the sectors	<p>Reflect on own principles and values and identify how these relate to those of the sectors.</p> <p>1-4</p>	<p>Reflect on own principles and values and outline how these relate to those of the sectors.</p> <p>5-7</p>	<p>Reflect on own principles and values and describe how these relate to those of the sectors.</p> <p>8-10</p>	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.

Level 1 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	<p>A simple statement, which is likely to be in the form of a list. For example, identify three lifestyle choices: Examples of lifestyle choices include:</p> <ul style="list-style-type: none"> • smoking • eating lots of fast foods • not exercising very much.
Outline	<p>Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease.</p>
Describe	<p>Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. They may also contain a high level of salt and/or sugar. They may not include much fibre or many vitamins, such as you get in fresh vegetables and salads, and they may also contain additives. Some fast foods, such as pizza, are healthier options than others.</p>
Explain	<p>A response that accounts for/gives reasons. For example, explain one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. Saturated fats in particular are deposited on the walls of the arteries, increasing the blood pressure and the risk of blood clotting and heart attacks. They may also contain a high level of salt - which can also raise blood pressure - and/or sugar - which can contribute to an increased risk of late-onset diabetes. Fast foods may not include many vegetables and/or fresh fruit and salads, therefore they will not be good sources of fibre and vitamins, and they may also contain additives - for example as preservatives. Some fast foods, such as pizza, are healthier options than others because they are more balanced and potentially contain more vegetables.</p>

Assessment Focus 1 Learning Outcome 1	
<p>Mark Band 1 (1-6 marks)</p>	<p>Learners will plan and carry out the investigation, identifying the meanings of the terms and their importance when working with individuals, groups and communities, using one or two sentences of relevant information for each. It is likely that there will be no explicit links between the terms. At least three examples should be used overall.</p> <p>For full marks learners must provide some accurate information about each term, including their importance, and have cited at least three relevant examples.</p> <p>Marks in this band are also appropriate for learners who have provided outlines, but for less than three terms, or those who have provided outlines for at least three of the four terms but who have not made any explicit links or provided relevant examples. Marks in this band are also appropriate for learners who have provided outlines or descriptions about the terms but not indicated their importance when working with individuals, groups and communities.</p>
<p>Mark Band 2 (7-11 marks)</p>	<p>To get into this band, learners will plan and carry out the investigation, providing information for each term and outlines for at least three of the four terms, including their meanings and their importance when working with individuals, groups and communities. It is likely that there will be three or four sentences provided for at least three of the four terms, with some explicit links between them. At least three examples should be used overall.</p> <p>For full marks learners must provide accurate information about each term, including their importance, with evidence for at least three of the four terms being in the form of outlines and some explicit links between at least two of the terms being evident. They should also have cited at least three relevant examples.</p> <p>Marks in this band are also appropriate for learners who have provided descriptions, but for less than three terms, or those who have provided descriptions for at least three of the four terms but who have not made any explicit links or provided relevant examples.</p>
<p>Mark Band 3 (12-15 marks)</p>	<p>To get into this band, learners will plan and carry out the investigation, providing information for each term and descriptive accounts for at least three of the four terms, including their meanings and why they are important when working with individuals, groups and communities. It is likely that there will be a paragraph provided for at least three of the four terms, with explicit links between them. At least three examples should be used overall.</p> <p>For full marks learners must provide accurate information about</p>

	each term, including their importance, with evidence being a mix of outlines and descriptions, including description for at least three of the four terms, and explicit links between at least two of the terms being evident. They should also have cited at least three relevant examples.
Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-5 marks)	<p>Learners will identify the meaning of the term confidentiality, and why it is important, and also the possible consequences of a breach of confidentiality. At least two examples should be used to support the response.</p> <p>For full marks learners will have accurately identified the meaning of the term confidentiality and why it is important, accurately identified at least two possible consequences of a breach of confidentiality and used at least two relevant examples to support the response.</p> <p>Marks in this band are also appropriate for learners who have included some outlines or descriptive work, for example of the meaning of confidentiality and its importance, and the possible consequences of a breach of confidentiality, but not cited examples.</p>
Mark Band 2 (6-9 marks)	<p>To get into this band, the meaning of the term confidentiality, and why it is important, and also the possible consequences of a breach of confidentiality will have been largely outlined. At least two examples will also have been used to support the accounts.</p> <p>For full marks learners must provide accurate information for the meaning of the term confidentiality and why it is important, at least two possible consequences of a breach of confidentiality and used at least two relevant examples to support the response. This information will be outlined.</p>
Mark Band 3 (10-13 marks)	<p>To get into this band, the meaning of the term confidentiality, and why it is important, and also the possible consequences of a breach of confidentiality will have been largely described. At least two examples will also have been used to support the accounts. Some consideration is likely to have been given to different individuals/groups involved in the breach of confidentiality - for example the individual responsible for the breach of confidentiality, their organisation and the individual experiencing the breach of confidentiality.</p> <p>For full marks learners must provide accurate information for the meaning of the term confidentiality and why it is important, at least two possible consequences of a breach of confidentiality and used at least two relevant examples to support the response. This information will be descriptive.</p>
Assessment Focus 3 Learning Outcome 3	
Mark Band 1	For each of the four sectors, one piece of relevant key

<p>(1-5 marks)</p>	<p>legislation and one Code of Practice will be clearly identified, and at least one example used to indicate the role they play in supporting the principles and values of the sector.</p> <p>There are no marks simply for identifying the key legislation/Code of Practice. Marks can be awarded only for the roles they play in supporting the principles and values of the sectors, using examples. This information is likely to be presented in the form of a table.</p> <p>Examples are likely to be based on learners' experiences of a visit/guest speaker/work experience related to an organisation in each sector.</p> <p>For full marks all the sectors must be included, with learners providing accurate information for each, using at least one example per sector.</p> <p>Marks in this band are also appropriate for learners who have included outlines or descriptive work but not covered all the sectors or not used examples for one or more sectors.</p>
<p>Mark Band 2</p> <p>(6-8 marks)</p>	<p>There are no marks simply for identifying the key legislation/Code of Practice. Marks can be awarded only for how they support the principles and values of the sectors, using examples.</p> <p>To get into this band, evidence for at least two of the four sectors will be in the form of outlines. This is likely to include one or two brief sentences of relevant information for each sector, which could be presented in the form of a table.</p> <p>Examples are likely to be based on learners' experiences of a visit/guest speaker/work experience related to an organisation in each sector.</p> <p>For full marks learners must provide accurate information for each sector, using at least one example per sector. Evidence for at least three of the four sectors will be in the form of an outline.</p>
<p>Mark Band 3</p> <p>(9-12 marks)</p>	<p>There are no marks simply for identifying the key legislation/Code of Practice. Marks can be awarded only for how they support the principles and values of the sectors, using examples.</p> <p>To get into this band, evidence for at least two of the four sectors will be in the form of descriptions. This is likely to include a brief paragraph for each sector, which could be presented in the form of a table.</p> <p>Examples are likely to be based on learners' experiences of a visit/guest speaker/work experience related to an organisation in each sector.</p> <p>For full marks learners must provide accurate information,</p>

	including some detail, for each sector, using at least one example per sector. Evidence is likely to be a mix of outlines and descriptions, with at least three of the four sectors being in the form of a description.
Assessment Focus 4 Learning Outcome 4	
Mark Band 1 (1-4 marks)	<p>Learners will identify how at least three different values are promoted in one setting in each sector, using at least one example per value per setting. This evidence could be presented in the form of a table, including a simple statement for each value.</p> <p>Responses will be based on evidence from visits/guest speakers/work experience related to an organisation in each sector.</p> <p>For full marks learners must provide information covering all four sectors - using one setting from each, at least three different values and one example per value per setting.</p> <p>Marks in this band are also appropriate for learners who have provided outlines or descriptions but not covered all four sectors.</p>
Mark Band 2 (5-7 marks)	<p>To get into this band, evidence for at least two of the four sectors is likely to include outlines - involving one or two sentences of relevant information, which could be presented in the form of a table.</p> <p>Responses will be based on evidence from visits/guest speakers/work experience related to an organisation in each sector.</p> <p>For full marks learners must provide information covering all four sectors - using one setting from each, at least three different values and one example per value per setting. There is likely to be a mix of identification and outlines, with most of the evidence for at least three of the four sectors being outlined.</p>
Mark Band 3 (8-10 marks)	<p>To get into this band, evidence for at least two of the four sectors is likely to include descriptions - involving a brief paragraph of relevant information, which could be presented in the form of a table.</p> <p>Responses will be based on evidence from visits/guest speakers/work experience related to an organisation in each sector.</p> <p>For full marks learners must provide information covering all four sectors - using one setting from each, at least three different values and one example per value per setting. There is</p>

	likely to be a mix of outlines and descriptions, with most of the evidence for at least three of the four sectors being described.
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Assessment Focus 5 Learning Outcome 5	
Mark Band 1 (1-4 marks)	<p>Some reflection should be evident, though it could be implicit. Learners will reflect on their own principles and values and identify how they relate to those of the sectors. This information will be presented in the form of a brief reflective account comprising two or three sentences, or a straightforward list.</p> <p>For full marks learners must provide evidence of having reflected on at least four different principles or values of their own, and related them to those of the sectors.</p> <p>Marks in this band are also appropriate for learners who have provided outlines or descriptive accounts of their own principles and values, but not related them appropriately to those of the sectors.</p>
Mark Band 2 (5-7 marks)	<p>Some reflection should be evident, though it could be mostly implicit.</p> <p>To get into this band learners will reflect on at least four of their own principles and values and indicate how they relate to those of the sectors, providing outlines for at least two. This information will be presented in the form of a brief reflective account.</p> <p>For full marks learners must provide evidence of having reflected on at least four different principles or values of their own, and outlined how they relate to those of the sectors.</p>
Mark Band 3 (8-10 marks)	<p>To get into this band there should be some explicit evidence of learners having reflected on principles and values.</p> <p>Learners will reflect on at least four of their own principles and values and indicate how they relate to those of the sectors, providing descriptions for at least two. Evidence is likely to in the form of a paragraph or two of descriptive writing - forming a reflective account.</p> <p>For full marks learners must provide evidence of having reflected on at least four different principles or values of their own, and described how they relate to those of the sectors.</p>

Delivery Guidance

It is suggested that centres use the case study provided in order for learning to be contextualised.

However, 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 is potential for the learners to use different formats that will meet the needs of kinaesthetic, visual and auditory learners.

Having explored and possibly role-played the initial scenario, and part of the case study appropriate to this unit, learners can then use it as a context to explore the principles and values of the four sectors. The 'Case Study Links' section provides ideas for this exploration. For example:

- what laws have been broken?
- why does society need laws?
- what are the principles and values of the four sectors?
- how are they maintained in different situations?
- do individuals always have the right to confidentiality?
- could there be exceptions?

Learners could work in small groups to devise a list of questions to ask professionals from the different sectors about aspects related to principles and values. They could then visit different settings in small groups, followed by class presentations to facilitate sharing of information. This could include aspects such as recognising diversity, promoting equality of opportunity, promoting individual rights, maintaining confidentiality and how different values might be supported in different settings.

Guest speakers from different settings could also be invited in, for example from settings not easily accessible to learners - such as a hospital ward or a detention centre.

Learners could be encouraged to consider a range of individuals and how principles and values relate to them, such as individuals from different cultures, ex-offenders, individuals with learning disabilities or mental health issues, individuals of different ages and individuals with sensory impairment.

Learners could use cuttings from newspapers and/or magazines to produce collages relating to information about rights, responsibilities, equality and diversity.

They could also role play different situations to enable them to explore some of the aspects of this unit. For example:

- a situation in which confidentiality cannot be maintained
- a situation in which diversity and the importance of equality of opportunity were not respected
- a situation in which individual rights were not promoted.

Learners could also work in small groups to explore relevant pieces of legislation, producing a flow chart of how each came into being and how legislation is used by the sectors to devise

policies and procedures. Sharing of this exploratory work with the whole learning cohort could facilitate increased breadth of understanding.

A class discussion about a recent topical piece of legislation could be useful, and learners could be encouraged to consider potential amendments.

Visits could also be arranged, for example to the local Magistrates court, a police station or other local services. Such visits could be linked to visits arranged for other units within the Principal Learning, such as *Unit 1: Exploring the sectors*. Learners will need careful guidance to ensure they maximise on the opportunities that these visits provide.

Self-exploration should be encouraged to enable learners to be able to identify and evaluate their own principles and values in relation to the work of the sectors. This could include sensitively managed peer involvement and/or tutor guidance.

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	<ul style="list-style-type: none"> • exploring the meaning of rights, responsibilities, diversity and equality • exploring the consequences of confidentiality • researching and exploring legislation and codes of practice • enquiring into how different values are supported
Creative thinkers	<ul style="list-style-type: none"> • suggesting scenarios where legislation and codes of practice could have or have had a major influence on the activity within the sectors
Reflective learners	<ul style="list-style-type: none"> • reflecting on rights, responsibilities, diversity and equality and the nature of issues that arise when there is oversight, or transgression • considering the learner's own values in relation to the values necessary in the sectors
Team workers	<ul style="list-style-type: none"> • working together in gathering information, data, understanding and interpretation of legislation and codes of practice
Self-managers	<ul style="list-style-type: none"> • taking responsibility in tracking down information, legislation and codes of practice, that may be hard to find and interpret
Effective participators	<ul style="list-style-type: none"> • being involved in research and debate and establishing a shared understanding of legislation and codes of practice, being proactive

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	investigating the sectors and appropriate terminology
Evaluate their use of ICT systems	
Manage information storage	preparing for their assessment
Follow and understand the need for safety and security practices	preparing for their assessment
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	investigating key legislation and codes of practice
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	investigating key legislation and codes of practice
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers records	investigating key legislation and codes of practice
Bring together information to suit content and purpose	presenting key legislation and codes of practice
Present information in ways that are fit for purpose and audience	presenting key legislation and codes of practice
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	

Skill	When learners are...
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	discussing group investigations presenting information to peers
Reading - read and understand a range of texts	investigating the terminology of sectors investigating key legislation and codes of practice
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	preparing information for assessment

Work experience

If work experience placements within the sector/s are available, learners could gain evidence towards most of the learning outcomes in this unit.

They could, for example, interview appropriate individuals in order to help them understand issues related to rights, responsibilities, equality, diversity and confidentiality in the organisation.

Learners would need to prepare questions in readiness for this, and be very clear about the kind of information they require.

They could also investigate codes of practice within the organisation.

Tutors may like to investigate the opportunity of learners undertaking their work experience in a partnership-based organisation such as a children's centre.

Work experience will also provide opportunities for the application of knowledge to practical situations.

If work experience placements within the four sector/s are not available, learners will need to gain access to placements in alternative sectors. They should still benefit from their experiences, for example by:

- gaining experience of workplace roles and responsibilities
- gaining understanding of equality and diversity issues within the organisation
- gaining experience of confidentiality issues within the organisation.

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.

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.ace.org.uk
- www.basw.co.uk
- www.childpolicy.org.uk
- www.community-care.co.uk
- www.cre.gov.uk
- www.criminaljustice.org.uk
- [www.dh.gov.uk/Policy and Guidance/Health and Social Care](http://www.dh.gov.uk/Policy%20and%20Guidance/Health%20and%20Social%20Care)
- [www.dh.gov.uk/PolicyandGuidance/residential care](http://www.dh.gov.uk/PolicyandGuidance/residential%20care)
- www.eoc.org.uk
- www.gov.uk
- www.PALS.com
- www.rightsnet.org.uk
- www.skillsforcareanddevelopment.org.uk
- www.skillsforhealth.org.uk
- www.socialexclusion.gov.uk
- www.society.guardian.co.uk
- www.society.times.co.uk

- www.SOVA.com
- www.uklaw.org

Unit 3: Working together

Principal Learning unit

Level 1

Guided learning hours: 30

Internally assessed (20 hours learning time with approx. 10 hours for assessment)

About this Unit

When have you worked in a team?

What were your aims?

Did the team activity go well?

What did you achieve?

Did all the team members pull their weight?

How did you feel about those that didn't?

What about your contribution?

Were you pleased with it?

If an individual or group of individuals is in need of a variety of services, several agencies often work together to help meet their needs. This is partnership working. Services make different kinds of commitment to a partnership depending on what they offer. This can be time, money or people with specific skills.

For example, if you are following the case study provided, consider the street incident:

How can partnerships help characters (A), (B), (C), (E)?

How can appropriate support be found?

In this unit you will have the opportunity to develop a basic knowledge of the types and purposes of partnership working. These can be within and/or across the children and young people, social care, community justice and health sectors. Partnerships can be across a range of sectors and services.

You will also investigate examples of partnership working in your own community and explore the purpose of such partnerships in the sectors.

Learning outcomes

On completion of this unit, a learner should:

- 1 Know different partnerships that provide services in their own community
- 2 Know what is meant by partnership working
- 3 Understand the ways in which individuals receiving services are involved in decision making
- 4 Understand the purpose of teams and the role of the individual within a team, and across teams
- 5 Be able to work collaboratively to solve problems.

Case Study Links

If the case study provided is being followed, parts of it could be researched and then role-played.

Ways in which the case study could be used to contextualise and support delivery of this unit include:

The ambulance takes the gentleman (E) to the accident and emergency department of the nearest hospital. The pregnant girl (C) also seeks help.

She was kicked in the abdomen. Was she advised to go to accident and emergency also?

Learners should discuss potential outcomes for her.

Characters (A) and (B) are both arrested and taken to the local police station. They are both interviewed in the presence of an 'appropriate adult'.

Following the incident these characters and their local community may need the support of certain services. This may involve the organisations/sectors 'working in partnership' to achieve the best outcomes for the individuals involved.

As well as her family, **character C** is likely to need support from:

- her general practitioner (GP)
- her midwife
- her teachers
- the Connexions service.

She may also be assigned a social worker.

This is to ensure that:

- she has a healthy baby
- continues with her education
- her emotional and social needs are met.

Following the fight **characters A and B** may be involved with:

- the Police

- Youth offending teams
- the Connexions service
- independent services such as 'Childline'.

Their school/college will also be involved.

At the police station they have been interviewed by the police, in the presence of an 'appropriate adult'.

Learners should investigate what is likely to happen next - it will depend on the details of the fight.

For example, who acted violently - one or both of them?

Is there a discrepancy in their stories?

Is it unclear if one or both of them had acted violently?

Character E is assessed on arrival at the accident and emergency department.

Who would carry out this initial assessment?

He remains unconscious - what would happen to him after the initial assessment?

Ultimately, he is referred for further investigations.

Learners should decide on potential outcomes.

For example, the investigations could confirm that (E) has had a mild stroke, and he is admitted to an appropriate hospital ward. He gradually regains consciousness, but the stroke could have left him with some paralysis and affected his speech.

After a period in hospital, a further assessment is carried out.

What is the purpose of this assessment?

Who will be involved? Will (E)'s views be taken into account? What part will he play in any decision made about his future?

Following this assessment, the decision could be taken to move him to another hospital for rehabilitation.

Why would that decision have been made? Who would have made it? Would character (E)'s views have been taken into account?

Learners should decide on the issues that the assessment raises.

For example, (E) could need rehabilitation in another hospital. Alternatively, he could return to his sheltered accommodation, where he may need extra support.

The following people are examples of professionals who may support him and his family:

- a social worker
- a GP
- a district nurse
- an occupational therapist
- a physiotherapist
- the warden of the sheltered housing

- a local domiciliary care manager.

The **local community** is becoming increasingly concerned with the increased levels of crime in the area and several local residents try to become involved in finding out what various groups are doing to improve the situation.

What would their starting point be?

What groups might be involved?

For example:

- Neighbourhood Watch
- Community messaging team
- Community liaison officers
- The probation service
- Youth forums
- Local churches
- Extended schools
- Sure Start
- Age Concern
- University of the Third Age.

What might they be doing?

Or recommending?

How could they support the community?

What you need to cover

- 1 Know different partnerships that provide services in their own community

Awareness of a wide range of partnerships in local areas will be developed.

Partnerships could include:

 - Youth Offending Teams
 - Crime and Disorder Reduction partnerships
 - Connexions partnerships
 - Children’s centres
 - Adult social services teams such as for older people or those with disabilities
 - Primary health care teams
 - Extended schools.

- 2 Know what is meant by partnership working

Knowledge that different organisations or individual professionals form teams to work together will be developed. This could be in relation to an individual person or a local area.

Knowledge of the purpose of partnerships will be developed.

For example:

 - joint working for the improved delivery of services
 - to improve the quality of the services on offer
 - to share the risks and responsibilities
 - to ensure all the individual’s needs are met
 - to ensure that the services work efficiently, streamlining tasks, not wasting time or money or replicating a service.

- 3 Understand the ways in which individuals receiving services are involved in decision making

How people using services are involved in decision making alongside professionals.

For example, these decisions could be about:

 - care planning for individuals
 - the local area.

Individuals receiving services include, for example:

 - service users
 - families/carers
 - children and young people
 - victims
 - offenders
 - patients.

- 4 Understand the purpose of teams and the role of the individual within a team, and across teams
- Understanding of the reasons teams are formed and the roles of individuals within them.
- For example:
- Why do teams work together?
 - What can an individual contribute to a team or partnership?
 - How do professionals work with other members of a team or partnership?
- 5 Be able to work collaboratively to solve problems.
- In order to work with others as part of a team certain skills are needed. These can be developed, and include:
- collaboration
 - understanding different perspectives
 - working to common goals
 - adapting to different roles and situations
 - being fair and considerate
 - respecting others
 - providing feedback and support to other people.
-

QCF Unit Summary

Learning Outcome	Assessment for Unit 3 Level 1
The learner will:	The learner can:
1. Know different partnerships that provide services in their own community	Plan and carry out an investigation into partnership working in local area and identify the role of two partnerships and working arrangements within them (IE2)
2. Know what is meant by partnership working	Identify what is meant by partnership working
3. Understand the ways in which individuals receiving services are involved in decision making	Describe two examples of ways in which individuals receiving services are involved in decision making
4. Understand the purpose of teams and the role of the individual within a team, and across teams	Outline the roles of team members in a team event, and the purpose of team working in organising the event
5. Be able to work collaboratively to solve problems.	Produce a record of a team event that outlines how it was planned and how you worked with other members of the team towards common goals, discussing issues of concern and seeking resolution where needed. (TW1, EP1)

How you will be assessed

One assignment consisting of two tasks is required for the assessment of this unit. You could base your evidence for the unit on the case study provided, or write a case study yourself if you prefer.

1. The first task could involve a fact sheet, leaflet or recording. You will further develop the skills of independent enquiry by planning an investigation and researching two partnerships that work together to meet people's needs in your own community. You should then produce a fact sheet or leaflet to inform people about these partnerships. Alternatively, you could record your evidence (for example you could role play a television presenter). Remember to use any learning from previous activities to improve your achievements here.

Your fact sheet/leaflet/recording should include information about the two partnerships - including the role of each and working arrangements within them, an account of what is meant by 'partnership working', and examples of how individuals receiving services and their families/carers are involved in decision making.

2. The second task is a report. You will work in a small team of learners and organise an event for children or older people. This could be in your school/college, or in a setting that the children/older people use.

You will need to write an account about this team event. This should include information about your role in the team, a description of how you worked with other members of the team, a log of activities you undertook as part of the team, an evaluation of your role - including reflection of what you did well and identification of areas for improvement, an evaluation of the success of the event, and an account of costs involved in setting up the event.

Your team will need to have regular meetings to plan your event, discuss issues of concern as they arise - seeking resolution where needed, and to check you are on target. You should each take it in turns to record the decisions made. You need to record the planning, and also review the event, and the team working, thoroughly. Take note of lessons learned for future team working activities - and try to bring them into play in these future activities.

This activity will support formative assessment of team working and effective participators - two of the personal, learning and thinking skills. Remember to think about previous team activities that you have participated in and use any learning that took place to improve your performance here.

You should use witness statements and feedback sheets to support your evidence. This must include feedback on your development as a team worker, through the activities of the team event, from the person responsible for delivering the unit and/or supervising the planning, preparation for and implementation of the event.

Feedback could also be provided, for example, by other team members or those participating in the event.

After each task has been completed you should think about how you could have improved it, perhaps in discussion with your tutor. Note down the ideas so that you can apply them to your next task.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3	Mark awarded
1 Know different partnerships that provide services in their own community	Plan and carry out an investigation into partnership working in local area and identify the role of two partnerships and working arrangements within them	Plan and carry out an investigation into partnership working in local area and outline the role of two partnerships and working arrangements within them	Plan and carry out an investigation into partnership working in local area and describe the role of two partnerships and working arrangements within them	14
2 Know what is meant by partnership working	Identify what is meant by partnership working	Outline what is meant by partnership working	Describe what is meant by partnership working	10
3 Understand the ways in which individuals receiving services are involved in decision making	Identify two examples of ways in which individuals receiving services are involved in decision making	Outline two examples of ways in which individuals receiving services are involved in decision making	Describe two examples of ways in which individuals receiving services are involved in decision making	15

4	Understand the purpose of teams and the role of the individual within a team, and across teams	List the members of a team, identify their roles in a team event and the purpose of team working in organising the event	Outline the roles of team members in a team event, and the purpose of team working in organising the event	
5	Be able to work collaboratively to solve problems.	Produce a record of a team event that identifies how it was planned and how you worked with other members of the team towards common goals, discussing issues of concern and seeking resolution where needed.	Produce a record of a team event that outlines how it was planned and how you worked with other members of the team towards common goals, discussing issues of concern and seeking resolution where needed.	9
		1-3	4-6	7-9
		1-5	6-8	12
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 is 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.

Level 1 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	<p>A simple statement, which is likely to be in the form of a list. For example, identify three lifestyle choices: Examples of lifestyle choices include:</p> <ul style="list-style-type: none"> • smoking • eating lots of fast foods • not exercising very much.
Outline	<p>Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease.</p>
Describe	<p>Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. They may also contain a high level of salt and/or sugar. They may not include much fibre or many vitamins, such as you get in fresh vegetables and salads, and they may also contain additives. Some fast foods, such as pizza, are healthier options than others.</p>
Explain	<p>A response that accounts for/gives reasons. For example, explain one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. Saturated fats in particular are deposited on the walls of the arteries, increasing the blood pressure and the risk of blood clotting and heart attacks. They may also contain a high level of salt - which can also raise blood pressure - and/or sugar - which can contribute to an increased risk of late-onset diabetes. Fast foods may not include many vegetables and/or fresh fruit and salads, therefore they will not be good sources of fibre and vitamins, and they may also contain additives - for example as preservatives. Some fast foods, such as pizza, are healthier options than others because they are more balanced and potentially contain more vegetables.</p>

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 (1-6 marks)	<p>Learners will plan and carry out the investigation into partnership working. The role of two partnerships will be identified within the local area, and the working arrangements within them.</p> <p>Evidence could be presented in the form of a table.</p> <p>For full marks, learners must provide some information about the planning of the investigation and method/s used, and accurate information must be included for both partnerships, including their roles and working arrangements within them.</p> <p>Marks in this band are also appropriate for learners who have provided outlines or descriptions but not included information about the planning of the investigation and method/s used.</p>
Mark Band 2 (7-10 marks)	<p>To gain access to this band, evidence should include outlines, possibly supplemented by appropriate evidence such as tables and/or images. Evidence is likely to be a mix of identification and outlines, but some information for at least one of the partnerships should be outlined.</p> <p>Full marks can be obtained by evidence that includes a mix of identification and outlines, but accurate information must be included for both partnerships, including their roles and working arrangements within them. Outlines must be included for at least one aspect of both partnerships.</p>
Mark Band 3 (11-14 marks)	<p>To gain access to this band, evidence should include descriptions, possibly supplemented by appropriate evidence such as tables and/or images. Evidence is likely to be a mix of outlines and descriptive accounts, but some information for at least one of the partnerships should be described.</p> <p>Full marks can be obtained by evidence that includes a mix of outlines and descriptions, but accurate information must be included for both partnerships, including their roles and working arrangements within them. Descriptions must be included for at least one aspect of both partnerships.</p>

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-4 marks)	<p>A straightforward statement is required that identifies what is meant by partnership working.</p> <p>For full marks learners must include a statement that clearly identifies the main features of partnership working.</p>
Mark Band 2 (5-7 marks)	<p>To gain access to this band learners are likely to draw on the examples of partnerships investigated for AF1 and outline what is meant by partnership working.</p>

	For full marks learners must include references to the partnerships investigated for AF1 and provide accurate information about the main features of partnership working, in the form of an outline.
Mark Band 3 (8-10 marks)	To gain access to this band learners are likely to draw on the examples of partnerships investigated for AF1 and describe what is meant by partnership working. For full marks learners must include references to the partnerships investigated for AF1 and provide accurate information about the main features of partnership working. This will be in the form of a descriptive account that is likely to include one or two paragraphs.

Assessment Focus 3 Learning Outcome 3	
Mark Band 1 (1-6 marks)	Learners are likely to provide the two examples from their investigation into partnership working, and evidence could be presented in the form of a table. For full marks, learners must identify two examples of ways in which individuals receiving services are involved in decision making from the partnerships they investigated for AF1. Marks in this band are also appropriate for learners who have provided outlines or descriptive accounts, but whose examples have not been gained through primary research.
Mark Band 2 (7-11 marks)	To gain access to this band, learners should include two examples of ways in which individuals receiving services are involved in decision making, from the partnerships they investigated for AF1. Evidence is likely to include a mix of identification and outlines. For full marks the two examples of ways in which individuals receiving services are involved in decision making must be outlined. This is likely to involve three or four sentences for each example.
Mark Band 3 (12-15 marks)	To gain access to this band, learners should include two examples of ways in which individuals receiving services are involved in decision making, from the partnerships they investigated for AF1. Evidence is likely to include a mix of outlines and description. For full marks the two examples of ways in which individuals receiving services are involved in decision making must be described. This is likely to involve one or two paragraphs for each example and include references to potentially improved outcomes for the individuals.

Assessment Focus 4 Learning Outcome 4	
Mark Band 1	Evidence is likely to be based on the team event for AF5, and

(1-3 marks)	include a list of team members and their roles, along with a straightforward statement that identifies the purpose of team working in the organisation of the event. For full marks, learners must identify all the team members and their roles, and provide accurate information that clearly states the purpose of team working in the organisation of the event. Marks in this band are also appropriate for learners who have provided outlines or descriptive accounts, but included only the roles of the team members and not the purpose of team working, or vice versa.
Mark Band 2 (4-6 marks)	Expectations for this band follow the same pattern for band 1, but responses will include outlines. Evidence is likely to be a mix of identification and outlines. For full marks, learners must outline the roles of at least three team members, and provide accurate information for the purpose of team working in the organisation of the event, in the form of an outline.
Mark Band 3 (7-9 marks)	Expectations for this band follow the same pattern for band 2, but responses will include descriptions. Evidence is likely to be a mix of outlines and description. For full marks, learners must describe the roles of at least three team members, and provide accurate information for the purpose of team working in the organisation of the event, in the form of a descriptive account.

Assessment Focus 5 Learning Outcome 5	
Mark Band 1 (1-5 marks)	The record of a team event will include information about planning and own role in the team - including working with other members of the team. For full marks feedback must indicate that learners contributed within the framework of the team. Most relevant information about planning and own role will be identified. Marks in this band are also appropriate for learners who have provided outlines or descriptive accounts, but whose feedback indicated that they contributed poorly within the framework of the team.
Mark Band 2 (6-8 marks)	Expectations for this band follow the same pattern for band 1, but responses will include outlines. For full marks feedback must indicate that learners contributed within the framework of the team. Most relevant information about planning and own role will be outlined.
Mark Band 3 (9-12 marks)	Expectations for this band follow the same pattern for band 2, but responses will include descriptions. For full marks feedback must indicate that learners contributed within the framework of the team. Most relevant information about planning and own role will be described.

Delivery Guidance

It is suggested that centres use the case study provided in order for learning to be contextualised.

However, 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.

This unit builds on *Unit 1: Exploring the Sectors*, and delivery could be considered holistically. In particular, learners will need to compile questions to ask professionals for both units.

It is therefore recommended that learners are given careful guidance when preparing questions in order that the requirements of assessment for both units are covered by one set of questions wherever possible.

If an individual, or group of individuals, is in need of a variety of services, several agencies often work together to help meet their needs. Services make different kinds of commitment to a partnership depending on what they offer. This can be time, money or people with specific skills.

Local partnerships form teams consisting of professionals with a variety of different roles, from different agencies, working together. For example, professionals come together at case conferences with individuals and their families/carers and identify their own particular input into the delivery of care for the individuals.

In other circumstances the aim of the partnership may be to develop a strategy with a larger group of people, such as a Youth Offending Team working with a local authority to ensure a young offender returns to education after sentencing.

Extended schools also involve partnership working.

People with an interest in a partnership are called stakeholders. They could come from the independent sector or statutory sector. People who use a service or are involved in an activity are also stakeholders.

This unit could be introduced using a problem solving activity and the case study provided. For example, small groups of learners could choose one of the characters in the case study and discuss which services are likely to be involved in working with and supporting the character, and the possible outcomes. This could be recorded as a mind map or similar diagram, and the ideas of the small groups shared within the whole class.

Following on from this, learners could then begin to identify questions they need to ask professionals about how partnership working helps individuals, or groups of individuals, who require services. These questions link to those required for *Unit 1: Exploring the Sectors*, and learners will require guidance to ensure that time spent interviewing professionals is maximised.

Learners will require support in developing suitable questions and should be encouraged to practise asking the questions in class prior to meeting the professionals. Learners' own knowledge and experiences may be drawn upon, though sensitivity will be required here.

Guest speakers will either need to be invited in to give learners opportunities to ask questions and discuss services and partnerships, or visits to relevant services will need to be arranged. Learners will need to independently ask their questions and record the answers.

Learners will need to understand what a 'partnership' means, and why partnerships are set up. Whilst the internet can be used as a research tool, learners should be encouraged to consider partnerships in the local community in order to access services, and those who help deliver them, and meet the requirements of the assessment of this unit.

Learners will need to research the various roles of those who work in partnerships. These will include representatives from adult social services, health services, children and young people's services and community justice services.

Initial contact with such representatives locally will need to be made. For example, the Connexions service within the school or college, the school nurse, a local health centre, a community police officer, a private early years setting or a residential care home could be approached.

Tutors could provide learners with an example of a local partnership such as a 'Sure Start' project or a local 'Community Safety and Drugs Partnership' and encourage discussion about 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.

Tutors could consider using youth forums run by Connexions partnerships, or school/college councils, as a starting point for learners to understand how individuals and the community can contribute thoughts and ideas about issues and events.

The team event will require some preparatory work to allow learners to understand the skills and attributes involved in team working. Short time controlled problems, for example - producing a number of birthday cards, could be used to practice the skills and provide discussion within the class about team working.

Tutors could suggest the individual roles needed within the teams and support the teams in assigning these. There are opportunities here for learners to work in new teams, with the number of learners in a team being left to the discretion of the tutor. If there is co-teaching, this is also an opportunity for level 1 and level 2 learners to work together.

Learners will need to choose an appropriate group to organise the event for - children or older people. They will need support as to the nature of the event and its venue. The number of events taking place will require co-ordination, and could be linked. Teams could, for example, take on different aspects of one larger event, such as a Christmas party. Different groups could be responsible for different aspects of the party, such as the refreshments, the activities or the entertainment. This would aid understanding of the role of individuals both within, and across, teams.

Learners will need supporting and monitoring carefully in order to ensure positive outcomes. They will also need guidance in terms of planning and time scales. Learners should produce a spreadsheet of the expenses involved in setting up the event, and consideration needs to be given as to the source of any budgetary requirements.

Evidence of the learner's performance as a member of the small team will need to be gathered in the form of a written job role and a log of activities undertaken throughout the time span. A diagram showing the role of each team member and who they have worked with, should be developed by the team.

Each team member should reflect on their own performance during the preparation of the event, the success of the event and what the participants and carers thought of it. There should also be a simple breakdown of any costs involved. Proforma materials may be needed for this.

There are also links with *Unit 5: Is it Safe?* (Learners should be encouraged to complete a risk assessment for their team event).

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	<ul style="list-style-type: none"> • exploring partnerships in the local area • identifying questions to ask • planning and carrying out research and exploring issues
Creative thinkers	<ul style="list-style-type: none"> • generating ideas about the team event and exploring possibilities • adapting their own and others' ideas about the team event
Reflective learners	<ul style="list-style-type: none"> • reflecting on the team's performance and potential improvements • reviewing the progress of the organisation of the team event, acting on the outcomes
Team workers	<ul style="list-style-type: none"> • working in small groups, collaborating, reaching agreements and managing decisions to plan and organise the team event • adapting behaviour to suit different roles and situations, taking responsibility, showing confidence, providing constructive support and feedback to others within the context of the team event
Self-managers	<ul style="list-style-type: none"> • working efficiently to meet deadlines for the team event • personally organising themselves to support the team for the team event
Effective participators	<ul style="list-style-type: none"> • being proactive within the team with regard to the team event.

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	researching partnerships producing a presentation using appropriate software
Evaluate their use of ICT systems	
Manage information storage	creating and storing the various files that make up the portfolio
Follow and understand the need for safety and security practices	producing documentation for the portfolio
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	researching partnerships
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching partnerships
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers records	writing letters to organisations planning and preparing for team event 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	
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	

Skill	When learners are...
Maths	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine	planning the team event
Identify and obtain necessary information to tackle the problem	planning the team event
Select and apply skills in an organised way to find solutions to practical problems for different purposes	planning the team event
Use appropriate checking procedures at each stage	checking calculations of costings
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	planning the team event
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	discussing and planning the team event
Reading - read and understand a range of texts	conducting research about partnerships conducting research for the team event
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	producing documents for team event (eg agendas, minutes of meetings) and assessment

Work experience

During work experience learners could gain evidence towards most of the learning outcomes in this unit.

They could, for example, interview a setting manager to identify any examples of partnership working involving the setting.

Learners would need to prepare questions in readiness for this, and be very clear about the kind of information they require.

Tutors may like to investigate the opportunity of learners undertaking their work experience with a partnership such as a children's centre.

Work experience will also provide opportunities for the application of knowledge to practical situations.

If work experience placements within the four sector/s are not available, learners will need to gain access to placements in alternative sectors. They should still benefit from their experiences, for example by:

- gaining experience of workplace activities/procedures/processes
- gaining understanding of team working within other sectors
- gaining experience of partnership working within/between different sectors.

Employer Links

Tutors should also investigate other opportunities for learners to access information from professionals working in partnerships. Centres are encouraged to make links with local partnerships 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
- Adult social services partnerships
- Extended schools
- Acute trusts
- Primary Care Trusts
- Early Years settings
- Play settings
- Residential care homes.

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 partnerships.

The following publications could be useful:

Making Partnership Work for Patients, Carers and Service Users (DH Publications) available from dh@prolog.uk.com



[Extended Schools Prospectus.pdf](#)

The following web links could also be useful:

- www.childrenscentre.org.uk
- www.connexions-direct.com

- www.everychildmatters.gov.uk/aims/childrenstrusts/
- www.integratedcareworking.gov.uk
- www.jitscotland.org.uk
- www.lga.gov.uk
- www.natpact.nhs.uk/workloadmanagement
- www.ncb.org.uk/Page.asp
- www.nya.org.uk
- www.parentpartnership.org.uk/

The following downloads could also be useful:

- [A framework for Partnership - By LGA Housing Corporation & NHF](#)
- [A Little Bit of Give and Take: Voluntary sector accountability within cross-sectoral partnerships](#)
- [Applying for NHS Foundation Trust Status](#)
- [A-Z Introductory Guide to Health and Social Care - Community Planning](#)
- [Bootle, Merseyside: the L20zone case study](#)
- [Developing NHS primary and community care providers in a competitive world: A practical guide](#)
- [Durham Adult Community Care Enhancement Strategy and Service \(Access\)](#)
- [Home from Home - Offering a choice of day support for older people in Peterborough](#)
- [Housing and Environment - Contribution to the Prevention Agenda](#)
- [Integrated Service Improvement Planning: Helping to Deliver Quality and Value](#)
- [Integrated Team Working Part II: Making the Inter-Agency Connections](#)
- [Integration and Partnership Working: What's working, not working and how it can be encouraged](#)
- [Local Strategic Partnerships: Shaping their future - an analysis of responses](#)
- [Making sense of the current agenda](#)
- [Reducing hospital admission of people aged 75 & over](#)
- [Report from Seminar 2: Partnership Working between Health and Social Care: Building Capacity for Change](#)
- [Standard 4 - General Hospital Care 2004/06 Project](#)
- [CHAIN 3 - Innovation and Improvement](#)
- [Downham Ageing Well \(ISB\) Project](#)
- [Integrated working: a guide](#)

- [Partnerships under pressure: A Commentary on progress in partnership-working between the NHS and local government](#)
- [ICN Partnership Glossary](#)

Unit 4: Are we communicating?

Principal Learning unit

Level 1

Guided learning hours: 30

Internally assessed (20 hours learning time with approx. 10 hours for assessment)

About this Unit

Do you sometimes feel people aren't listening to you?

How does this make you feel? Angry? Frustrated?

What happens if you need help and can't communicate well? How can people help you?

What if the people who can help cannot communicate well? What if they give unclear information?

Have you ever confided in someone only to find they then shared your confidence with others? How did you feel?

Good communication skills are essential for those who work in the Health, Community Justice, Social Care and Children and Young People's sectors. Practitioners in these sectors need to be able to listen to and understand the individuals and groups of people with whom they work and explain clearly issues such as the choices open to them.

Professionals working in different organisations are trained to help them understand:

- good communication skills - they get chances to practise these
- the things that can prevent good communication (barriers)
- the need for accurate, clear and safe record keeping.

You will be able to find out about and practise these skills in this unit. As part of this you will take part in real or simulated interactions to demonstrate your own skills.

This unit provides opportunities to explore why it is necessary to be able to use different methods of communication 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 Understand different methods of communicating with a range of individuals
- 2 Understand why it is important to use different methods of communication
- 3 Be able to communicate verbally and non verbally (including listening skills) in specific situations within and across the sectors and settings
- 4 Know the purpose of record keeping and information sharing
- 5 Be able to complete records accurately and legibly.

Case Study Links

If the case study provided is being followed, parts of it could be researched and then role-played.

Ways in which the case study could be used to contextualise and support delivery of this unit include:

Following the incident the emergency services are called and some of the characters require medical assistance.

The ambulance service takes the unconscious gentleman (E) to the accident and emergency department of the local hospital, where he is assessed and referred for further investigations.

Good communication skills are paramount in the four sectors - health, social care, community justice and children's care, learning and development.

Consider a busy accident and emergency department.

What records need to be kept?

How is information shared with relevant others?

How are issues of confidentiality dealt with?

What happens if a patient comes in who cannot speak any English?

Or has a hearing impairment?

Or a learning disability?

Consider different methods of communication.

What aids are available?

Consider a case conference. The individual/s requiring services should have a say in any decisions. They may have hearing difficulties. They may be young children. Or they may not speak English well.

How can those working in the sectors ensure the individuals are able to fully contribute?

Characters (A) and (B) are both arrested and taken to the local police station. They are both interviewed in the presence of an 'appropriate adult'.

Consider the communication skills required by the police.

What records are taken at the police station?

Who is information shared with?

Following the incident some of the characters and their local community may need the support of certain professionals. This may involve the organisations/sectors 'working in partnership' to achieve the best outcomes for the individuals involved.

The professionals needed could include:

- a social worker
- a community psychiatric nurse
- a community protection worker
- a general practitioner
- a health visitor.

How is information shared within partnerships?

What boundaries are there in terms of information sharing?

Learners can use the case study as the basis for learning about and practising communication skills. They can also consider other scenarios as well, such as:

- an individual becomes aggressive whilst waiting for attention, for example at a busy accident and emergency department - he or she begins to shout and become abusive
- a baby or young child in an early years setting
- an individual who has suffered a stroke - this could be character (E).

What you need to cover

- 1 Understand different methods of communicating with a range of individuals

Understanding of different methods of communication within the sectors and with people of all ages should be developed.

Understanding should include, for example:

- verbal and non-verbal communication
- one-to-one and group situations
- the difference between formal and informal situations
- the importance of listening.

Non verbal communication could include, for example:

- the importance of body language
- facial expression
- touch or contact.

- 2 Understand why it is important to use different methods of communication

Understanding of the importance of using appropriate methods of communication, to meet the needs of individuals, will be developed.

In terms of communication, individual needs could vary in relation to, for example:

- age
- culture
- any sensory issues
- the situation.

Different methods could include the use of:

- human aids to communication, eg advocates, interpreters
- technological aids to communication, eg hearing aids
- alternative forms of communication eg sign language, lip-reading, use of signs, symbols, pictures and writing.

3 Be able to communicate verbally and non verbally (including listening skills) in specific situations within and across the sectors and settings

Communication skills should be developed and practised.

These should include:

- verbal and non-verbal communication skills
- listening skills.

Communication skills appropriate to specific individuals or circumstances should be explored. For example:

- how to handle somebody who is shouting and being aggressive
- how to interact with babies
- how to communicate with a person who has communication difficulties as a result of a stroke.

Consideration should be given to barriers that may occur and how these barriers may be overcome.

Barriers could include, for example:

- level of hearing
- the preferred spoken language
- jargon
- slang
- dialect
- cultural differences
- the environment
- disabilities.

4 Know the purpose of record keeping and information sharing

Awareness of reasons for recording and sharing different types of information within the context of the children and young people's, social care, community justice and health sectors and settings.

Examples of records could include, for example:

- care plans
- medication records
- learning agreements.

Reasons for recording and sharing different types of information could be in relation to, for example:

- providing key information to other professionals/carers
- protection issues.

5 Be able to complete records accurately and legibly.

Awareness of a variety of appropriate formats, according to the needs of individuals, including:

- hand held notes
- braille
- audio patient information.

The skills required for the completion of appropriate records accurately and legibly should be developed and practised.

Records should be:

- accurate
- dated
- signed
- legible.

An awareness of the importance of boundaries with regard to the sharing of information should be developed.

QCF Unit Summary

Learning Outcome	Assessment for Unit 4 Level 1
The learner will:	The learner can:
<p>1. Understand different methods of communicating with a range of individuals</p>	<p>Outline a method of communication appropriate to a one-to-one situation, a method of communication appropriate to a group situation, and two differences between formal and informal situations, using examples that include a range of individuals</p>
<p>2. Understand why it is important to use different methods of communication</p>	<p>Identify two different methods of communication, appropriate to individuals with different needs, and outline why it is important to use different methods of communication</p>
<p>3. Be able to communicate verbally and non verbally (including listening skills) in specific situations within and across the sectors and settings</p>	<p>Plan, participate in and review either a 1:1 or a group interaction and identify its purpose, the roles of the participants, two potential barriers and how they were minimised, three communication skills used - by self and others, and own contribution to the interaction - including listening skills, verbal and non verbal communication and how you dealt positively with feedback (RL4)</p>
<p>4. Know the purpose of record keeping and information sharing</p>	<p>Identify at least one type of record that is kept within each of the four sectors, including the sort of information that may be recorded for each type, a reason for keeping each of the types of records, and two boundaries to information sharing in the sectors</p>
<p>5. Be able to complete records accurately and legibly.</p>	<p>Complete three forms accurately and legibly.</p>

How you will be assessed

One assignment consisting of three tasks is required for the assessment of this unit. You could base your evidence for the unit on the case study provided, or write a case study yourself if you prefer.

1. The first task is a display.

You need to investigate communication skills and produce a visual display about the different methods of communication used in the sectors, supported by written work as appropriate.

Your display and written work should include information about, for example:

- methods appropriate to one-to-one and group situations within the sectors, with potential differences identified
- at least two differences between formal and informal situations
- the importance of listening
- verbal communication
- non-verbal communication - including, for example the importance of body language, facial expression and touch/contact
- examples to show the importance of using appropriate methods of communication - to meet the needs of individuals.

2. The second task is a report on an interaction that you have taken part in.

This could be either:

- a one to one interaction

or

- one where you are part of a group.

The interaction could be real or simulated, but should be appropriate to the children and young peoples, social care, community justice and/or health sectors and settings. A simulated activity could be based on characters and events from the case study.

Permission should be obtained from appropriate persons if the interaction takes place in a work setting such as a work experience placement. Confidentiality should also be respected.

Plan your interaction, make a list of who it is with and note where it is taking place.

Consider whether it is a formal or informal situation.

Also note any potential barriers you can think of and what you could do to minimise them.

Then take part in the interaction and write a report about it.

Your report should include information about, for example:

- what the interaction was about, and its purpose
-

- how successful it was
- the communication skills used by yourself and others - both verbal and non-verbal
- your contribution - including both self-assessment/reflection and peer-assessment
- any barriers and how they were minimised
- any potential improvements.

You should also include a witness testimony/observation record from a responsible person - such as a tutor or work setting supervisor, who has observed the interaction - providing feedback and detailing your achievements/potential improvements. You also need to provide a review of this feedback, indicating how you dealt with any praise, setbacks and criticism.

You will be able to develop your skills as a reflective learner during this activity, remembering lessons you have learned from previous activities.

3. The third task is a report.

You need to investigate record keeping and information sharing in the sectors. You should then write an account that includes information about:

- the importance of record keeping and information sharing within and across the sectors
- any boundaries with regard to information sharing
- the different types of records that may be kept in the different sectors
- the sort of information that may be recorded.

You then need to complete at least 3 different kinds of forms accurately. You may use the characters in the case study provided as the basis of information for these records if you wish.

You could also, if you prefer, use notes taken during a role play, for example of a case conference.

You may use witness testimonies, feedback sheets, evaluation sheets and/or recorded evidence to support your evidence for this unit.

After each task has been completed you should think about how you could have improved it, perhaps in discussion with your tutor. Note down the ideas so that you can apply them to your next task.

Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark awarded
1. Understand different methods of communicating with a range of individuals	Identify a method of communication appropriate to a one-to-one situation, a method of communication appropriate to a group situation, and two differences between formal and informal situations, using examples that include a range of individuals	Outline a method of communication appropriate to a one-to-one situation, a method of communication appropriate to a group situation, and two differences between formal and informal situations, using examples that include a range of individuals	Describe a method of communication appropriate to a one-to-one situation, a method of communication appropriate to a group situation, and two differences between formal and informal situations, using examples that include a range of individuals	13
2. Understand why it is important to use different methods of communication	Identify two different methods of communication, appropriate to individuals with different needs, and outline why it is important to use different methods of communication	Outline two different methods of communication, appropriate to individuals with different needs, and describe why it is important to use different methods of communication	Describe two different methods of communication, appropriate to individuals with different needs, and explain why it is important to use different methods of communication	10
	1-5	6-9	10-13	13
	1-4	5-7	8-10	10

<p>3. Be able to communicate verbally and non verbally (including listening skills) in specific situations within and across the sectors and settings</p>	<p>Plan, participate in and review either a 1:1 or a group interaction and identify its purpose, the roles of the participants, two potential barriers and how they were minimised, three communication skills used - by self and others, and own contribution to the interaction - including listening skills, verbal and non verbal communication and how you dealt positively with feedback</p>	<p>Plan, participate in and review either a 1:1 or a group interaction and outline its purpose, the roles of the participants, two potential barriers and how they were minimised, three communication skills used - by self and others, and own contribution to the interaction - including listening skills, verbal and non verbal communication and how you dealt positively with feedback</p>	<p>Plan, participate in and review either a 1:1 or a group interaction and describe its purpose, the roles of the participants, two potential barriers and how they were minimised, three communication skills used - by self and others, and own contribution to the interaction - including listening skills, verbal and non verbal communication and how you dealt positively with feedback</p>	<p>20</p>
<p>4. Know the purpose of record keeping and information sharing</p>	<p>1-8</p> <p>Identify at least one type of record that is kept within each of the four sectors, including the sort of information that may be recorded for each type, a reason for keeping each of the types of records, and two boundaries to information sharing in the sectors</p>	<p>9-14</p> <p>Outline at least one type of record that is kept within each of the four sectors, including the sort of information that may be recorded for each type, a reason for keeping each of the types of records, and two boundaries to information sharing in the sectors</p>	<p>15-20</p> <p>Describe at least one type of record that is kept within each of the four sectors, including the sort of information that may be recorded for each type, a reason for keeping each of the types of records, and two boundaries to information sharing in the sectors</p>	<p>10</p>
	<p>1-4</p>	<p>5-7</p>	<p>8-10</p>	<p>10</p>

5. Be able to complete records accurately and legibly.	Complete three forms accurately and legibly.	Complete three forms accurately, legibly and with some appropriate detail.	Complete three forms accurately, legibly and with full detail.	
	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 is 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.

Level 1 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	<p>A simple statement, which is likely to be in the form of a list. For example, identify three lifestyle choices: Examples of lifestyle choices include:</p> <ul style="list-style-type: none"> • smoking • eating lots of fast foods • not exercising very much.
Outline	<p>Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease.</p>
Describe	<p>Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. They may also contain a high level of salt and/or sugar. They may not include much fibre or many vitamins, such as you get in fresh vegetables and salads, and they may also contain additives. Some fast foods, such as pizza, are healthier options than others.</p>
Explain	<p>A response that accounts for/gives reasons. For example, explain one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. Saturated fats in particular are deposited on the walls of the arteries, increasing the blood pressure and the risk of blood clotting and heart attacks. They may also contain a high level of salt - which can also raise blood pressure - and/or sugar - which can contribute to an increased risk of late-onset diabetes. Fast foods may not include many vegetables and/or fresh fruit and salads, therefore they will not be good sources of fibre and vitamins, and they may also contain additives - for example as preservatives. Some fast foods, such as pizza, are healthier options than others because they are more balanced and potentially contain more vegetables.</p>

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 (1-5 marks)	Learners will investigate methods of communication and produce evidence that is likely to include, for example, annotated images that identify different communication methods and their use. Examples cited should be chosen to cover a range of individuals/groups - with different needs/preferences. Knowledge of both verbal and non-verbal communication, and the importance of active listening, should be included. For full marks learners should accurately identify a method of communication appropriate for a one-to-one situation, one appropriate for a group situation, and two differences between formal and informal situations. At least three examples covering a range of individuals should be used across the evidence. Marks in this band are also appropriate for learners who provide outlines or descriptions but do not complete all sections of the assessment focus.
Mark Band 2 (6-9 marks)	Expectations for this band follow the pattern for band 1, but responses will include outlines. Evidence is likely to include, for example, annotated images supported by outlines of different communication methods and their use. To get into the band there is likely to be a mix of identification and outlines. A response consisting of a mix of identification and outlines could still access full marks, providing accurate information is provided for all aspects of the assessment focus and outlines are included for at least two.
Mark Band 3 (10-13 marks)	Expectations for this band follow the pattern for band 2, but responses will include descriptions. Evidence is likely to include, for example, annotated images supported by descriptions of different communication methods and their use. To get into the band there is likely to be a mix of outlines and descriptions. A response consisting of a mix of outlines and descriptions could still access full marks, providing accurate information is provided for all aspects of the assessment focus and descriptions are included for at least two.

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-4 marks)	Marks should be awarded both for identifying the two methods of communication and for outlining why it is important to use different methods of communication. Methods cited should be chosen to cover different individuals - with different needs/preferences.

	<p>For full marks learners must accurately identify two methods of communication and outline why it is important to use different methods of communication.</p> <p>Marks in this band are also appropriate for learners who provide descriptions or explanations but do not provide information for all aspects of the assessment focus.</p>
<p>Mark Band 2 (5-7 marks)</p>	<p>Expectations for this band follow the pattern for band 1, but the two methods of communication should be outlined and the response provided for the use of different methods of communication should be a description.</p> <p>To get into this mark band evidence provided is likely to include a mix of identification, outlines and description. Such a mix could also provide access to full marks providing information is included for all aspects of the assessment focus, at least one of the methods of communication is accurately outlined, and an accurate description is provided for the use of different methods of communication, citing at least three examples that cover different individuals - with different needs/preferences.</p>
<p>Mark Band 3 (8-10 marks)</p>	<p>Expectations for this band follow the pattern for band 2, but the two methods of communication should be described and the response provided for the use of different methods of communication should include some explanatory comments.</p> <p>To get into this mark band evidence provided is likely to include a mix of outlines, descriptions and explanatory comments. Such a mix could also provide access to full marks providing information is included for all aspects of the assessment focus, at least one of the methods of communication is accurately described, and an accurate description with some explanatory comments is provided for the use of different methods of communication, citing at least three examples that cover different individuals - with different needs/preferences.</p>

<p>Assessment Focus 3 Learning Outcome 3</p>	
<p>Mark Band 1 (1-8 marks)</p>	<p>The report of the interaction will include some evidence of planning, some review, and at least one witness testimony/observation record from, for example, a tutor or a workplace supervisor.</p> <p>The key issue in this assessment focus is the demonstration of learners' communication skills. As such the provision of witness testimonies and/or observation sheets as supporting evidence is paramount. Learners will review the interactions, basing their review on this supporting evidence as well as their own reflections.</p> <p>Learners will identify the purpose of the interaction, the roles of the participants, two potential barriers and how they were minimised, three communication skills used - by themselves and others, and their own contribution to the interaction - including listening skills, verbal and non verbal communication. The review should include how they dealt positively with feedback. Evidence could be presented in the form of a table.</p>

	<p>For full marks accurate evidence will be provided for all aspects of the assessment focus.</p> <p>Marks in this band are also appropriate for learners who provide some descriptive accounts but do not demonstrate effective interpersonal skills.</p>
<p>Mark Band 2 (9-14 marks)</p>	<p>Expectations for this band follow the pattern for band 1. To get into this band learners will provide evidence that includes outlines, though is likely to be a mix of outlines and identification.</p> <p>Such a mix could provide access to full marks providing information is included for all aspects of the assessment focus, and effective outlines provided for at least one barrier, two communication skills and the review.</p>
<p>Mark Band 3 (15-20 marks)</p>	<p>Expectations for this band follow the pattern for band 2. To get into this band learners will provide evidence that includes descriptions, though is likely to be a mix of outlines and description. Learners must also be able to demonstrate effective interpersonal skills - as evidenced through the witness testimony and/or observation record.</p> <p>A mix of outlines and descriptions could provide access to full marks providing information is included for all aspects of the assessment focus, and effective descriptions provided for at least one barrier, two communication skills and the review.</p>
<p>Assessment Focus 4 Learning Outcome 4</p>	
<p>Mark Band 1 (1-4 marks)</p>	<p>Evidence in this band will be in the form of identification and could be tabulated.</p> <p>For full marks accurate evidence will be provided for all aspects of the assessment focus.</p>
<p>Mark Band 2 (5-7 marks)</p>	<p>Evidence is likely to be a mix of identification and outlines.</p> <p>For full marks accurate evidence will be provided for all aspects of the assessment focus, and effective outlines provided for the reasons for keeping each of the types of records and the boundaries to information sharing.</p>
<p>Mark Band 3 (8-10 marks)</p>	<p>Evidence is likely to be a mix of outlines and description.</p> <p>For full marks accurate evidence will be provided for all aspects of the assessment focus, and effective descriptions provided for the reasons for keeping each of the types of records and the boundaries to information sharing.</p>
<p>Assessment Focus 5 Learning Outcome 5</p>	
<p>Mark Band 1 (1-3 marks)</p>	<p>The three forms should be completed accurately and legibly, though detail will not be provided.</p> <p>For full marks each form will be completed accurately and legibly.</p> <p>This mark band is also appropriate for learners who provide evidence appropriate to higher bands, but only complete one or two forms.</p>

<p>Mark Band 2 (4-5 marks)</p>	<p>The three forms should be completed accurately and legibly with some appropriate detail included. For full marks each form will be completed accurately and legibly with some appropriate detail. This mark band is also appropriate for learners who provide full detail for one form but detail is not included for the other two.</p>
<p>Mark Band 3 (6-7 marks)</p>	<p>The three forms should be completed accurately and legibly with full detail included. For full marks each form will be completed accurately and legibly with full detail.</p>

Delivery Guidance

It is suggested that centres use the case study provided in order for learning to be contextualised.

However, 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.

Opportunities for learners to practise communication skills should be provided prior to assessment.

Role plays and practical activities can be used to ensure learners understand communication skills and barriers to communication. Role play could be used to demonstrate the use of communication skills in a variety of situations - for example, ways of communicating with an individual who is shouting and being aggressive, how to communicate with a person who has suffered a stroke, or how to interact with babies. Scenarios from the case study could also be role played, giving learners opportunities to develop and practise communication skills for a variety of situations.

At this level learners would be expected to understand the use of some skills. They should be encouraged to observe each other and feedback observations to each other. Tutors will need to set the climate for this so that such feedback is constructive.

Another possible activity is for tutors to help learners prepare an observation sheet on which to record communication skills observed on a visit to a setting or on work experience. When learners have completed these observations, they could discuss their findings in small groups and compare the use of skills in different situations. This could also be used to develop understanding of potential barriers to communication.

These observation sheets could also be used when learners observe each other, for example during role-play situations. They could also use technological aids such as a dictaphone or video camera.

The case study could be used to introduce learners to record keeping and information sharing. A starter activity could also involve learners listing all the information that may be held about themselves, including passports and the fingerprints system now needed for them, medical records held at surgeries, dentists or opticians, and school or college records.

The use of episodes from television programmes such as 'Holby City', 'Casualty' or 'Doctors' could also provide an introduction to this part of the unit, prompting discussion about the records that learners observe being used. Tutors could also invite a guest speaker in, such as a local practice manager or community police officer, to explain why records are kept, how they are kept and with whom information could be shared.

Learners could also have opportunities to ask questions in relation to record keeping and information sharing whilst on work experience. They could also obtain real forms and practise filling them in as part of preparation for assessment.

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	<ul style="list-style-type: none">• exploring communication skills• exploring the purpose of record keeping
Creative thinkers	<ul style="list-style-type: none">• generating ideas about how to present work and exploring possibilities and issues surrounding communication• adapting communication skills and styles for different audiences
Reflective learners	<ul style="list-style-type: none">• considering the efficiency of communication, minimising barriers• considering the impact of not completing forms or completing them illegibly or inaccurately
Team workers	<ul style="list-style-type: none">• working in small groups and communicating• considering the communication between the group and others
Self-managers	<ul style="list-style-type: none">• while communicating with others, maintaining and developing progress to the final goal
Effective participators	<ul style="list-style-type: none">• exploring the pitfalls and potential problems caused by barriers to communication.

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	producing assessed work using appropriate software completing records electronically
Evaluate their use of ICT systems	
Manage information storage	creating and storing the various files that make up the portfolio
Follow and understand the need for safety and security practices	producing documentation for the portfolio
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	researching relevant information for portfolio
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information for portfolio
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers records	completing records
Bring together information to suit content and purpose	producing assessed work using appropriate software completing records electronically
Present information in ways that are fit for purpose and audience	producing assessed work using appropriate software completing records electronically
Evaluate the selection and use of ICT tools and facilities used to present information	producing assessed work using appropriate software completing records electronically
Select and use ICT to communicate and exchange information safely, independently, responsibly and	

effectively	
Skill	When learners are...
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	participating in interaction
Reading - read and understand a range of texts	conducting research of onscreen and paper-based materials and technical reports for magazine articles
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	completing records accurately

Work experience

During work experience learners could gain evidence towards most of the learning outcomes in this unit.

They could, for example, explore communication skills in a variety of situations, or record keeping and information sharing.

They could also participate in their assessed interaction at their work experience placement, providing relevant permission has been obtained.

Work experience will also provide opportunities for the application of knowledge to practical situations.

If work experience placements within the four sector/s are not available, learners will need to gain access to placements in alternative sectors. They should still benefit from their experiences, for example by:

- gaining experience of communication skills in the workplace
- gaining understanding of team working within other sectors
- gaining experience of information sharing within/between different sectors.

Employer Links

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

Centres are encouraged to make links 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

- Adult social services partnerships
- Extended schools
- Acute trusts
- Primary Care Trusts
- Early Years settings
- Play settings
- Residential care homes.

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 partnerships.

The following websites could be useful:

www.bt.com/betterworld/resources

www.careknowledge.com Care Knowledge

www.community-care.co.uk Community Care

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

www.dh.gov.uk Department of Health

www.eoc.org.uk Equal Opportunities Commission

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.skillsactive.com

www.skillsforcareanddevelopment.org.uk

www.skillsforhealth.org.uk

www.skillsforjustice.com

- 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.scotland.gov.uk/Publications/2003/09/18231/26746

- www.skillsforjustice.com/template01.asp?PageID=411
- www.skillsactive.com/playwork
- www.dfes.gov.uk/readwriteplus/
- www.teachernet.gov.uk/
- www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/learningtomentor/trainingprogramme/commskills/

Books

- *Doctors Talking with Patients/Patients Talking with Doctors: Improving Communication in Medical Visits* by Debra Roter, Judith A. Hall
- *Teaching and Learning Communication Skills in Medicine* by Suzanne Kurtz, Jonathan Silverman, Juliet Draper
- *Skilled Interpersonal Communication: Research, Theory and Practice* by Owen Hargie and David Dickson
- Burnard P and Morrison P – *Caring and Communicating* (Palgrave Macmillan, 1997)
- *The Handbook of Communication Skills* by Owen Hargie
- *Social Skills in Interpersonal Communication* by Owen Hargie, Christine Saunders, and David Dickson
- *Communication and Interpersonal Skills in Social Work (Transforming Social Work Practice)* (Transforming Social Work Practice) by Juliet Koprowska
- *The Definitive Book of Body Language: How to Read Others' Attitudes by Their Gestures* by Allan Pease and Barbara Pease

For book links see:

<http://www.amazon.co.uk>

Unit 5: Is it safe?

Principal Learning unit

Level 1

Guided learning hours 30

Internally assessed (20 hours learning time with approx. 10 hours for assessment)

About this Unit

What causes 'flu'?

Why do we see headlines in newspapers about older people being neglected?

What has the government done about child abuse?

How can we safeguard children?

How do people get injured at work?

What about people with learning disabilities?

For example, if you are following the case study provided, consider the street incident:

- *what laws were broken?*
- *what will happen to the unconscious gentleman?*
- *how will his needs be met?*
- *how will he be supported?*

This unit will enable you to explore some of these questions. You will learn about different types of risk and the importance of maintaining a safe environment and adhering to legislative policies 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 Understand the main causes of infection
- 2 Understand the ways in which vulnerable people can be protected from harm and abuse
- 3 Know key legislation and regulations that govern health, safety and security
- 4 Know why organisations have policies for health, safety and security, and how these policies protect individuals
- 5 Be able to carry out a basic health and safety risk assessment for a specified setting.

Case Study Links

The following scenarios could be used to contextualise and support delivery of this unit:

Character (C) is pregnant and could be infected with a sexually transmitted disease.

How could (C) have avoided being infected?

Why is it important for the infection to be treated?

What support will she need for her health during and after the pregnancy?

Who will provide this?

Why should she avoid certain cheeses during pregnancy?

How can (C) be safeguarded?

Are there designated services for pregnant teenagers? How could 'Connexions' help?

During character (E)'s stay in hospital, a further assessment is carried out. Following this assessment, the decision has been taken to move him to another hospital for rehabilitation.

His family are anxious for this to happen as soon as possible as there have been recent media reports of an infection in one of the wards in the hospital he is currently in.

What could the infection be? Why do we sometimes hear about infections in hospital wards?

How can these be prevented?

The local community is becoming increasingly concerned with the increased levels of crime in the area.

Who will support them in helping to make the neighbourhood safe?

What sort of support can they expect?

Will (E) receive 'Victim Support'?

For example, consider:

- Neighbourhood Watch
- Community messaging
- Protection units
- Youth Clubs
- After School Clubs
- Environmental Health Services.

There have also been local news reports of an outbreak of food poisoning in the area. A fast food outlet is under investigation.

What sorts of foods are 'high risk' in terms of food poisoning?

What sort of measures can be taken to avoid risk of food poisoning?

What people are particularly 'at risk' if they get food poisoning?

Are there other individuals in the local community who might need support?

For example:

- homeless people
- single parents
- those with low self-esteem or mental health issues
- those with learning disabilities
- ex-offenders
- those with transport difficulties
- witnesses of crime
- asylum seekers.

What sort of support might they need?

Who might provide this?

Think about preventive health services.

What sort of things does this include?

Think about, for example:

- screening programmes
- immunisation
- oral health.

Who provides these services?

Who pays for them?

What you need to cover

- 1 Understand the main causes of infection
Understanding of the following causes of infection will be developed:
 - bacteria
 - viruses
 - fungi.Understanding will include:
 - methods of transmission
 - standard precautions to prevent infection and its spread, such as hand washing and food hygiene.
- 2 Understand the ways in which vulnerable people can be protected from harm and abuse
Ways in which children, young people and adults can be protected from harm and abuse will be explored, such as by:
 - criminal record bureau (CRB) checks
 - POVA scheme
 - registration of the workforce.
- 3 Know key legislation and regulations that govern health, safety and security
Awareness of the role of legislation/regulations should be developed, using examples. Detailed knowledge of legislation is not required, only their role.
Key legislation and regulations will be identified that cover:
 - health
 - safety
 - security.
Examples of key legislation/regulations include:
 - Health and Safety at Work Act 1974
 - Food Safety 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
 - Management of Health and Safety at Work Regulations 1999
 - Care Standards Act 2000
 - Criminal Justice Act 2003
 - Control of Substances Hazardous to Health Regulations (COSHH) 2002
 - Children Act 2004.

- 4 Know why organisations have policies for health, safety and security, and how these policies protect individuals
- Three organisational policies with regard to health, safety, and security will be identified, and used to explore:
- the reasons why organisations have policies for health, safety and security
 - how these policies protect individuals.

For example, a school or college's organisational policy and procedures with regard to health, safety, security and risk.

- 5 Be able to carry out a basic health and safety risk assessment for a specified setting.

Risk may include physical risks such as those from hazards in the workplace, as well as the risk or likelihood of re-offending.

Use of examples to develop understanding of how to assess risks to self and others and what the implications are.

For example:

- the risk of eating undercooked chicken
- the risks associated with poor hand washing.

Learners might carry out a health and safety audit in school, or as part of work experience.

QCF Unit Summary

Learning Outcome	Assessment for Unit 5 Level 1
The learner will:	The learner can:
1. Understand the main causes of infection	Plan and carry out an investigation into a setting, identifying one example each of common bacterial, viral and fungal infections relevant to the setting, a method by which each is transmitted and at least three standard precautions to prevent the spread of infection (IE2)
2. Understand the ways in which vulnerable people can be protected from harm and abuse	Explore issues from different perspectives and identify three procedures in the setting that aim to safeguard children/young people and/or vulnerable adults (as relevant to the setting) (IE3)
3. Know key legislation and regulations that govern health, safety and security	Identify three pieces of relevant key legislation and/or regulations and indicate how they help to promote health, safety, security
4. Know why organisations have policies for health, safety and security, and how these policies protect individuals	Identify three organisational policies and two reasons for organisations having policies for health, safety and security and how these protect individuals
5. Be able to carry out a basic health and safety risk assessment for a specified setting.	Plan and carry out a basic health and safety risk assessment for a specified setting, listing the stages and identifying at least three potential risks to self and others, suggesting how these can be minimised - presenting a persuasive case for action (EP2).

How you will be assessed

One assignment is required for the assessment of this unit.

For this assignment you need to investigate a setting and produce a training pack for new workers in the setting.

You should choose a setting in one of the following sectors:

- health
- social care
- children and young people
- community justice.

You may if you wish use a setting relevant to the case study provided as the basis of your investigation.

The overall investigation needed to produce the training pack may be a group activity, in which case remember lessons already learned in previous group work, but your pack should be your own work. The investigation will enable you to develop further as an independent enquirer as you need to plan and carry out research, appreciating the consequences of any decisions you have made during your investigation.

Your training pack should include:

- an account of the main causes of infection, relevant to the setting, that includes examples of common bacterial and viral infections and the ways in which infections are transmitted
- a list of standard precautions to prevent the spread of infection, relevant to the setting, and why they are important
- an account of how children/young people and/or adults (as relevant to the setting) are safeguarded - consider different perspectives when you investigate this, eg the perspectives of both the providers and receivers of services, and others - such as visitors
- three pieces of key legislation and/or regulations that govern health, safety, security and risk that are relevant to the setting
- an account of how each of these three pieces of key legislation and/or regulations help to promote health, safety, security in the setting
- at least three organisational policies for the setting with regard to health, safety, and security, and an account of why organisations have such policies and how the policies protect individuals
- an account of a risk assessment that you have carried out yourself, including the planning, the stages of the process and at least three potential risks to self and others, with suggestions as to how these can be minimised.

During the risk assessment you will be able to demonstrate development as an effective participator by considering the suggestions for minimising hazards and justifying these - presenting a persuasive case for action.

A witness testimony should be provided by a work setting supervisor, or a tutor, with respect to the risk assessment.

An account of how the investigation was carried out should also be included.

After each task has been completed you should think about how you could have improved it, perhaps in discussion with your tutor. Note down the ideas so that you can apply them to your

next task.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3	Mark awarded
1 Understand the main causes of infection	Plan and carry out an investigation into a setting, identifying one example each of common bacterial, viral and fungal infections relevant to the setting, a method by which each is transmitted and at least three standard precautions to prevent the spread of infection 1-5	Plan and carry out an investigation into a setting, outlining the transmission of common bacterial, viral and fungal infections relevant to the setting and at least three standard precautions to prevent the spread of infection 6-9	Plan and carry out an investigation into a setting, describing the transmission of common bacterial, viral and fungal infections relevant to the setting and the importance of at least three standard precautions to prevent the spread of infection 10-13	13
2 Understand the ways in which vulnerable people can be protected from harm and abuse	Explore issues from different perspectives and identify three procedures in the setting that aim to safeguard children/young people and/or vulnerable adults (as relevant to the setting) 1-5	Explore issues from different perspectives and outline three procedures in the setting that aim to safeguard children/young people and/or vulnerable adults (as relevant to the setting) 6-9	Explore issues from different perspectives and describe three procedures in the setting that aim to safeguard children/young people and/or vulnerable adults (as relevant to the setting) 10-12	12

<p>3 Know key legislation and regulations that govern health, safety and security</p>	<p>Identify three pieces of relevant key legislation and/or regulations and indicate how they help to promote health, safety, security in the setting</p> <p>1-3</p>	<p>Outline how three pieces of relevant key legislation and/or regulations help to promote health, safety, security in the setting</p> <p>4-5</p>	<p>Describe how three pieces of relevant key legislation and/or regulations help to promote health, safety, security in the setting</p> <p>6-7</p>	<p>7</p>
<p>4 Know why organisations have policies for health, safety and security, and how these policies protect individuals</p>	<p>Identify three organisational policies and two reasons for organisations having policies for health, safety and security and how these protect individuals</p> <p>1-4</p>	<p>Outline three organisational policies and reasons for organisations having policies for health, safety and security and how these protect individuals</p> <p>5-7</p>	<p>Describe three organisational policies and reasons for organisations having policies for health, safety and security and how these protect individuals</p> <p>8-10</p>	<p>10</p>

<p>5 Be able to carry out a basic health and safety risk assessment for a specified setting.</p>	<p>Plan and carry out a basic health and safety risk assessment for a specified setting, identifying the stages and at least three potential risks to self and others and how these can be minimised - presenting a persuasive case for action.</p> <p style="text-align: right;">1-7</p>	<p>Plan and carry out a basic health and safety risk assessment for a specified setting, outlining the stages and at least three potential risks to self and others and how these can be minimised - presenting a persuasive case for action.</p> <p style="text-align: right;">8-12</p>	<p>Plan and carry out a basic health and safety risk assessment for a specified setting, describing the stages and at least three potential risks to self and others and how these can be minimised - presenting a persuasive case for action.</p> <p style="text-align: right;">13-18</p>	<p>18</p>
<p>Total marks</p>				<p>60</p>

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 is 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.

Level 1 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	<p>A simple statement, which is likely to be in the form of a list. For example, identify three lifestyle choices: Examples of lifestyle choices include:</p> <ul style="list-style-type: none"> • smoking • eating lots of fast foods • not exercising very much.
Outline	<p>Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease.</p>
Describe	<p>Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. They may also contain a high level of salt and/or sugar. They may not include much fibre or many vitamins, such as you get in fresh vegetables and salads, and they may also contain additives. Some fast foods, such as pizza, are healthier options than others.</p>
Explain	<p>A response that accounts for/gives reasons. For example, explain one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. Saturated fats in particular are deposited on the walls of the arteries, increasing the blood pressure and the risk of blood clotting and heart attacks. They may also contain a high level of salt - which can also raise blood pressure - and/or sugar - which can contribute to an increased risk of late-onset diabetes. Fast foods may not include many vegetables and/or fresh fruit and salads, therefore they will not be good sources of fibre and vitamins, and they may also contain additives - for example as preservatives. Some fast foods, such as pizza, are healthier options than others because they are more balanced and potentially contain more vegetables.</p>

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 (1-5 marks)	<p>Learners will plan and carry out the investigation and provide a training pack that largely involves identification. Evidence could be tabulated.</p> <p>There are no marks simply for identifying examples of common bacterial, viral and fungal infections - marks are to be awarded for their methods of transmission and the standard precautions. For full marks, learners will have investigated a setting and identified one example each of common bacterial, viral and fungal infections relevant to the setting, one method by which each example provided is transmitted, and at least three standard precautions to prevent the spread of infection, again relevant to the chosen setting.</p> <p>This mark band is also appropriate for learners who provide evidence appropriate for higher mark bands, but include examples at least one of which is not relevant to the chosen setting.</p>
Mark Band 2 (6-9 marks)	<p>Expectations for this band follow the pattern for band 1. To get into this band learners will have provided evidence that includes outlines. Such evidence is likely to be a mix of identification and outlines.</p> <p>Whilst evidence could be tabulated, it should include some written statements.</p> <p>For full marks, accurate information must be provided for all aspects of the AF, and responses for at least two methods of transmission and two standard precautions must be in the form of outlines.</p>
Mark Band 3 (10-13 marks)	<p>Expectations for this band follow the pattern for band 2. To get into this band learners will have provided evidence that includes descriptive accounts. Such evidence is likely to be a mix of outlines and description.</p> <p>Whilst evidence could be tabulated, it should include some descriptive work.</p> <p>For full marks, accurate information must be provided for all aspects of the AF, and responses for at least two methods of transmission and two standard precautions must be in the form of descriptions.</p>

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-5 marks)	<p>Learners will have considered different perspectives and identified three procedures in the setting that aim to safeguard children/young people and/or vulnerable adults (as relevant to the setting). Evidence could be in the form of a list.</p> <p>For full marks learners must identify three procedures in the</p>

	<p>setting that aim to safeguard children/young people and/or vulnerable adults. The procedures must be relevant to the setting.</p> <p>This mark band is also appropriate for learners who provide evidence appropriate for higher mark bands, but do not include at least one government initiative.</p>
<p>Mark Band 2 (6-9 marks)</p>	<p>Learners will have considered different perspectives and outlined procedures in the setting that aim to safeguard children/young people and/or vulnerable adults (as relevant to the setting) - evidence is likely to be a mix of identification and outlines.</p> <p>Evidence could be listed but needs to include two or three sentences outlining each procedure.</p> <p>At least one government initiative should be included, such as CRB checks or the POVA scheme.</p> <p>For full marks learners must provide outlines for at least two of the three procedures in the setting that aim to safeguard children/young people and/or vulnerable adults. The procedures must be relevant to the setting.</p>
<p>Mark Band 3 (10-12 marks)</p>	<p>Learners will have considered different perspectives and described procedures in the setting that aim to safeguard children/young people and/or vulnerable adults (as relevant to the setting) - evidence is likely to be a mix of outlines and descriptions.</p> <p>Evidence could be listed but needs to include a paragraph outlining each procedure.</p> <p>At least one government initiative should be included, such as CRB checks or the POVA scheme.</p> <p>For full marks learners must provide descriptions for at least two of the three procedures in the setting that aim to safeguard children/young people and/or vulnerable adults. The procedures must be relevant to the setting.</p>
<p>Assessment Focus 3 Learning Outcome 3</p>	
<p>Mark Band 1 (1-3 marks)</p>	<p>There are no marks simply for identifying examples of relevant key legislation and/or regulations, marks can be awarded only for how they help to promote health, safety and security in the setting.</p> <p>Evidence could be tabulated.</p> <p>For full marks, three pieces of key legislation and/or regulations should be accurately identified, as relevant to the setting, along with how they help to promote health, safety and security.</p> <p>This mark band is also appropriate for learners who provide evidence appropriate for higher mark bands, but include examples at least one of which is not relevant to the chosen setting.</p>
<p>Mark Band 2</p>	<p>Expectations for this band follow the pattern for band 1.</p> <p>To get into this band learners will have provided evidence that</p>

(4-5 marks)	<p>includes outlines. Such evidence is likely to be a mix of identification and outlines.</p> <p>Details of relevant key legislation/regulations are not required - the emphasis should be on their respective roles.</p> <p>For full marks, outlines must be provided for the roles of at least two of the three pieces of relevant key legislation/regulations, with accurate information provided for all three.</p>
Mark Band 3 (6-7 marks)	<p>Expectations for this band follow the pattern for band 2.</p> <p>To get into this band learners will have provided evidence that includes descriptions. Such evidence is likely to be a mix of outlines and descriptions.</p> <p>Details of relevant key legislation/regulations are not required - the emphasis should be on their respective roles.</p> <p>For full marks, descriptions must be provided for the roles of at least two of the three pieces of relevant key legislation/regulations, with accurate information provided for all three.</p>

Assessment Focus 4 Learning Outcome 4	
Mark Band 1 (1-4 marks)	<p>There are no marks simply for identifying examples of organisational policies, marks can be awarded only for why organisations have them and how they help to protect individuals.</p> <p>Evidence could be tabulated.</p> <p>For full marks, three organisational policies should be accurately identified, as relevant to the setting, along with two reasons why organisations have them, and how they help to protect individuals.</p> <p>This mark band is also appropriate for learners who provide evidence appropriate for higher mark bands, but include examples at least one of which is not relevant to the chosen setting.</p>
Mark Band 2 (5-7 marks)	<p>Expectations for this band follow the pattern for band 1.</p> <p>To get into this band learners will have provided evidence that includes outlines. Such evidence is likely to be a mix of identification and outlines.</p> <p>Details of relevant organisational policies are not required - the emphasis should be on why organisations have them and how they help to protect individuals.</p> <p>For full marks, outlines must be provided for at least two of the organisational policies, with accurate information provided for all three.</p>
Mark Band 3 (8-10 marks)	<p>Expectations for this band follow the pattern for band 2.</p> <p>To get into this band learners will have provided evidence that includes descriptions. Such evidence is likely to be a mix of outlines and descriptions.</p> <p>Details of relevant organisational policies are not required - the</p>

	<p>emphasis should be on why organisations have them and how they help to protect individuals.</p> <p>For full marks, descriptions must be provided for at least two of the organisational policies, with accurate information provided for all three.</p>
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<p>Assessment Focus 5 Learning Outcome 5</p>	
<p>Mark Band 1 (1-7 marks)</p>	<p>Learners will have planned and carried out a basic health and safety risk assessment for a specified setting. A witness testimony must be included, indicating the learner's role in this.</p> <p>Evidence in this band is likely to be in the form of a list that identifies the stages, and a table that identifies at least three potential risks and how they can be minimised - with some degree of justification.</p> <p>For full marks the stages of the risk assessment must be accurately identified, and in the correct order, and at least three potential risks must have been identified, and how they can be minimised - with some degree of justification.</p> <p>This mark band is also appropriate for learners who provide evidence appropriate for higher mark bands, but either do not include a witness testimony, or include one that indicates poor planning and/or implementation.</p>
<p>Mark Band 2 (8-12 marks)</p>	<p>Expectations for this band follow the pattern for band 1. To get into this band learners will have provided evidence that includes outlines. Such evidence is likely to be a mix of identification and outlines.</p> <p>For full marks, accurate information must be provided for all aspects of the AF. The stages of the risk assessment must be accurately outlined, and in the correct order, and outlines must be included for at least two of the three potential risks, including how they can be minimised and with some degree of justification.</p>
<p>Mark Band 3 (13-18 marks)</p>	<p>Expectations for this band follow the pattern for band 2. To get into this band learners will have provided evidence that includes descriptions. Such evidence is likely to be a mix of outlines and descriptions.</p> <p>For full marks, accurate information must be provided for all aspects of the AF. The stages of the risk assessment must be accurately described, and in the correct order, and descriptions must be included for at least two of the three potential risks, including how they can be minimised and with some degree of justification.</p>

Delivery Guidance

It is suggested that centres use the case study provided in order for learning to be contextualised.

However, 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.

Learners could work in small groups and, choosing one of the characters in the case study, research different infections such as influenza or MRSA. This could be followed by class presentations.

Learners could discuss some of the issues involved with the transmission of infections such as MRSA or sexually transmitted diseases.

They could also consider food hygiene issues.

Cycles of transmission could be produced as a diagram to aid understanding. From this, learners could use a snowball technique to identify as many ways as possible to prevent the spread of infection.

Learners then need to explore ways in which children, young people and adults can be safeguarded, covering all the four sectors. This will require sensitivity in its handling.

The case study may provide a useful means of approaching the topic. The characters could be developed as a basis for examples. Learners could, for example, write a storyboard for each character and research information that can be contextualised for the character.

Legislation can be a complex topic, and learners are only expected to be aware of the role of legislation as a whole and the existence of certain legislation relevant to the sectors.

The topic could be introduced using the street incident scenario and asking learners to research in small groups and come up with a list of laws that had been potentially broken.

Learners could then consider what legislation is relevant to the health, social care, children and young people's or community justice sectors, possibly using tutor derived handouts and/or the internet/textbooks.

Organisational policies from the learning environment or work experience settings could form the basis for discussions. Learners could, for example, discuss how easy the policies are to understand and the implications for carrying them out if they are expressed in jargon. They could potentially reword a policy to make it more readable.

A school or college's organisational policy and procedures with regard to health, safety, security and risk. might also form the basis of a learning exercise.

Learners will need practise in assessing risks to self and to others in the environment. They could, for example, assess risks in their own personal travel or part time job before assessing the learning environment.

The chart below could be used by learners when they carry out their health and safety audit in school/college, or as part of work experience:

Hazard	Who is at risk?	What is the risk?	Level of risk - high, medium, low	Level of potential harm - high, medium, low	How can the risk be controlled?
Eg broken chair	learners, tutors	someone sitting on it and falling	high	high	remove the chair, put a notice on and report it

Following the health and safety audit there could be a group discussion on the findings. These findings could then be presented at the next meeting of the health and safety committee or the next staff meeting.

Once learners are confident with risk assessments they may carry out a risk assessment for a specific activity in a work setting. This could well be linked with the activity planned for *Unit 3: Working Together*. Learners could individually carry out a risk assessment on different aspects of the planned activity.

Food hygiene is an important aspect of this unit, and learners would benefit by gaining a relevant qualification.

If there is co-teaching, this is an opportunity for level 1 and level 2 learners to work together.

Personal, learning and thinking skills

Learners should be able to develop their Personal, learning and thinking skills in a number of ways during the delivery of this unit.

Some examples are included in the table below:

Skill	Activities
Independent enquirers	<ul style="list-style-type: none">• identifying and discussing issues such as sexually transmitted diseases or the spread of MRSA, learners will explore issues from different perspectives• planning and carrying out independent research into key legislation and regulations, learners will identify problems, plan how to resolve them, analyse and evaluate information and judge its relevance• exploring issues and case studies, learners will identify the need for policies for health, safety and security
Creative thinkers	<ul style="list-style-type: none">• making connections between cause and effect, infections and precautions
Reflective learners	<ul style="list-style-type: none">• reflecting on the need for risk assessment• communicating experience of risk assessment
Team workers	<ul style="list-style-type: none">• implementing procedures to safeguard others within small teams
Self-managers	<ul style="list-style-type: none">• researching policies in work settings, showing initiative in identifying who can help with this, which policies to choose, and how much to read• organising the risk assessment
Effective participators	<ul style="list-style-type: none">• participating in risk assessment

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	producing training pack using appropriate software producing a presentation using appropriate software
Evaluate their use of ICT systems	
Manage information storage	creating and storing the various files that make up the training pack
Follow and understand the need for safety and security practices	producing documentation for the training pack
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	researching relevant information for training pack
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information for training pack
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers Records	producing training pack
Bring together information to suit content and purpose	producing training pack
Present information in ways that are fit for purpose and audience	producing training pack
Evaluate the selection and use of ICT tools and facilities used to present information	producing training pack
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	

Skill	When learners are...
Maths	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine	degrees of risk could be quantified
Identify and obtain necessary information to tackle the problem	
Select and apply skills in an organised way to find solutions to practical problems for different purposes	degrees of risk could be quantified scaled diagrams representing hazards could be drawn
Use appropriate checking procedures at each stage	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	discussing the risk assessment
Reading - read and understand a range of texts	researching the causes of infection, and their transmission
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	producing the training pack

Work experience

During work experience learners could gain evidence towards most of the learning outcomes in this unit. They 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.

Once learners are confident with risk assessments they could also carry out a risk assessment for a specific activity whilst on work experience.

If work experience placements within the four sector/s are not available, learners will need to gain access to placements in alternative sectors. They should still benefit from their experiences, for example by:

- gaining experience of workplace activities/procedures/processes
- considering health, safety and security issues/policies
- carrying out a risk assessment.

Employer Links

Centres are encouraged to make links with local employers 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
- Environmental Health Services
- Residential care homes.

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 Connexions. Health and safety officers from local education authorities or the local council may also be useful.

The following web links could be useful:

www.bbc.co.uk/health/

www.connexions-direct.com/index.cfm?go=siteSearch&searchString=safety

www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/SocialCare/POVA

www.hse.gov.uk/legislation/index.htm

www.hse.gov.uk/pubns/indg163.pdf

www.nhsdirect.nhs.uk/

www.opsi.gov.uk/

Unit 6: Health, wellbeing and lifestyles

Principal Learning unit

Level 1

Guided learning hours 30

Externally assessed (2 Hour short answer paper)

About this Unit

Did you see the news last night?

They said people with dogs live longer.

It's because of all the exercise they have.

They were also going on about healthy eating.

What's wrong with chips anyway?

The neighbours' dog got my football - we'll have to use yours tonight.

If you are following the case study provided you could consider the lifestyles of some of the characters. This will help you to explore and understand some of these issues.

In this unit you will explore the ways in which physical health, mental wellbeing and choice of lifestyle can affect our quality of life.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how lifestyle choices impact on health and wellbeing
- 2 Understand activities that have a positive and negative effect on health and wellbeing in childhood and throughout life
- 3 Understand the social and economic factors that can have an influence on the health and wellbeing of individuals and communities
- 4 Know the ways in which the health and wellbeing of individuals can be assessed
- 5 Know the normal baseline measurements for health and how these can be measured
- 6 Be able to assess an individual's health, wellbeing and lifestyle.

Case Study Links

In terms of different lifestyles, learners could consider (and further develop) the following:

Boyfriend (B) could come from a background where family values and religion are greatly respected.

Maybe he feels that his family would not approve of his ex-girlfriend so he does not tell them about her. Although he has broken up with her, he is worried about her welfare and that of the unborn baby.

On the day of the fight he may have gone out to find his ex-girlfriend and found her drinking outside the pub.

Her brother (A) told him to leave his sister alone, and the fight began.

The ex-girlfriend (C) and her friend (D) could both regularly drink cider. The friend (D) also smokes on average about ten cigarettes a day. (C) does not smoke very often - just occasionally in the evenings. She does not know who is the father of the baby.

(C)'s grandfather, character (E), is retired. Prior to the street incident he walked his dog three times a day - about one and a half hours a day in total. He also attended a University of the Third Age session one morning a week. He lives with his wife in sheltered housing.

Some new characters could also be considered. For example:

(C) could have a young sister, character (F), who likes swimming and is very active. Their father, (G), could work for a local business.

Their mother, (H), could work long hours at a local supermarket. She walks there and back every day, about two miles each way. Because of the long hours that her mother works, (C) sometimes has to take care of her little sister. Meals are therefore sometimes irregular, but generally good in terms of nutritional value.

An unemployed neighbour could be a volunteer worker in an after school club. He or she could be actively seeking employment and becoming depressed after trying for a number of posts with no success.

Other neighbours could include a newly married couple living on a low income. They could be planning a family but be concerned as there is a genetic disorder on one side of the family.

What you need to cover

- 1 Know how lifestyle choices impact on health and wellbeing**

Lifestyle choices impact on health and wellbeing. This impact may be:

 - positive, eg beneficial effects of good diet and exercise
 - negative, eg increased risk of specific conditions such as coronary heart disease, lung cancer
 - short-term, eg increased risk of infection
 - long-term, eg increased risk of specific conditions such as coronary heart disease, cirrhosis of the liver.

- 2 Understand activities that have a positive and negative effect on health and wellbeing in childhood and throughout life**

Understanding of some of the effects of a range of lifestyle choices and activities will be developed.

Lifestyle choices/activities that have positive and/or negative effects should include:

 - dietary choices
 - alcohol
 - smoking
 - exercise.

- 3 Understand the social and economic factors that can have an influence on the health and wellbeing of individuals and communities.**

Social and economic factors influence the health and wellbeing of individuals and groups.

Social factors should include:

 - crime and the fear of crime
 - housing
 - living alone or with family
 - ethnicity
 - locality - rural/urban
 - feeling isolated or part of a community
 - individual/group/community values.

Economic factors should include:

 - employment/unemployment
 - financial status.

Neighbourhood statistics on health and employment could be explored and posters produced about the local area.

- 4 Know the ways in which the health and wellbeing of individuals can be assessed**
- Health and wellbeing can be assessed by, for example:
- normal baseline measurements
 - the individual - self-reporting
 - others - interviewing and observing an individual.
- 5 Know the normal baseline measurements for health and how these can be measured**
- Normal baseline measurements to include:
- pulse rates
 - blood pressure
 - waist circumference
 - Body Mass Index (BMI) using height and weight.
- 6 Be able to assess an individual's health, wellbeing and lifestyle.**
- An assessment of an individual's physical and mental health and wellbeing and review of their lifestyle choices based on:
- the measurements
 - an interview
 - the individual's own view of their health.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
1	Know how lifestyle choices impact on health and wellbeing	Identify how lifestyle choices impact on health and wellbeing
2	Understand activities that have a positive and negative effect on health and wellbeing in childhood and throughout life	Outline activities that have a positive and negative effect on health and wellbeing in childhood and throughout life
3	Understand the social and economic factors that can have an influence on the health and wellbeing of individuals and communities.	Describe social and economic factors that can have an influence on the health and wellbeing of individuals and communities
4	Know the ways in which the health and wellbeing of individuals can be assessed	Identify ways in which the health and wellbeing of individuals can be assessed
5	Know the normal baseline measurements for health and how these can be measured	Describe normal baseline measurements for health and how these can be measured
6	Be able to assess an individual's health, wellbeing and lifestyle	Assess an individual's health, wellbeing and lifestyle, analysing and evaluating information and judging its relevance and value, and supporting conclusions using reasoned arguments and evidence (IE4, IE6).

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 a case study, similar to those you have been using in other units. You will be required to respond to issues in relation to health, wellbeing and lifestyle raised in the case study.

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

Performance Descriptors

Level 1 - Pass

- learners will be able to use limited knowledge to produce basic evidence to meet pre-set routine tasks
- learners will display some awareness of the values that underpin the Society, Health and Development sectors, although this may not be explicit
- learners will be able to identify whether or not actions have been effective.

Level 1 - Top

- learners will be able to use knowledge to produce evidence to meet pre-set tasks
 - learners will demonstrate understanding of the values that underpin the sectors
 - learners will be able to reflect on whether or not actions have been effective.
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Assessment Guidance

	Assessment Focus	Number of Marks	% of Total Marks
1	Know how lifestyle choices impact on health and wellbeing	6	10
2	Understand activities that have a positive and negative effect on health and wellbeing in childhood and throughout life	18	30
3	Understand the social and economic factors that can have an influence on the health and wellbeing of individuals and communities	18	30
4	Know the ways in which the health and wellbeing of individuals can be assessed	6	10
5	Know the normal baseline measurements for health and how these can be measured	6	10
6	Be able to assess an individual's health, wellbeing and lifestyle.	6	10

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. Learners need to be prepared for the external assessment using active learning and practical activities.

Learners could work in small groups to investigate lifestyle choices and activities that affect health and wellbeing. They could use characters from the case study to help them apply their learning.

Learners could initially identify activities using a mind map and add the possible effects of these activities. They should be encouraged to use a variety of resources for their investigations, such as textbooks, leaflets, the internet and visits to relevant organisations and/or guest speakers.

They could then give a presentation to the whole class.

Social and economic factors that influence the health and wellbeing of individuals and groups could be delivered in a similar way, though group discussions should also be encouraged with the sharing of ideas and opinions.

Whilst the case study provided may be used as the basis for discussions, learners may also wish to draw upon their own experiences.

Learners could then use local area statistics to study their own locality and then compare these with the statistics for another locality. This could form the basis for further discussion. They could also produce posters or leaflets comparing local area health statistics with national ones.

Following these introductory activities it is suggested that learners investigate the health and wellbeing of one individual as part of the preparation for assessment. They could interview the individual and carry out an assessment of their health.

Learners should practise assessing the health and wellbeing of individuals on themselves and/or other members of their group before carrying out their assessment of their individual's physical and mental health.

They could take their own pulse rates, and calculate their own Body Mass Index using their height and weight. A demonstration of how to take blood pressure could be given by an appropriate person.

Learners could identify factors affecting wellbeing, for example on a spidergram, and use this as the basis of preparing questions to ask their chosen individual. This could be a small group activity and learners will need support in identifying suitable questions.

The results of the interview and of an individual's own view of their health could also be recorded on the spidergram. The learner's observations from the interview will also supplement interview notes.

Suitable individuals for the assessment could include friends or family members of the learners. Their permission should be obtained and confidentiality respected.

If there is co-teaching, this is an opportunity for level 1 and level 2 learners to work together.

There are links with Level 2 *Unit 4: Growth, Development and Healthy Living*.

The external assessment for this unit will consist of a short answer question paper based on a case study. Sample assessment material, together with a mark scheme, is available to accompany this specification. Increasingly, past assessment material will also be available.

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 style="list-style-type: none">• identifying and discussing factors influencing health and wellbeing• planning and carrying out the assessment of an individual
Creative thinkers	<ul style="list-style-type: none">• considering factors and their implications for health and wellbeing
Reflective learners	<ul style="list-style-type: none">• assessing their own competence in carrying out the baseline measurements• assessing their own confidence and competence in conducting an interview and recording responses
Team workers	<ul style="list-style-type: none">• working in small groups to discuss factors influencing health and wellbeing• managing discussions and reaching agreements• respecting the views of others even if they differ from their own
Self-managers	<ul style="list-style-type: none">• actively finding an individual to assess• arranging to interview the interview• organising the findings into a suitable format
Effective participators	<ul style="list-style-type: none">• contributing to discussions on lifestyle choices• considering more than one aspect to the situation and raising questions or alternative viewpoints in discussions.

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	<ul style="list-style-type: none"> researching factors affecting health and wellbeing researching health statistics
Evaluate their use of ICT systems	
Manage information storage	<ul style="list-style-type: none"> creating and storing the various files that make up the preparation for assessment
Follow and understand the need for safety and security practices	<ul style="list-style-type: none"> whilst researching factors affecting health and wellbeing researching health statistics
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	<ul style="list-style-type: none"> researching factors affecting health and wellbeing researching health statistics
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	<ul style="list-style-type: none"> researching factors affecting health and wellbeing researching health statistics
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers Records	<ul style="list-style-type: none"> recording assessment of chosen individual
Bring together information to suit content and purpose	<ul style="list-style-type: none"> producing a class presentation on factors affecting health and wellbeing
Present information in ways that are fit for purpose and audience	<ul style="list-style-type: none"> producing a class presentation on factors affecting health and wellbeing
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, independently, responsibly and	

effectively	
Skill	When learners are...
Maths	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine	<ul style="list-style-type: none"> researching health statistics
Identify and obtain necessary information to tackle the problem	<ul style="list-style-type: none"> researching health statistics
Select and apply skills in an organised way to find solutions to practical problems for different purposes	<ul style="list-style-type: none"> interpreting health statistics
Use appropriate checking procedures at each stage	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	<ul style="list-style-type: none"> interpreting health statistics
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	<ul style="list-style-type: none"> discussing factors affecting health interviewing chosen individual giving a presentation on factors affecting health
Reading - read and understand a range of texts	<ul style="list-style-type: none"> conducting research of onscreen and paper-based materials on factors affecting health
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	<ul style="list-style-type: none"> producing a presentation on factors affecting health

Employer Links

Centres are encouraged to make links with local employers 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.

Specialist Resources

Suitable equipment will be needed in order to take the baseline measurements.

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 the local primary care trust, may also be useful. Local area statistics may be obtained from:

- www.neighbourhood.statistics.gov.uk

The following web links could also be useful:

- www.bbc.co.uk/health
- www.bbc.co.uk/health/healthy_living/your_weight/
- www.bbc.co.uk/parenting
- www.nhsdirect.nhs.uk/articles/article.aspx?articleId=2024
- www.nhsdirect.nhs.uk/magazine/

Unit 7: Meeting needs

Principal Learning unit

Level 1

Guided learning hours 30

Internally assessed (20 hours learning time with approx. 10 hours for assessment)

About this Unit *What are our needs?*

What needs do you have?

What needs do your parents have?

Your grandparents?

Do our needs change as we go through life?

What about a new born baby?

What about those with additional needs?

How do the sectors understand what needs an individual might have?

How do they go about supporting the individual in meeting these needs?

What other support is there? What about family and friends?

This unit will provide you with opportunities to develop understanding of the needs of individuals and how these are addressed by 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 the needs and preferences that individuals may have in relation to their health and wellbeing
- 2 Understand how the needs of individuals can be addressed
- 3 Understand the role of the professional in assessing, reviewing and supporting individual needs
- 4 Understand the role of the individual, their families and carers in addressing their needs
- 5 Be able to collect and collate information in relation to an individual's needs.

Case Study Links

There are many strands within the suggested case study, and it can be developed in a variety of ways to support applied learning for this unit.

During the learners' progression through the units the scenarios gradually build up and serve to demonstrate different aspects of the sectors, including how different individuals are supported.

Different age groups are represented, which enables individual needs throughout the lifespan to be considered.

A primary source of support for individuals is the family - this can include the nuclear or extended family. Secondary sources include, for example, peers and staff at nurseries, schools, interest groups, work.

There is also a wide variety of different types of support provided by professionals working in the four sectors. Learners need to be aware of the range of support available, and the case study should be used appropriately to facilitate this.

Character (C) could be a good starting point. She is a pregnant teenager and could be infected with a sexually transmitted disease.

What are her needs?

What support and care will (C) need for her education? What is 'care to learn'?

What are the baby's future needs?

What are the unborn baby's needs now?

(C)'s little sister (F) will be having her milestones checked at regular intervals. She may have started school or nursery, depending on her age.

The needs of the individuals in the scenarios can be considered. Other characters/needs can also be introduced to broaden the experiences of learners. For example:

- contraceptive advice for young people
- provision for early years care
- victim support
- residential care provision for older people
- support for individuals with learning disabilities
- support for individuals with mental health issues.

What you need to cover

1. Know the needs and preferences that individuals may have in relation to their health and wellbeing

Awareness of the breadth of individual needs and their importance for health and wellbeing.

For example:

- physical
- developmental
- social
- spiritual
- emotional
- intellectual.

Awareness of individual needs/preferences varying according to, for example, age or state of health.

Preferences may include, for example:

- lifestyle choices
- choice of where to be cared for
- choice of school.

2. Understand how the needs of individuals can be addressed

Understanding of how the needs of individuals can be addressed to include, for example:

- by professionals, eg the services that older people require, the support that informal carers require, the use of interventions in different contexts such as mental health, justice or social care
- by the individual, as appropriate to their age and state of health
- by their families/friends/carers - including informal carers, eg infants, older people and/or individuals with long term conditions.

3. Understand the role of the professional in assessing, reviewing and supporting individual needs

Understanding of the cyclical nature of service delivery and the roles of professionals in:

- assessing holistic needs and preferences
- planning, communicating and implementing
- monitoring, reviewing and evaluating
- assessing holistic needs and preferences.

Understanding of the role of professionals in interventions, such as a behavioural intervention or a developmental intervention.

Understanding of the importance of partnership working in meeting an individual's needs.

4. Understand the role of the individual, their families and carers in addressing their needs

Understanding of the role of the individual, their families and carers in addressing the needs of, for example:

- older people
- children and young people
- individuals with medical needs
- individuals with additional needs
- offenders
- victims of crime.

This could include in relation to, for example:

- personal care needs
- mobility needs
- educational needs
- medical needs
- social/emotional support
- additional support needs.
-

5. Be able to collect and collate information in relation to an individual's needs.

Methods of collecting information in relation to the needs of individuals could include:

- observation
- interviews
- use of questioning.

Methods of collating information in relation to the needs of individuals could include:

- records/files
- use of computer software.

QCF Unit Summary

Learning Outcome	Assessment for Unit 7 Level 1
The learner will:	The learner can:
1. Know the needs and preferences that individuals may have in relation to their health and wellbeing	Identify the stages of the lifespan and the needs and preferences that individuals may have at each identified stage in relation to their health and wellbeing
2. Understand how the needs of individuals can be addressed	Outline the circumstances, needs and preferences of two individuals and how these can be addressed (IE5)
3. Understand the role of the professional in assessing, reviewing and supporting individual needs	Outline the roles of at least three professionals across the sectors in assessing, reviewing and supporting the needs of the two individuals
4. Understand the role of the individual, their families and carers in addressing their needs	Outline what the individuals can do to address their own needs and how family/friends/carers can help to support the two individuals in addressing these needs
5. Be able to collect and collate information in relation to an individual's needs.	Outline own investigation, including methods used to collect and collate information, reflecting on their use to inform future progress (RL5).

How you will be assessed

One assignment is required for the assessment of this unit. The assignment will take the form of an investigation.

Parts of your investigation could involve working in a small group, but the evidence you submit should be entirely your own work. If you do work in a small group, remember lessons already learned in previous group work.

Your evidence should include:

- the stages of the lifespan identified, for example on a line drawing, also identifying needs and preferences that individuals may have, at different stages of their life, in relation to their health and wellbeing
- an account of an investigation into the needs/preferences of two individuals, including the methods used and a review of their use - based on a case study or real individuals (paying due regard to confidentiality) - the individuals should be at different stages of the lifespan and have a variety of needs, including some contrasting ones
- an account of the circumstances, needs and preferences of the two individuals and suggestions of how these can be addressed - taking into consideration the influence of circumstances, beliefs and feelings on decisions and events
- an account of how the individuals themselves, professionals in different sectors and families/friends/carers can help to support the two individuals in addressing their needs.

When providing an account of the methods used to carry out the investigation, you should also review their use - for example how effective they were, any potential improvements, why you chose these methods. You should also consider how you will use this learning, and the experiences you gained, to inform your future development and progress in your studies/work. This will enable you to demonstrate development as a reflective learner.

You should also include a feedback sheet from your tutor on your investigation, highlighting the strengths and weaknesses of your methods.

After each task has been completed you should think about how you could have improved it, perhaps in discussion with your tutor. Note down the ideas so that you can apply them to your next task.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3	Mark Total
1 Know the needs and preferences that individuals may have in relation to their health and wellbeing	Identify the stages of the lifespan and the needs and preferences that individuals may have at each identified stage in relation to their health and wellbeing 1-6	Outline the stages of the lifespan and the needs and preferences that individuals may have at each identified stage in relation to their health and wellbeing 7-10	Describe the stages of the lifespan and the needs and preferences that individuals may have at each identified stage in relation to their health and wellbeing 11-14	14
2 Understand how the needs of individuals can be addressed	Identify the circumstances, needs and preferences of two individuals and how these can be addressed 1-4	Outline the circumstances, needs and preferences of two individuals and how these can be addressed 5-7	Describe the circumstances, needs and preferences of two individuals and how these can be addressed 8-10	10
3 Understand the role of the professional in assessing, reviewing and supporting individuals needs	Identify the roles of at least three professionals across the sectors in assessing, reviewing and supporting the needs of the two individuals 1-6	Outline the roles of at least three professionals across the sectors in assessing, reviewing and supporting the needs of the two individuals 7-11	Describe the roles of at least three professionals across the sectors in assessing, reviewing and supporting the needs of the two individuals 12-16	16

<p>4 Understand the role of the individual, their families and carers in addressing their needs</p>	<p>Identify what the individuals can do to address their own needs and how family/friends/carers can help to support the two individuals in addressing these needs</p>	<p>Outline what the individuals can do to address their own needs and how family/friends/carers can help to support the two individuals in addressing these needs</p>	<p>Describe what the individuals can do to address their own needs and how family/friends/carers can help to support the two individuals in addressing these needs</p>	
<p>5 Be able to collect and collate information in relation to an individual's needs.</p>	<p>Identify methods used to collect and collate information, reflecting on their use to inform future progress.</p>	<p>Outline own investigation, including methods used to collect and collate information, reflecting on their use to inform future progress.</p>	<p>Describe own investigation, including methods used to collect and collate information, reflecting on their use to inform future progress.</p>	
<p>Total marks</p>				<p>60</p>

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 is 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.

Level 1 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	<p>A simple statement, which is likely to be in the form of a list. For example, identify three lifestyle choices: Examples of lifestyle choices include:</p> <ul style="list-style-type: none"> • smoking • eating lots of fast foods • not exercising very much.
Outline	<p>Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease.</p>
Describe	<p>Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. They may also contain a high level of salt and/or sugar. They may not include much fibre or many vitamins, such as you get in fresh vegetables and salads, and they may also contain additives. Some fast foods, such as pizza, are healthier options than others.</p>
Explain	<p>A response that accounts for/gives reasons. For example, explain one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. Saturated fats in particular are deposited on the walls of the arteries, increasing the blood pressure and the risk of blood clotting and heart attacks. They may also contain a high level of salt - which can also raise blood pressure - and/or sugar - which can contribute to an increased risk of late-onset diabetes. Fast foods may not include many vegetables and/or fresh fruit and salads, therefore they will not be good sources of fibre and vitamins, and they may also contain additives - for example as preservatives. Some fast foods, such as pizza, are healthier options than others because they are more balanced and potentially contain more vegetables.</p>

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 (1-6 marks)	<p>Evidence is likely to be in the form of an annotated line drawing.</p> <p>For full marks learners must identify all stages of the life span and at least one potential need and one potential preference for each.</p> <p>This mark band is also appropriate for learners who provide evidence that includes outlines or descriptions, but do not include all stages of the life span.</p>
Mark Band 2 (7-10 marks)	<p>Evidence is likely to be in the form of an annotated line drawing, supported by two or three sentences for each life stage.</p> <p>To get into this band, evidence is likely to be a mix of identification and outlines.</p> <p>For full marks learners must include, for each stage of the life span, accurate outlines about potential needs and preferences.</p>
Mark Band 3 (11-14 marks)	<p>Evidence is likely to be in the form of an annotated line drawing supported by a paragraph for each life stage.</p> <p>To get into this band evidence is likely to be a mix of outlines and descriptions.</p> <p>For full marks learners must include, for each stage of the life span, accurate information about potential needs and preferences. For all or most of the stages this evidence will be in the form of descriptions.</p>

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-4 marks)	<p>Evidence will be in the form of identification and could be tabulated.</p> <p>For full marks, learners must identify two individuals at different life stages - and their circumstances. At least two different needs and two different preferences must be identified for each individual, along with a suggestion of how these could be addressed.</p> <p>This mark band is also appropriate for learners who provide evidence that includes outlines or descriptions, but whose evidence includes only one individual, or those whose evidence includes outlines or descriptions but does not include at least two different needs and two different preferences for each individual.</p>
Mark Band 2 (5-7 marks)	<p>To get into this band, evidence is likely to be a mix of identification and outlines.</p> <p>Such a mix could also give access to full marks providing information is included for all aspects of the ASSESSMENT</p>

	FOCUS- and outlines are included for at least one different need and one different preference for each individual, including how they could be addressed.
Mark Band 3 (8-10 marks)	To get into this band, evidence is likely to be a mix of outlines and descriptions. Such a mix could also give access to full marks providing information is included for all aspects of the ASSESSMENT FOCUS and descriptions are included for at least one different need and one different preference for each individual, including how they could be addressed.

Assessment Focus 3 Learning Outcome 3	
Mark Band 1 (1-6 marks)	Evidence will be in the form of identification and could be tabulated. For full marks, learners must identify the roles of at least three professionals from at least two different sectors in assessing, reviewing and supporting the needs of the two individuals. This mark band is also appropriate for learners who provide evidence that includes outlines or descriptions, but do not include two individuals, or those whose evidence includes outlines or descriptions but does not include the full range of roles of the professionals - assessing, reviewing and supporting.
Mark Band 2 (7-11 marks)	To get into this band, evidence is likely to be a mix of identification and outlines. Such a mix could also give access to full marks providing information is included for all aspects of the ASSESSMENT FOCUS and outlines are included for the full range of roles of at least two of the professionals.
Mark Band 3 (12-16 marks)	To get into this band, evidence is likely to be a mix of outlines and descriptions. Such a mix could also give access to full marks providing information is included for all aspects of the ASSESSMENT FOCUS and descriptions are included for the full range of roles of at least two of the professionals.

Assessment Focus 4 Learning Outcome 4	
Mark Band 1 (1-4 marks)	Evidence will be in the form of identification and could be tabulated. For full marks, learners must identify for each of the two individuals what they can do to address their own needs and how family/friends/carers can help to support them. This should include at least two different needs for each individual.

	This mark band is also appropriate for learners who provide evidence that includes outlines or descriptions, but information for only one individual, or those whose evidence includes outlines or descriptions but does not include at least two different needs for each individual.
Mark Band 2 (5-7 marks)	To get into this band, evidence is likely to be a mix of identification and outlines. Such a mix could also give access to full marks providing information is included for all aspects of the ASSESSMENT FOCUS and outlines are included for at least one of the needs for each individual.
Mark Band 3 (8-10 marks)	To get into this band, evidence is likely to be a mix of outlines and descriptions. Such a mix could also give access to full marks providing information is included for all aspects of the ASSESSMENT FOCUS and descriptions are included for at least one of the needs for each individual.

Assessment Focus 5 Learning Outcome 5	
Mark Band 1 (1-4 marks)	Learners will identify at least two methods used to collect and collate information. This is likely to be in the form of a list. For full marks some consideration as to how the use of each method will inform the future progress of the learner will have been included. This mark band is also appropriate for learners who provide evidence that includes outlines or descriptions but do not provide accounts of how the use of each method will inform the future progress of the learner.
Mark Band 2 (5-7 marks)	Learners will outline their investigation, including at least two methods used to collect and collate information. For full marks learners will have also outlined how the use of each method will inform the future progress of the learner.
Mark Band 3 (8-10 marks)	Learners will describe their investigation, including at least two methods used to collect and collate information. For full marks learners will have also described how the use of each method will inform the future progress of the learner.

Guidance for Delivery of this Unit

It is suggested that centres use the case study provided in order for learning to be contextualised.

However, 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.

The unit could be introduced by asking learners to consider their own needs in relation to health and wellbeing. They should be encouraged to explore a range of needs - physical, intellectual, emotional, social and spiritual - and how these relate to health and wellbeing. This could then be extended to family members and consideration given to how individual needs change throughout the lifespan. Short video clips or photographs, for example of a new born baby, a toddler, an older child, teenagers, adults with varying circumstances, and an older person could be useful.

The case study also provides a range of characters whose needs can be explored, thus extending the range of experiences of the learners.

Learners should then go on to consider how individual needs are met - by the individual themselves, by families/friends/carers, and by professionals. Individual preferences should also be taken into account in terms of how needs are met. Characters from the case study provide useful vehicles for this.

Guest speakers from different organisations could be invited in to talk about their roles in helping to support the needs of a range of individuals. Again - they could use characters from the case study as a starting point for their talks. For example, a midwife, health visitor, social care worker, social worker, probation officer or victim support worker could all help to increase learners' insight into the range of professionals who help to meet the needs of individuals through the lifespan.

Continue from here.

The different things society needs to collect on an individual to make sure the individual is safe as well as society as a whole. Why are they given different numbers personal to them for different documents? Why are they not all the same? E.g. passport number, NI number? It has to be noted that if they do collect personal documentation it must be kept in a locked cupboard and only photocopies should be used in the portfolio. Likewise these will need to be shredded or names and numbers blocked out if being kept, to meet the requirements of the Data Protection Act.

The role play in carrying out the case conference will give the students an added sense of responsibility as they can set up a room, send out an agenda in advance with letters explaining the purpose of the meeting. They could make a uniform or a hat and the class have to guess who they have involved and say why they think that professional is in attendance. They can then write a brief report on the proceedings and understand the need for confidentiality following this meeting as well as keeping the report in a locked cupboard. This will link with Unit 2.

They will learn how to listen to each other and to communicate verbally and in writing. How important it is to take accurate details of happenings (case conference).

They can use their sense of humour in dressing up and making a costume.

Reflective learning will be part of the evaluation process to help the learner identify what was good and what could have been improved.

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	<ul style="list-style-type: none"> • developing the skills needed to explore the lifespan • identifying questions to gain relevant answers • planning the investigation and judging the relevance of information obtained • writing an informative piece of work following investigation
Reflective learners	<ul style="list-style-type: none"> • reflecting on information given to them • reflecting on their own values • reviewing the progress of their investigation
Team workers	<ul style="list-style-type: none"> • working in small groups to carry out the investigation • collaborating with others to work towards common goals • discussing and reaching agreements • taking responsibility • completing work to meet the team objective • listening to others.

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	Producing material for assessment
Evaluate their use of ICT systems	Producing material for assessment
Manage information storage	Storing material for assessment
Follow and understand the need for safety and security practices	
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	Producing material for assessment
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	Using the internet for secondary sources of information
ICT - Develop, present and communicate information	Devising leaflets Using a desk top publishing page or word document with clip art or other pictorial information for their and line graph
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers records	Producing material for assessment
Bring together information to suit content and purpose	Producing material for assessment
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, independently, responsibly and effectively	
Skill	When learners are...
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	During discussions or role play Giving votes of thanks to guest speakers
Reading - read and understand a range of texts	
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	Keeping a diary of events Making posters/leaflets Devising questionnaires Writing letters of request Writing letters of thanks Writing reports

Work Experience

Students will be able to visit:

- A water works
- Sewage treatment plant
- Supermarket
- Job centre
- Housing association

Employer Links

- Midwife
- GP
- Social Worker
- Nursing Staff
- Youth Worker
- Teacher
- Supermarket
- Water Works
- Sewage Works

- Job Centre

Specialist Resources

- www.communitycare.co.uk
- www.dh.gov.uk
- www.learner.org/discoveringpsychology/development/
- www.statistics.gov.uk

Unit 8: Growth and Development

Principal Learning unit

Level 1

Guided learning hours 30

Internally assessed (20 hours learning time with approx. 10 hours for assessment)

About this Unit

When were you born?

What life stage are you at now?

And your parents?

Grandparents?

Let's find out what happens from the time you are born all the way through to growing old.

There are many changes that we face as we go through life and we are regularly faced with decisions and have to make choices. Let's go on a journey and explore life's pathways.

In this unit you will learn about the stages of human growth and development, and develop an awareness of the implications of human growth and development for individuals and families.

Learning outcomes

On completion of this unit, a learner should:

- 1 Know key physical developments and changes across the lifespan
- 2 Know health and social issues relating to age and ageing
- 3 Be able to assess an individual's stage of development
- 4 Understand what is meant by 'life events' and their impact for individuals and families
- 5 Know the importance of play in the development of children and young people
- 6 Be able to generate ideas and plan development activities for individuals.

Case Study Links

In terms of different life stages, life events and transitions, learners could consider (and further develop) the following:

Character (C) provides opportunities for the exploration of life events such as pregnancy, childbirth and transition to parenthood.

How will these life events impact on her and also upon her family?

How will both she and her baby develop physically?

When will the health visitor check the baby? How often? What checks will be made? What developmental norms will be looked for?

(C)'s grandfather, character (E), is retired. Prior to the street incident he walked his dog three times a day - about one and a half hours a day in total. He lives with his wife in sheltered housing.

He could have age-related health issues.

So could his wife. Why doesn't she join him on the walks?

How may he have felt about the transition from being employed to retired?

How does he spend his leisure time? What friends does he have?

Some new characters could also be considered. For example:

(C) could have a young sister, character (F), who likes swimming and is very active.

Why is play important for (F)?

What is her life stage?

(C) is a caring person and wants to do the best for her baby.

She decides to explore the value of play.

She also tries to help her grandfather recover from the results of the 'street incident', and plans an activity to do with him.

(C)'s parents, G and H, both had previous marriages.

They are now married to each other.

What are the potential implications of life events such as marital breakdown/divorce?

What life stage are they at?

Does it have health implications?

What you need to cover

- 1 Know key physical developments and changes across the lifespan**

Key aspects of physical development through the life stages to include a basic awareness of development during:

 - infancy
 - childhood
 - adolescence
 - adulthood
 - older adulthood.

Key aspects to include:

 - changes in height/weight
 - maturation
 - skill development including gross and fine motor skills, locomotion and hand/eye co-ordination
 - ageing.
- 2 Know health and social issues relating to age and ageing**

Health issues relating to age and ageing may include, for example:

 - in relation to puberty/the menopause
 - in relation to degenerative changes, eg loss of elasticity in tissues causing wrinkles, reduction in lung function or sensory changes.

Social issues may relate to, for example:

 - children growing up and leaving home
 - having more time for, or less contact with grandchildren
 - losing contact with friends
 - no longer having work colleagues after retirement
 - having more time for leisure pursuits/interests
 - making new friends.
- 3 Be able to assess an individual's stage of development**

 - Babies and children development physically, socially, intellectually and emotionally through sequences, in different ways and at different rates.
 - Observation with the use of a checklist is a good way to assess a child's development.
- 4 Understand what is meant by 'life events' and their impact for individuals and families**

Understanding of life events should be developed.

These may include, for example:

 - childbirth
 - transition
 - marriage
 - divorce
 - bereavement
 - retirement
 - moving house.

The potential impact of life events should be understood in terms of:

- the individuals
- their families.

5 Know the importance of play in the development of children and young people

Awareness of different types of play may include, for example:

- imaginative
- creative
- expressive
- exploratory
- social
- fantasy.

The role of play should be explored.

Physical development may include development of:

- gross motor skills
- fine motor skills.

Intellectual development may include development of:

- thought processes
- perception.

Emotional development may include development of:

- self concept
- attachment
- confidence.

Social and emotional development involves, for example:

- solitary play
- parallel play
- co-operative play
- the understanding of societal norms.

6 Be able to generate ideas and plan development activities for individuals.

Ideas may include, for example, activities to develop physical, intellectual, language, emotional and social skills with people of all ages.

Consideration should be given to, for example:

- different abilities
- different cultures
- sensory impairment.

For example, activities such as listening to music, reading stories or making cards may be adapted to different individuals.

QCF Unit Summary

Learning Outcome	Assessment for Unit 1 Level 2
The learner will:	The learner can:
1 Know key physical developments and changes across the lifespan	Identify key physical developments and changes across all stages of the lifespan
2 Know health and social issues relating to age and ageing	List three health and three social issues relating to age and ageing
3 Be able to assess an individual's stage of development	Plan and carry out an assessment of an individual's stage of development, outlining methods used and supporting conclusions with evidence (IE6)
4 Understand what is meant by 'life events' and their impact for individuals and families	Describe what is meant by 'life events' and the potential impact of the three examples of these on individuals and families
5 Know the importance of play in the development of children and young people	Identify three different types of play and how each of these could help promote physical, social and emotional development
6 Be able to generate ideas and plan development activities for individuals.	Explore possibilities and identify three ideas for development activities and develop brief plans for two of these (CT1).

How you will be assessed

One assignment is required for the assessment of this unit. The assignment will take the form of a report into an investigation.

You need to produce evidence to show that you have researched and found out about ‘the journey through life’. Your evidence could be presented in a variety of different ways and could include, for example, timelines, charts, displays, records of Powerpoint presentations and written accounts/diagrams.

Parts of your investigation could be group activities, but your evidence should be your own work.

Your report should include:

- key physical development and changes across all stages of the lifespan
- three health issues relating to age and ageing
- three social issues relating to age and ageing
- evidence of how you planned and carried out an assessment of an individual’s stage of development - probably using a checklist/observation and including observation notes - you should support any conclusions you draw (about the stage of development) with evidence - a witness testimony is required here, from a workplace supervisor or tutor, as evidence that you planned and carried out the assessment
- what is meant by ‘life events’ and the potential impact of at least three examples of these on individuals and families - this could be an annotated timeline, or table
- three different types of play and how each can help promote development - including physical, social and emotional development
- ideas for three development activities for individuals - considering different ages, abilities, and cultures - and how you explored these
- brief plans for two of the development activities.

After each task has been completed you should think about how you could have improved it, perhaps in discussion with your tutor. Note down the ideas so that you can apply them to your next task.

Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark Total
1 Know key physical developments and changes across the lifespan	Identify key physical developments and changes across all stages of the lifespan 1-4	Outline key physical developments and changes across all stages of the lifespan 5-7	Describe key physical developments and changes across all stages of the lifespan 8-10	10
2 Know health and social issues relating to age and ageing	List three health and three social issues relating to age and ageing 1-4	Outline health and social issues relating to age and ageing 5-7	Describe health and social issues relating to age and ageing 8-10	10
3 Be able to assess an individual's stage of development	Plan and carry out an assessment of an individual's stage of development, identifying methods used and supporting conclusions with evidence 1-4	Plan and carry out an assessment of an individual's stage of development, outlining methods used and supporting conclusions with evidence 5-7	Plan and carry out an assessment of an individual's stage of development, describing methods used and supporting conclusions with evidence 8-9	9
4 Understand what is meant by 'life events' and their impact for individuals and families	Identify what is meant by 'life events' and the potential impact of three examples of these on individuals and families	Outline what is meant by 'life events' and the potential impact of three examples of these on individuals and families	Describe what is meant by 'life events' and the potential impact of these on individuals and families, using examples	

	1-4	5-6	7-9	9
5 Know the importance of play in the development of children and young people	Identify three different types of play and how each of these could help promote physical, social and emotional development	Outline three different types of play and how these can help promote physical, social and emotional development	Describe three different types of play and how these can help promote physical, social and emotional development	
6 Be able to generate ideas and plan development activities for individuals.	Explore possibilities and identify three ideas for development activities and develop brief plans for two of these.	Explore possibilities and outline three ideas for development activities and develop plans for two of these that include some detail.	Explore possibilities and describe three ideas for development activities and develop detailed plans for two of these.	
	1-4	5-7	8-9	9
	1-5	6-9	10-13	13
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 is 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.

Level 1 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	<p>A simple statement, which is likely to be in the form of a list. For example, identify three lifestyle choices: Examples of lifestyle choices include:</p> <ul style="list-style-type: none"> • smoking • eating lots of fast foods • not exercising very much.
Outline	<p>Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease.</p>
Describe	<p>Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. They may also contain a high level of salt and/or sugar. They may not include much fibre or many vitamins, such as you get in fresh vegetables and salads, and they may also contain additives. Some fast foods, such as pizza, are healthier options than others.</p>
Explain	<p>A response that accounts for/gives reasons. For example, explain one lifestyle choice: Eating lots of fast foods is a lifestyle choice. Fast foods are very convenient but often not very well balanced. For example, they often contain a lot of fat, especially saturated fat, which can contribute not only to weight increase and obesity, but also to the risk of heart disease. Saturated fats in particular are deposited on the walls of the arteries, increasing the blood pressure and the risk of blood clotting and heart attacks. They may also contain a high level of salt - which can also raise blood pressure - and/or sugar - which can contribute to an increased risk of late-onset diabetes. Fast foods may not include many vegetables and/or fresh fruit and salads, therefore they will not be good sources of fibre and vitamins, and they may also contain additives - for example as preservatives. Some fast foods, such as pizza, are healthier options than others because they are more balanced and potentially contain more vegetables.</p>

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 (1-4 marks)	Evidence is likely to be in the form of a table or annotated time line. For full marks at least one aspect of physical development/changes must be identified for each stage of the lifespan. Marks in this band are also appropriate for learners who include outlines or descriptions but do not include at least one aspect of physical development/changes for each stage of the lifespan.
Mark Band 2 (5-7 marks)	Evidence is likely to be in the form of a table or annotated time line, outlining the physical development/changes at the different stages of the lifespan. It is likely to be a mix of identification and outlines. For full marks at least one aspect of physical development/changes must be outlined for each stage of the lifespan.
Mark Band 3 (8-10 marks)	Evidence is likely to be in the form of a table or annotated time line, supported by descriptions of the physical development/changes at the different stages of the lifespan. It is likely to be a mix of outlines and descriptions. For full marks at least one aspect of physical development/changes must be described for each stage of the lifespan.

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-4 marks)	Evidence is likely to be in the form of a list of three health and three social issues relating to age and ageing. For full marks learners must accurately identify three health and three social issues relating to age and ageing. Marks in this band are also appropriate for learners who include outlines or descriptions but do not include at least three health and three social issues relating to age and ageing.

<p>Mark Band 2</p> <p>(5-7 marks)</p>	<p>To gain access to this band learners must include outlines. Evidence is likely to be a mix of identification and outlines.</p> <p>For full marks outlines must be included for at least three health and three social issues relating to age and ageing.</p>
<p>Mark Band 3</p> <p>(8-10 marks)</p>	<p>To gain access to this band learners must include descriptions. Evidence is likely to be a mix of outlines and descriptions.</p> <p>For full marks descriptions must be included for at least three health and three social issues relating to age and ageing. There should be at least one link between a health and a social issue.</p>

Assessment Focus 3

Learning Outcome 3

<p>Mark Band 1</p> <p>(1-4 marks)</p>	<p>Learners will plan and carry out an assessment of an individual's stage of development. Evidence is likely to be in the form of a list or statement of methods used, identification of the stage of development and at least one straightforward statement to support the identified stage. A witness testimony is required to confirm that learners planned and carried out the assessment.</p> <p>For full marks learners must provide evidence that they used at least one method to accurately assess an individual's stage of development, with at least one accurate supporting statement.</p> <p>Marks in this band are also appropriate for learners who include outlines or descriptions but do not accurately support the stage of development.</p>
<p>Mark Band 2</p> <p>(5-7 marks)</p>	<p>Expectations for this band follow the same pattern as for band 1.</p> <p>To gain access to this band learners will provide responses that include outlines, for example of the methods used and support for the stage of development. Evidence is likely to be a mix of identification and outlines.</p> <p>For full marks learners must outline methods used to accurately assess an individual's stage of development, with outlined evidence to support the stage.</p>

<p>Mark Band 3</p> <p>(8-10 marks)</p>	<p>Expectations for this band follow the same pattern as for band 2.</p> <p>To gain access to this band learners will provide responses that include descriptions, for example of the methods used and support for the stage of development. Evidence is likely to be a mix of outlines and descriptions.</p> <p>For full marks learners must describe methods used to accurately assess an individual's stage of development, with a description to support the stage.</p>
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<p>Assessment Focus 4 Learning Outcome 4</p>	
<p>Mark Band 1</p> <p>(1-4 marks)</p>	<p>Evidence is likely to include a statement on what is meant by 'life events', and a brief list that includes at least three examples. Evidence for the potential impact of the three examples on individuals and families could be tabulated.</p> <p>For full marks responses should be accurate and include all aspects of the AF.</p> <p>Marks in this band are also appropriate for learners who include outlines or descriptions but do not include three examples of 'life events'.</p>
<p>Mark Band 2</p> <p>(5-6 marks)</p>	<p>Expectations for this band follow the same pattern as for band 1.</p> <p>To gain access to this band learners will provide responses that include outlines, for example of the potential impact of the three examples. Evidence is likely to be a mix of identification and outlines.</p> <p>For full marks responses should include accurate information for all aspects of the AF, an outline of what is meant by 'life events', with at least three examples, and an outline of the potential impact of at least two of the three examples on individuals and families.</p>
<p>Mark Band 3</p> <p>(7-9 marks)</p>	<p>Expectations for this band follow the same pattern as for band 2.</p> <p>To gain access to this band learners will provide responses that include descriptions, for example of the potential impact of the three examples. Evidence is likely to be a mix of outlines and descriptions.</p> <p>For full marks responses should include accurate information for all aspects of the AF, a description of what is meant by 'life events', with at least three examples, and a description of the potential impact of at least two of the three examples on individuals and families.</p>

Assessment Focus 5 Learning Outcome 5	
<p>Mark Band 1</p> <p>(1-4 marks)</p>	<p>Evidence is likely to be in the form of a table identifying three different types of play and how they can help promote physical, social and emotional development. Physical, social and emotional aspects of development should be covered across the three types.</p> <p>For full marks accurate information for all aspects of the ASSESSMENT FOCUS should be included. This should include identification of at least two aspects of development for each type of play.</p> <p>Marks in this band are also appropriate for learners who include outlines or descriptions but do not include three examples of types of play, or those who do not include at least two aspects of development for each type of play, or all of the aspects of development - physical, social and emotional - across the three types of play.</p>
<p>Mark Band 2</p> <p>(5-7 marks)</p>	<p>Expectations for this band follow the same pattern as for band 1.</p> <p>To gain access to this band learners will provide responses that include outlines of how the types of play can help promote development. Evidence is likely to be a mix of identification and outlines and should include at least two aspects of development for each type of play.</p> <p>For full marks responses should include accurate information for the three examples of types of play and an outline of how at least two of them can help promote physical, social and emotional development.</p>
<p>Mark Band 3</p> <p>(8-9 marks)</p>	<p>Expectations for this band follow the same pattern as for band 2.</p> <p>To gain access to this band learners will provide responses that include descriptions of how the types of play can help promote development. Evidence is likely to be a mix of outlines and descriptions and should include at least two aspects of development for each type of play.</p> <p>For full marks responses should include accurate information for the three examples of types of play and a description of how at least two of them can help promote physical, social and emotional development.</p>

Assessment Focus 6 Learning Outcome 6	
Mark Band 1 (1-5 marks)	<p>Learners will explore possibilities and identify three ideas for development activities. Evidence is likely to be in the form of a statement indicating how possibilities were explored and a list of three ideas for development activities, with brief plans included for two of them. These plans are likely to identify the individuals for whom the activities could be appropriate, potential development opportunities - physical, social and/or emotional, resources required and how/when the activities could be carried out. A proforma could be used for the plans.</p> <p>For full marks learners must provide evidence of how possibilities were explored, three ideas for development activities, with brief plans for two of them that provide all or most of the key information suggested above.</p> <p>Marks in this band are also appropriate for learners who include outlines or descriptions but do not include plans for two of the development activities, or for those who produce outlines for the ideas but plans with no detail.</p>
Mark Band 2 (6-9 marks)	<p>Expectations for this band follow the same pattern as for band 1.</p> <p>To gain access to this band learners will provide responses that include outlines. Evidence is likely to be a mix of identification and outlines and will include plans that provide some detail about individuals for whom the activities could be appropriate, outlining potential development opportunities - physical, social and/or emotional, resources/expertise required and how/when the activities could be carried out. A proforma could be used for the plans.</p> <p>For full marks responses should include accurate information for all aspects of the AF, outlines for how possibilities were explored and at least two of the three ideas of development activities, with outlined plans for two of them.</p> <p>Marks in this band are also appropriate for learners who include descriptions for the ideas but plans with poor detail.</p>
Mark Band 3 (10-13 marks)	<p>Expectations for this band follow the same pattern as for band 2.</p> <p>To gain access to this band learners will provide responses that include descriptions. Evidence is likely to be a mix of outlines and descriptions and will include plans that provide detail about individuals for whom the activities could be appropriate, potential development opportunities - physical, social and/or emotional, resources/expertise required and how/when the activities could be carried out. A proforma could be used for the plans.</p> <p>For full marks responses should include accurate information for all aspects of the AF, descriptions of how possibilities were</p>

	explored and at least two of the three ideas of development activities, with detailed plans for two of them.
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Delivery Guidance

It is suggested that centres use the case study provided in order for learning to be contextualised.

However, centres could devise their own case study, or learners could use individuals they know as the basis of their studies. In this case, they would need to be reminded about the importance of confidentiality.

Learners could also use a celebrity from the world of sport or entertainment, or a fictional character from a book or soap opera.

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

Having explored and possibly role-played the initial scenario, and part of the case study appropriate to this unit, learners can then use it as a context to explore the services.

They need to explore life stages, life events and transitions. The 'Case Study Links' section provides ideas for this exploration. For example:

- character (C) provides opportunities for the exploration of life events such as pregnancy, childbirth and transition to parenthood
- (C)'s grandfather, character (E), is retired
- (C) could have a young sister, character (F)
- (C)'s parents, G and H, both had previous marriages.

Other characters could be introduced as appropriate.

Learners could carry out role-plays involving a range of life events. They could potentially write scripts for the role-plays, which would involve consideration of the impact of different life events for individuals and families.

Learners need to explore health and social issues in relation to age and ageing. They could, for example, interview an older person about their life and life events and then (having obtained permission from the older person) present their findings as a timeline with brief descriptions of events.

Learners could work in small groups and carry out investigations, for example into different aspects of development, or the importance of play. They could then give a presentation to their group or the whole class. This approach would also support the development of personal, learning and thinking skills, such as independent enquiry, team working and effective participation.

Guest speakers, for example an early years worker, a social worker, a health visitors or a probation officer could be invited in to talk to the learners about aspects of development and life events, giving a range of perspectives. Use of the case study could be helpful here to focus learner interest. A playworker could also be invited in.

A visit to a local children's setting, or a residential care home, would give learners with useful insight. It could also help them understand the importance of interagency working.

Some aspects of this unit could inevitably relate to issues within the personal lives of learners, and/or their families/friends, and delivery therefore requires sensitivity.

Review from here

The impact of the life event should be understood for individuals and also for families.

Students could work in pairs. One could explore the impact of a specific life event on an individual; the other could explore the impact of the same life event on a family then discuss their findings.

Learners can mind map types of play and produce a leaflet to show how each type of play helps develop the child physically, intellectually, socially and emotionally, as well as contributing to language skills.

A mind map of ideas will form the basis of this section. Learners can then choose one activity to adapt for different age groups. They could plan using a checklist such as the following:

- What is the activity?
- What equipment is needed? Is it suited to the age and ability of the individual?
- Who will do what? For example - is preparation needed such as pre-cut card or pre-drawn items?
- Why are they doing it? What physical, intellectual, emotional, language and social skills will they develop by doing this?
- When will it happen and how long will it take?
- Where will it happen?
- Whose permission is needed?
- What safety precautions should be taken?

Listening to music, reading stories, growing plants and making cards may be adapted to different ages, cultures and abilities.

Specialist equipment may be used such as suggested by the RNID

http://www.rnid.org.uk/information_resources/factsheets/education/factsheets_leaflets/?cid=296900

An activity such as teaching an older person to text may span the generations. Mobile phones suitable for people with hearing impairment are suggested by the RNID

http://www.rnid.org.uk/information_resources/factsheets/equipment/factsheets_leaflets/?cid=289399

Advice on preparing text for people with dual sensory impairment can be found on the Sense website at <http://www.sense.org.uk/publications/allpubs/older/OP02.htm>

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	<ul style="list-style-type: none">• developing the skills needed to explore development• identifying questions to answer and problems to resolve• planning the investigation and judging the relevance of information obtained
Creative thinkers	<ul style="list-style-type: none">• generating ideas about activities and exploring possibilities• asking questions and extending their thinking• questioning their own and others' assumptions
Reflective learners	<ul style="list-style-type: none">• assessing and reflecting on their own learning• reviewing the progress of the investigation
Team workers	<ul style="list-style-type: none">• working in small groups for parts of the investigation• collaborating with others to work towards common goals• discussing and reaching agreements• taking responsibility
Self-managers	<ul style="list-style-type: none">• working towards goals, showing initiative, commitment and perseverance• organising time and resources, prioritising actions
Effective participators	<ul style="list-style-type: none">• discussing issues of concern and seeking any necessary resolution• proposing practical ways forward.

Functional Skills - Level 1

Skill	When learners are...
ICT - Use ICT Systems	
Interact with and use ICT systems independently to meet needs	preparing materials for assessment
Evaluate their use of ICT systems	
Manage information storage	storing information for assessment
Follow and understand the need for safety and security practices	during preparation of materials for assessment
ICT - Find and select information	
Select and use a variety of sources of information independently to meet needs	researching types of play from the Internet, or for information about health and social issues relating to age and ageing
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose, including: Text and tables Images Numbers records	preparing materials for assessment
Bring together information to suit content and purpose	preparing materials for assessment
Present information in ways that are fit for purpose and audience	preparing 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, independently, responsibly and	

effectively	
Skill	When learners are...
English	
Speaking and listening - take full part in formal and informal discussions/exchanges	participating in class discussions or asking questions of guest speakers.
Reading - read and understand a range of texts	reading and understanding a range of texts - identifying main points, putting information into plain language.
Writing - write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	writing documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.

Work experience

Work experience may provide opportunities for the observation, and for the planning of activities with individuals of a variety of ages and from different sectors.

Specialist Resources

(resources necessary for this unit)

Birth to five: 2006 edition

- www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4135756
- www.bbc.co.uk/health
- www.bbc.co.uk/health/health_over_50/
- www.bbc.co.uk/parenting
- www.bmj.com/cgi/reprint/330/7486/301.pdf
- www.nhsdirect.nhs.uk/magazine/
- www.bbc.co.uk/parenting/tv_and_radio/child_of_our_time/

