Edexcel Diplomas

Level 2 Principal Learning
in Society, Health and Development

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DRAFT

Unit 1: Principles, Values and Personal Development

About this Unit

Have you ever thought about the laws, rules and regulations in our society?
Who decides that a law is necessary and why?
Not only do all members of society have rules but the professionals and workers within our sectors have to abide by codes of practice. Why is this?
And why do people talk about social classes?
Are people treated differently?
Is this fair?
Think about your own personal values.
What is important to you? What really matters?
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?

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 have opportunities to develop understanding of the key values, principles, legislation and codes of practice which underpin good practice in the children and young people's, social care, community justice and health sectors and settings.

Learning outcomes

On completion of this unit a learner should:

1 Understand the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership
2 Know how equality and diversity is promoted within and across the sectors
3 Understand what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged
4 Know how key legislation, codes of professional practice, policies and procedures support an individual's rights, and provide a framework to maintain and improve quality of practice
5 Be able to assess own values, knowledge and skills
6 Understand what is meant by "reflective practice" and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision
7 Be able to identify different sources of information for professional development.

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.

The police community support officers managing the incident deem it necessary to call for police support.
Who are Police community support officers? What is their role?

After about 5 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'.

They could be injured. How would the police know they are able to take them to the police station?

Maybe one or both of them are under the influence of alcohol.

How would that affect the interview process?

Would they be breathalysed? Who by, and when?

Would blood samples be taken? If so, why?

Who would take them?

Who could be an 'appropriate adult'? Why would they be needed? What could happen to the boys after the interview? What are their rights? 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 carry out the assessment?

What would it involve?
What sort of further investigations are likely – this would depend on the extra details of the case study established by the learners.

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 would happen if (E)'s wife is dependent on him for her care?
She could, for example, have dementia.
He is in the hospital. What services would she therefore need? What should happen next?

The pregnant girl (C) also seeks help.

She has been kicked in the stomach and would be advised to also go to the accident and emergency department of the local hospital.
What would happen to her then?
Who would examine her?
What examinations would she be likely to have?

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.

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', depending on the details of the 'street incident'.

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, think about 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?
Confidentiality for example?
Human rights? Dignity?

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 the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership

Understanding of terms to be developed.

Diversity could encompass a wide range of differences, such as:

- age
- gender
- sexuality
- ethnicity
- culture
- beliefs.

Individual rights could include the right to be:

- respected
- treated equally and not discriminated against
- treated as an individual
- treated in a dignified way
- allowed privacy
- protected from danger and harm
- allowed access to information about themselves
- able to communicate using their preferred methods of communication and language
- cared for in a way that meets their needs, takes account of their choices and protects them.

2 Know how equality and diversity is promoted within and across the sectors

Exploration of equality and diversity could include:

- embracing diversity and recognising equality
- respecting individuality
- respecting and promoting rights
- offering choice
- effective communication
- acknowledging personal beliefs and identity
- non-judgemental attitudes
- anti-discriminatory practice.

3 Understand what is meant by inappropriate behaviour, how to recognise it and how it can be

Understanding to be developed of what sort of behaviour is inappropriate, such as judgmental behaviour or discriminatory practice, how to recognise this and challenge it.

Discriminatory practice could include:

- discrimination
- stereotyping
- labelling

	constructively challenged	• prejudice.
4	Know how key legislation, codes of professional practice, policies and procedures support an individual's rights, and provide a framework to maintain and improve quality of practice	Awareness of key legislation, codes of professional practice, policies and procedures will be developed in terms of how they: • support an individual's rights • provide a framework to maintain and improve quality of practice. 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. Organisational policies and procedures should be considered in relation to, for example: • positive promotion of individual rights • work practices • staff development and training • quality issues • confidentiality • human rights.
5	Be able to assess own values, knowledge and skills	Self-exploration to include values, knowledge and skills. For example: • own beliefs and attitudes in relation to the work of the

four sectors

- knowledge, such as relating to the sectors, career information
- skills, such as literacy, numeracy, information and communication technology, interpersonal, reflection.

6	Understand what is meant by 'reflective practice' and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision	Understanding of the meaning of the term 'reflective practice' to be developed, along with methods by which practitioners undergo professional development. These could include: • induction • mentoring • workbased learning • courses/qualifications.
7	Be able to identify different sources of information for professional development	Different sources could include, for example: • induction • training courses/qualifications • workbased learning • colleagues/mentoring • updates from professional bodies • professional journals.

QCF Unit Summary

Learning Outcome	Assessment for Unit 1 Level 2
The learner will:	**The learner can:**
1. **Understand the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership**	Investigate the sectors, and **outline** the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership
2. **Know how equality and diversity is promoted within and across the sectors**	**Outline** how equality and diversity is promoted within and across the sectors
3. **Understand what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged**	**Outline** what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, exploring the issues from different perspectives (IE3)
4. **Know how key legislation, codes of professional practice, policies and procedures support an individual's rights, and provide a framework to maintain and improve quality of practice**	**Outline**, for each sector, how one example each of relevant key legislation, codes of professional practice, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice
5. **Be able to assess own values, knowledge and skills**	**Identify** own values, knowledge and skills in relation to the work of the sectors (RL1)

6. **Understand what is meant by 'reflective practice' and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision**	Investigate 'reflective practice' and **outline** its meaning, and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision, generating ideas and exploring possibilities (CT1)
7. **Be able to identify sources of information for professional development.**	Investigate and **outline** different sources of information for professional development.

How you will be assessed

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

1. For the first task you need to investigate 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 a report based on your investigation. You could choose to use a case study approach.

Your evidence needs to include relevant examples and show that you understand the meaning of each of the following terms – diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership.

You should also demonstrate understanding of how equality and diversity is promoted within and across the sectors, using examples, and what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, considering different perspectives.

2. For the second task you need to consider the key legislation, codes of professional practice, policies and procedures that relate to principles and values of the four sectors. You need to know how they support an individual's rights and provide a framework to maintain and improve quality of practice.
Detailed understanding of legislation is not required.

Then for each sector you need to identify one piece of relevant key legislation and one code of professional practice that relate to the principles and values of the sector, and describe their role in supporting an individual's rights and providing a framework to maintain and improve quality of practice. You should then describe the role of one example each of a policy and a procedure in one setting for each sector in terms of improving quality of practice and supporting rights.

The evidence for this task could be presented, for example, as a table or as a report, or a combination of both.

3. For the third task a reflective account is required. You need to reflect on your own values, knowledge and skills and then relate these to the work of the sectors. You also need to investigate the professional development of the workforce in the sectors.

You need to identify your own values, knowledge and skills and then relate these to the work of the sectors. You should describe the meaning of 'reflective practice', how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision – generating ideas and exploring possibilities, and identify different sources of information for professional development.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3	Mark total
1. Understand the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership	Investigate the sectors, and **outline** the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership **1-4**	Investigate the sectors, and **describe** the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership **5-8**	Investigate the sectors, and **explain** the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership **9-12**	**12**
2. Know how equality and diversity is promoted within and across the sectors	**Outline** how equality and diversity is promoted within and across the sectors **1-3**	**Describe** how equality and diversity is promoted within and across the sectors **4-5**	**Explain** the effectiveness of methods by which equality and diversity is promoted within and across the sectors **6-7**	**7**
3. Understand what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged	**Outline** what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, exploring the issues from different perspectives **1-3**	**Describe** what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, exploring the issues from different perspectives **4-5**	**Explain** what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, exploring the issues from different perspectives **6-7**	**7**

Learning outcome				Marks
4. Know how key legislation, codes of professional practice, policies and procedures support an individual's rights, and provide a framework to maintain and improve quality of practice	**Outline**, for each sector, how one example each of relevant key legislation, codes of professional practice, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice	**Describe**, for each sector, how one example each of relevant key legislation, codes of professional practice, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice	**Explain**, for each sector, how one example each of relevant key legislation, codes of professional practice, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice	**10**
	1-4	5-7	8-10	
5. Be able to assess own values, knowledge and skills	**Identify** own values, knowledge and skills in relation to the work of the sectors	**Describe** own values, knowledge and skills in relation to the work of the sectors	**Explain** own values, knowledge and skills in relation to the work of the sectors	**10**
	1-4	5-7	8-10	
6. Understand what is meant by 'reflective practice' and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision	Investigate 'reflective practice' and **outline** its meaning, and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision, generating ideas and exploring possibilities	Investigate 'reflective practice' and **describe** its meaning, and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision, generating ideas and exploring possibilities	Investigate 'reflective practice' and **explain** its meaning, and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision, generating ideas and exploring possibilities	**7**
	1-3	4-5	6-7	
7. Be able to identify different sources of information for professional development.	Investigate and **outline** different sources of information for professional development.	Investigate and **describe** different sources of information for professional development.	Investigate and **explain** different sources of information for professional development.	**7**
	1-3	4-5	6-7	
				60

Assessment Guidance
Guidance to the Assessment Grid

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

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.
Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

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

Guidance for Allocating Marks

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

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices:

14	Examples of lifestyle choices include: • whether or not to give up smoking, or at least reduce the number of cigarettes smoked • not eating a balanced diet – possibly because of eating too many fast foods • choosing not to exercise very much – having a sedentary job and not exercising outside of working hours
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 (1-4 marks)	Learners will carry out the investigation, outlining the meanings of the terms, using three or four sentences of relevant information for each. Some links between the terms will have been made. For full marks learners must provide accurate information about each term. Marks in this band are also appropriate for learners who have provided descriptive accounts, but for less than six terms.
Mark Band 2 (5-8 marks)	Learners will carry out the investigation, describing the meanings of the terms, using at least one paragraph of relevant information for each. Links between the terms will have been made. To get into this band, responses could include a mix of outlines and descriptions, but must include descriptive accounts of at least six of the terms. For full marks learners must provide accurate descriptions for each term, and made explicit links between them. Marks in this band are also appropriate for learners who have provided explanatory accounts, but for less than six terms.
Mark Band 3 (9-12 marks)	Learners will carry out the investigation, explaining the meanings of the terms, making informed connections between them. To get into this band, responses could include a mix of descriptions and explanations, but must include explanatory accounts of at least six of the terms. For full marks learners must provide accurate explanations for each term, and made informed connections between them.

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-3 marks)	Learners will outline how equality and diversity is promoted within the sectors, and across the sectors. Learners are likely to focus on two or three of the sectors and outline two or three examples of how equality and diversity is promoted, as well as providing at least one example across the sectors. For full marks learners must provide accurate outlines for at least three sectors, with at least one relevant example for each sector. They should also provide an outline, using at least one example, of how equality and diversity is promoted across the sectors. Marks in this band are also appropriate for learners who have provided some descriptive or explanatory evidence but for less than three sectors, or those who have provided examples of how equality and diversity is promoted within, but not across, the sectors.

Mark Band 2 **(4-5 marks)**	Learners will focus on at least three sectors and include two or three examples of how equality and diversity is promoted, as well as providing at least one example across the sectors. To get into this band evidence is likely to be a mix of outlines and descriptions, with descriptive accounts being provided for at least two of the examples. For full marks learners must provide accurate descriptions for at least three sectors, with at least one relevant example for each sector. They should also provide a description, using at least one example, of how equality and diversity is promoted across the sectors. Marks in this band are also appropriate for learners who have provided some explanation, but for only one example.
Mark Band 3 **(6-7 marks)**	To get into this band learners will focus on at least three sectors and accurately describe two or three examples of how equality and diversity is promoted within the sectors, as well as at least one example across the sectors, explaining the effectiveness of at least two of the examples. For full marks learners must provide accurate descriptions for at least three sectors, with the effectiveness of at least one relevant example explained for each sector. They should also explain the effectiveness of at least one example of how equality and diversity is promoted across the sectors.

Assessment Focus 3 **Learning Outcome 3**	
Mark Band 1 **(1-3 marks)**	Learners will outline what is meant by inappropriate behaviour and how to recognise it, including some consideration from different perspectives – eg differing individual perceptions of what constitutes inappropriate behaviour. Learners will also outline how inappropriate behaviour can be constructively challenged, providing at least one example. For full marks learners must provide accurate outlines for what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, using at least two relevant examples and showing some evidence of understanding the issues from different perspectives. Marks in this band are also appropriate for learners who have provided descriptive accounts or explanations, but not considered different perspectives.
Mark Band 2 **(4-5 marks)**	To get into this band evidence will include descriptions. It is likely to be a mix of outlines and descriptions, for example – learners could describe what is meant by inappropriate behaviour and how to recognise it, including some consideration from different perspectives, but then include an outline of how inappropriate behaviour can be constructively challenged, providing at least one example. For full marks learners must provide accurate descriptions for what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, using at least two relevant examples and showing some evidence of understanding the issues from different perspectives. Marks in this band are also appropriate for learners who have

	provided a mix of outlines and explanations. For example, learners may have explained what is meant by inappropriate behaviour and how to recognise it, including some consideration from different perspectives, but then included an outline of how inappropriate behaviour can be constructively challenged, providing at least one example.
Mark Band 3 **(6-7 marks)**	To get into this band evidence will include explanations. It is likely to be a mix of descriptions and explanations, for example – learners could explain what is meant by inappropriate behaviour and how to recognise it, including some consideration from different perspectives, but then include a description of how inappropriate behaviour can be constructively challenged, providing at least one example. For full marks learners must provide accurate explanations for what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged, using at least two relevant examples and showing some evidence of understanding the issues from different perspectives.

Assessment Focus 4 **Learning Outcome 4**	
Mark Band 1 **(1-4 marks)**	Learners will have outlined, for each sector, how one example each of relevant key legislation and codes of professional practice support an individual's rights and provide a framework to maintain and improve quality of practice. Learners will also have outlined, for one setting in each sector, how one policy and related procedure support an individual's rights and provide a framework to maintain and improve quality of practice. There are no marks simply for identifying key legislation, codes of professional practice and policies/procedures – the marks are to be allocated for how they support an individual's rights and provide a framework to maintain and improve quality of practice. For full marks learners must provide accurate outlined information for each sector, including key legislation, codes of professional practice and policies/procedures. Marks in this band are also appropriate for learners who have provided descriptive or explanatory evidence, but not included evidence for all the sectors, or for all aspects – ie key legislation, codes of professional practice and policies/procedures.
Mark Band 2 **(5-7 marks)**	To get into this band evidence will include descriptions. It is likely to be a mix of outlines and descriptions, with at least half – as a rough guide – being in the form of descriptions. For example – learners may have described, for each sector, how one example each of relevant key legislation and codes of professional practice support an individual's rights and provide a framework to maintain and improve quality of practice, but then outlined, for one setting in each sector, how one policy

	and related procedure support an individual's rights and provide a framework to maintain and improve quality of practice. Learners may also have provided descriptions for some sectors but outlines for others. For full marks learners must provide accurate information for each sector, with all the evidence for at least three of the sectors being descriptive. Some cross-sectoral links should have been made. Marks in this band are also appropriate for learners who have provided some explanation, but whose evidence also includes outlines.
Mark Band 3 **(8-10 marks)**	To get into this band evidence will include explanations. It is likely to be a mix of descriptions and explanations, with at least half – as a rough guide – being in the form of explanations. For example – learners may have explained, for each sector, how one example each of relevant key legislation and codes of professional practice support an individual's rights and provide a framework to maintain and improve quality of practice, but then described, for one setting in each sector, how one policy and related procedure support an individual's rights and provide a framework to maintain and improve quality of practice. Learners may also have provided explanations for some sectors but descriptions for others. For full marks learners must provide accurate information for each sector, with all the evidence for at least three of the sectors being explanatory. Some cross-sectoral links should have been made.

Assessment Focus 5 **Learning Outcome 5**	
Mark Band 1 **(1-4 marks)**	Learners will reflect on and identify their own values, knowledge and skills in relation to the work of the sectors and produce a reflective account. They are likely to provide evidence for at least three examples each of values, knowledge and skills. For full marks learners must identify at least three examples each of their own values, knowledge and skills, and accurately relate these to the work of the sectors – providing reference to all four sectors across the evidence. Marks in this band are also appropriate for learners who have provided descriptive or explanatory evidence but not related their values, knowledge and skills to the work of the sectors, or not fully referenced all four sectors within their evidence.
Mark Band 2 **(5-7 marks)**	To get into this band evidence will include descriptions. Learners will have largely described their own values, knowledge and skills in relation to the work of the sectors. They are likely to provide evidence for at least three examples each of values, knowledge and skills. For full marks learners must describe at least three examples each of values, knowledge and skills, and accurately describe how these relate to the work of the sectors – providing reference to all four sectors across the evidence.

| Mark Band 3

(8-10 marks)	To get into this band evidence will include explanations. Learners will have largely explained their own values, knowledge and skills in relation to the work of the sectors. They are likely to provide evidence for at least three examples each of values, knowledge and skills. For full marks learners must use at least three examples each of values, knowledge and skills and accurately explain how these relate to the work of the sectors – providing reference to all four sectors across the evidence. Both strengths and weaknesses should be considered.

Assessment Focus 6 **Learning Outcome 6**	
Mark Band 1

(1-3 marks) | Learners will investigate 'reflective practice' and outline its meaning. Learners will also investigate and outline how practitioners develop their knowledge and skills to continually develop and improve practice and the quality of service provision, having generated ideas and explored possibilities in order to do this. For full marks learners must provide accurate outlines for both aspects of the assessment, establishing links to at least three of the sectors. Marks in this band are also appropriate for learners who provide descriptive or explanatory accounts, but do not provide links to at least three of the sectors. |
| Mark Band 2

(4-5 marks) | To get into this band evidence will include descriptions. It is likely to be a mix of outlines and descriptions, with at least half – as a rough guide – being in the form of description. For full marks learners must provide accurate descriptions for both aspects of the assessment, establishing links to at least three of the sectors. |
| Mark Band 3

(6-7 marks) | To get into this band evidence will include explanations. It is likely to be a mix of descriptions and explanations, with at least half – as a rough guide – being in the form of explanation. For full marks learners must provide accurate explanations for both aspects of the assessment, establishing links to at least three of the sectors. |

Assessment Focus 7 **Learning Outcome 7**	
Mark Band 1

(1-3 marks) | Learners will investigate and outline different sources of information for professional development. Credit should be given both to the range of evidence provided, and to the methods by which learners obtained the evidence. For full marks learners must provide a range of evidence that includes at least four examples, with authentication that this was gained at an actual workplace setting related to at least one of the sectors. Marks in this band are also appropriate for learners who provide |

	descriptive or explanatory responses, but no authentication that the evidence was obtained in an actual workplace setting, or included information for less than four examples.
Mark Band 2 **(4-5 marks)**	To get into this band evidence will include descriptions and authentication that it was gained at an actual workplace setting related to at least one of the sectors. It is likely to be a mix of outlines and descriptions, with at least half – as a rough guide – being in the form of description. For full marks learners must provide accurate descriptions for at least four examples of sources of information.
Mark Band 3 **(6-7 marks)**	To get into this band evidence will include explanations and authentication that it was gained at an actual workplace setting related to at least one of the sectors. It is likely to be a mix of descriptions and explanations, with at least half – as a rough guide – being in the form of explanation. For full marks learners must provide accurate explanations for at least four examples of sources of information – including why they are useful sources of information and any potential drawbacks.

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. 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 needs 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?

Some initial class activity will be needed in order to introduce learners to the range of terms needed **ETC guidance to be reviewed from here**

Learners could work in small groups to devise a list of questions to ask professionals from the different sectors about aspects related to equality and diversity. 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 2:Working together and communicating. 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	• developing the skills needed to explore the principles and values of the sectors
Creative thinkers	• generating ideas and exploring possibilities about own values, knowledge and skills • asking questions about reflective practice to extend their thinking
Reflective learners	• reflecting on their own values, knowledge and skills • considering reflective practice
Team workers	• working in small groups to carry out the investigation • collaborating with others to work towards common goals • discussing and reaching agreements • taking responsibility • showing commitment
Self-managers	• working towards goals in the investigation, showing initiative, commitment and perseverance • organising time and resources, prioritising actions
Effective participators	• discussing issues of concern in the investigation, seeking any necessary resolution • proposing practical ways forward by identifying improvements that would benefit others as well as themselves • trying to influence others to reach workable solutions

Functional Skills – Level 2

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

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

Work Experience

- Students could visit the managers who work within the sectors

- Visit the House of Parliament and listen to a debate

Employer Links

- Police

- Paramedics

- Social Worker

- Nursing Staff

- Patient Advisory Liaison Service

- Managers from the different Sectors

- Member of Parliament

Specialist Links

- www.gov.uk

- www.SOVA.uk

- www.ace.org.uk

- www.cre.gov.uk

- www.criminaljustice.uk.org

- www.gov.uk

- www.guidedogs.org.uk

- www.hearingdogs.org.uk

- www.PALS.com

- www.community-care.co.uk

- www.skillsforcareanddevelopment.org.uk

- www.society.guardian.co.uk

- www.society.times.co.uk

- www.eoc.org.uk

- www.basw.co.uk

- www.rightsnet.org.uk

- www.childpolicy.org.uk

- www.dsthealthsolutions.com

Unit 2: Working together and communicating

Principal Learning unit

Level 2

Guided learning hours 60

Internally assessed (40 hours learning time with approx. 20 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?

When have you worked in a team?
What did you achieve as a result?
Did all the team members pull their weight?

Those who work in any public sector service require good communication skills, and practitioners 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.

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.

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?

This unit will provide you with opportunities to develop an understanding of how and why communication, information sharing and partnership working are of fundamental importance 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 use of different methods of communication and how to overcome or minimise barriers to communication

2   Be able to use different methods to communicate effectively for different purposes and situations

3   Understand the purpose of recording and reporting arrangements for a range of settings and know the ways in which information is shared within teams and between organisations, including inherent difficulties and risks

4   Understand why confidentiality, accuracy and security of records is important

5   Be able to complete records accurately and legibly

6   Understand what is meant by successful partnership working, including statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services

7   Be able to work effectively as a member of a team.

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.
She could have been drinking heavily. How could she and her unborn baby be supported/protected?

What sort of support will she need?
What are her choices?
What decisions will she have to make?

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.
Remember that (E)'s wife could have dementia and take this into consideration.

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:

- Police community support team
- 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?

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

Following the incident some of the characters require medical assistance.

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 the use of different methods of communication and how to overcome or minimise barriers to communication

Understanding of the use of different methods of communication within the sectors should be developed.

Different methods should include, for example:

- verbal communication
- non-verbal communication
- one-to-one and group situations
- formal and informal situations.

Verbal communication could include, for example:

- speech
- language eg first language, dialect, jargon
- listening and reflecting back.

Non verbal communication could include, for example:

- posture/body language
- facial expression
- touch or contact
- silence
- proximity
- reflective listening
- variation between cultures
- the use of signs, symbols, pictures and writing
- objects of reference
- the use of human and technological aids to 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 learning disabilities
- any sensory issues
- the situation.

Barriers to communication should be understood and how they can be overcome.

Barriers could include, for example:

- sensory impairment
- the preferred spoken language
- jargon/slang/dialect
- use of acronyms
- cultural differences
- misinterpretation of messages/differing humour
- distress/emotional issues
- learning disabilities
- inappropriate behaviour/aggression
- environmental factors.

Barriers to communication may be overcome/mimimised by, for example:

- adapting the environment
- understanding language needs and preferences
- using the individual's preferred spoken language
- active listening
- body language/eye contact/proximity
- allowing sufficient time
- repeating the message/getting individuals to repeat the message
- confirming information
- alternative forms of communication eg sign language, lip-reading, use of signs, symbols, pictures and writing
- technological aids to communication
- human aids eg advocates, interpreters, translators and signers.

2. Be able to use different methods to communicate effectively for different purposes and situations	Communication skills should be developed and practised with individuals of different ages, for different purposes and in different situations.
	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 suffered a

stroke.

Consideration should be given to potential barriers and how they could be minimised/overcome.

3. Understand the purpose of recording and reporting arrangements for a range of settings and know the ways in which information is shared within teams and between organisations, including inherent difficulties and risks	Understanding of the purpose of recording and reporting arrangements for a range of settings in the children and young people's, social care, community justice and health sectors should be developed. Reasons for recording and sharing different types of information could be in relation to, for example: • legal and organisational requirements • providing key information to other professionals/carers • health and safety • security • protection issues. Ways in which information is shared should include: • within teams eg at shift changeovers • between organisations egXXX Awareness of a variety of appropriate formats, according to the needs of individuals, including: • hand held notes • braille • audio patient information. Risks involved in information sharing may be, for example: • risks to service users • risks to optimum delivery of services eg financial • risks to practitioners.
4. Understand why confidentiality, accuracy and security of records is important	Understanding of the importance of confidentiality, accuracy and security of records should be developed. The skills required for the completion of appropriate records accurately and legibly should be developed, practised and demonstrated for different situations.
5. Be able to complete records accurately and legibly	Records should be: • accurate, using correct grammar and punctuation • dated • signed • clearly written and legible.

Terms that are used in different sectors should be applied when completing forms from various sectors.

6. Understand what is meant by successful partnership working, including statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services

Understanding of how different organisations or individual practitioners form teams to work together successfully will be developed.

This could include, for example:

- agreeing on agendas/working methods
- good communication channels/sharing of information
- the importance of equity.

Awareness of a wide range of partnerships will be developed. Partnerships could include:

- Youth Offending Teams
- Crime and Disorder Reduction partnerships
- Connexions partnerships
- Children's centres
- Voluntary sector provision.

Local partnerships form teams consisting of professionals with a variety of different roles, from different agencies, working together.
eg 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. eg 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.

Understanding of the importance of working in 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.

7. Be able to work effectively as a

In order to work with others as part of a team certain skills are needed. These can be developed, and include:

member of a team.
- collaboration
- division of tasks
- understanding different perspectives
- supporting other team members
- working to common goals
- working proactively
- responding to issues as they occur
- taking on and adapting to different roles
- adapting to different situations
- being fair and considerate
- respecting others
- providing feedback and support to other people.

QCF Unit Summary

Learning Outcome	Assessment for Unit 1 Level 2
The learner will:	**The learner can:**
1. **Understand the use of different methods of communication and how to overcome or minimise barriers to communication**	Investigate the use of different methods of communication in two different settings and **outline** their use in the two settings, including how potential barriers to communication may be overcome or minimised
2. **Be able to use different methods to communicate effectively for different purposes and situations**	Plan and participate in two interactions, **outlining** own effective use of different methods of communication for different purposes and situations, identifying potential improvements (EP4)
3. **Understand the purpose of recording and reporting arrangements for a range of settings and know the ways in which information is shared within teams and between organisations, including inherent difficulties and risks**	**Outline** the purpose of recording and reporting arrangements for at least three different settings, and at least three ways in which information is shared within teams and between organisations, using examples, including inherent difficulties and risks and exploring the issues from different perspectives (IE3)

4. Understand why confidentiality, accuracy and security of records is important	**Outline** why confidentiality, accuracy and security of records is important, using examples
5. Be able to complete records accurately and legibly	Complete three different records of information accurately and legibly for different situations and **outline** the process, including the importance of recording the included information
6. Understand what is meant by successful partnership working, including statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services	**Outline** what is meant by successful partnership working, using examples of both statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services
7. Be able to work effectively as a member of a team.	Plan, participate in effectively and **outline** a team event, including reflection on own role and the roles of others (RL1, TW1, TW2).

How you will be assessed

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

1. The first task will involve the production of a report. You need to investigate the use of different methods of communication and demonstrate that you understand different methods and can use communication skills effectively.

Firstly you need to investigate the use of a variety of methods of communication, including both verbal and non-verbal communication, in two different settings. You need to consider potential barriers to communication and how these are overcome or minimised.

You should include the results of this investigation in your report.

You then need to build on this investigation and plan and participate in two interactions with people of different ages or in different situations. You then need to reflect on your own use of different methods of communication, as well as feedback you receive from others.

One of these these interactions should be in a one-to-one situation.

The other should be in a small group.

You need to produce evidence to demonstrate that you have:

- planned the interactions

- considered the skills you will use

- considered any barriers that might affect the interaction and how you could overcome or minimise them

- participated well, using a variety of communication skills.

You will also need to consider the most appropriate method to get feedback on the interactions depending on the age of the people and the situation.

These interactions could take place during visits to relevant organisations or work experience.

You need to write a full report of each interaction that demonstrates understanding of the use of different methods of communication, how potential barriers to communication can be minimised or eliminated, and reflection on your own participation. You may use a range of evidence, such as witness testimonies, observation sheets, feedback sheets, evaluation sheets, dictaphones and/or video evidence to support your evidence for this unit.

These interactions will enable you to develop and demonstrate skills as an effective participator.

2. The second task also involves the production of 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 purpose of recording and reporting activities for at least three different settings

- at least three ways in which information is shared within teams and between

  organisations, using examples

- the inherent difficulties and risks in information sharing

- why confidentiality, accuracy and security of records is important.

You should consider some of the issues from different perspectives – for example the individual, the community, victims of crime, witnesses.

You then need to demonstrate that you can complete three different records of information for different situations –producing an account of the process – including the importance of

recording the included information.

When completing these records you need to use the terminology relevant to the sector/s. The information must be accurately written with correct spelling, punctuation and grammar. İt must also be clear and legible.

3. The third task involves the production of leaflets or case studies. You need to produce either leaflets or case studies about at least three examples of partnership working in your local area. You should include at least one example of a statutory partnership and one example of a non-statutory partnership and the differences between them. You need to research and reflect on what makes a successful partnership and any potential barriers to successful partnership working in the three examples you have given.

You need to include an account of the partnerships, including why and how the different organisations/sectors work together.

You also need to include what is meant by successful partnership working, how it is different from team working and why partnership working is important in providing effective services.

4. The fourth task is to work in a team and organise an event – then produce an account. You need to work in a small team of learners to organise an event for children/young people or older people. This could be in your school/college, or in a setting that the children/young people/older people use. You then need to reflect on the event, including your own effectiveness in your role, and write an account about the event, including:

- information about your role in the team
- how you worked with other members of the team
- a log of activites you undertook as part of the team
- an evaluation of your role and the roles of others
- an evaluation of the success of the event.

You need to explain how you negotiated and worked with people outside your team. You could also provide an account of costs involved in setting up the event.

Your team will need to have regular meetings to plan your event and to check you are on target. You could each take it in turns to record the decisions made.

You may use witness statements and feedback sheets to support your evidence for this unit. These could be provided, for example, by other team members or those participating in the event.

This team event will enable you to develop, practise and demonstrate a variety of skills relevant to this unit, including some of the skills needed for successful partnership working. These include communication, information sharing and record keeping – and the team event will therefore help to contextualise your learning. It will also enable you to develop skills as a reflective learner and a team worker, two of the personal, learning and thinking skills.

Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark total
1. Understand the use of different methods of communication and how to overcome or minimise barriers to communication	Investigate the use of different methods of communication in two different settings and **outline** their use in the two settings, including how potential barriers to communication may be overcome or minimised	Investigate the use of different methods of communication in two different settings and **describe** their use in the two settings, including how potential barriers to communication may be overcome or minimised	Investigate the use of different methods of communication in two different settings and **explain** their use in the two settings, including how potential barriers to communication may be overcome or minimised	
	1-4	**5-7**	**8-10**	**10**
2. Be able to use different methods to communicate effectively for different purposes and situations	Plan and participate in two interactions, **outlining** own effective use of different methods of communication for different purposes and situations, identifying potential improvements	Plan and participate in two interactions, **describing** own effective use of different methods of communication for different purposes and situations, identifying potential improvements	Plan and participate in two interactions, **explaining** the effectiveness of own use of different methods of communication for different purposes and situations, identifying potential improvements	
	1-4	**5-7**	**8-10**	**10**
3. Understand the purpose of recording and reporting arrangements for a range of settings and know the ways in which information is shared within teams and between organisations, including inherent difficulties and risks	**Outline** the purpose of recording and reporting arrangements for at least three different settings, and at least three ways in which information is shared within teams and between organisations, using examples, including inherent difficulties and risks and exploring the issues from different perspectives	**Describe** the purpose of recording and reporting arrangements for at least three different settings, and at least three ways in which information is shared within teams and between organisations, using examples, including inherent difficulties and risks and exploring the issues from different perspectives	**Explain** the purpose of recording and reporting arrangements for at least three different settings, and at least three ways in which information is shared within teams and between organisations, using examples, including inherent difficulties and risks and exploring the issues from different perspectives	

	1-4	5-7	8-10	10
4. Understand why confidentiality, accuracy and security of records is important	**Outline** why confidentiality, accuracy and security of records is important, using examples	**Describe** why confidentiality, accuracy and security of records is important, using examples	**Explain** why confidentiality, accuracy and security of records is important, using examples	

	1-3	4-5	6-7	7
5. Be able to complete records accurately and legibly	Complete three different records of information accurately and legibly for different situations and **outline** the process, including the importance of recording the included information	Complete three different records of information accurately and legibly for different situations and **explain** the process, including the importance of recording the included information	Complete three different records of information accurately and legibly for different situations and **evaluate** the process, including the importance of recording the included information	

	1-3	4-5	6-7	7
6. Understand what is meant by successful partnership working, including statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services	**Outline** what is meant by successful partnership working, using examples of both statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services	**Describe** what is meant by successful partnership working, using examples of both statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services	**Explain** what is meant by successful partnership working, using examples of both statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services	

	1-3	4-5	6-7	7
7. Be able to work effectively as a member of a team.	Plan, participate in effectively and **outline** a team event, including reflection on own role and the roles of others.	Plan, participate in effectively and **describe** a team event, including reflection on own role and the roles of others.	Plan, participate in effectively and **evaluate** a team event, including reflection on own role and the roles of others.	

	1-4	5-7	8-9	9
		Total marks		60

Assessment Guidance
Guidance to the Assessment Grid

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

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.
Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

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

Guidance for Allocating Marks

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices: Examples of lifestyle choices include: • whether or not to give up smoking, or at least reduce the

	number of cigarettes smoked
	• not eating a balanced diet – possibly because of eating too many fast foods
	• choosing not to exercise very much – having a sedentary job and not exercising outside of working hours.
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 (1-4 marks)	Learners will carry out the investigation in two different settings, outlining the use of different methods of communication in the settings, including how potential barriers may be overcome or minimised. For full marks learners must provide an outline of the use of a range of different methods of communication in both settings, including how at least four potential barriers may be overcome or minimised, with examples from each setting. Marks in this band are also appropriate for learners who have provided evidence appropriate to higher mark bands, but only investigated one setting.
Mark Band 2 (5-7 marks)	To get into this band, responses could include a mix of outlines and descriptions, but must include descriptive accounts for at least one of the settings. For full marks responses could include a mix of outlines and descriptions, but learners must provide evidence that covers a range of communication skills in each setting and at least four potential barriers, mostly in the form of descriptive accounts.
Mark Band 3 (8-10 marks)	To get into this band, responses could include a mix of descriptions and explanations, but must include explanatory comments for at least one of the settings. For full marks responses could include a mix of descriptions and explanations, but learners must provide evidence that covers a range of communication skills in each setting and at least four potential barriers, including explanatory comments for most of them.

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 (1-4 marks)	Learners will plan and participate in two interactions and outline their own effective use of different methods of communication – verbal and non-verbal, including for different purposes and situations. They will also identify potential improvements. Feedback will indicate that the learner has communicated clearly and effectively. For full marks learners must provide accurate outlines for both interactions, including a range of different methods of communication – verbal and non-verbal. They will have outlined their own effective use of communication skills and potential improvements. Marks in this band are also appropriate for learners who have provided some descriptive or explanatory evidence but for only one interaction, or whose feedback does not indicate clear and effective communication.
Mark Band 2	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. Feedback will

(5-7 marks)	indicate that the learner has communicated clearly and effectively in both interactions.
	At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments.
	For full marks evidence across the assessment focus for both interactions is likely to be largely descriptive.
Mark Band 3 **(8-10 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. Feedback will indicate that the learner has communicated clearly, effectively and confidently in both interactions, with a wide range of skills.
	At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.
	For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 3 **Learning Outcome 3**	
Mark Band 1 **(1-4 marks)**	Learners will outline the purpose of recording and reporting arrangements for at least three different settings, and at least three ways in which information is shared within teams and between organisations, using examples. They will include inherent difficulties and risks and explore the issues from different perspectives – such as those of different individuals or different organisations.
	For full marks learners must provide accurate information across the assessment focus, mostly in the form of outlines. Marks in this band are also appropriate for learners who have provided descriptive accounts or explanations, but not considered different perspectives, or not provided information across the whole of the assessment focus.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character.
	At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments.
	For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(8-10 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character.
	At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.
	For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 4 Learning Outcome 4	
Mark Band 1 **(1-3 marks)**	Learners will outline why confidentiality, accuracy and security of records is important, using examples. For full marks learners must provide accurate outlined information for all aspects of the assessment focus. Marks in this band are also appropriate for learners who have provided descriptive or explanatory evidence, but not included evidence across the assessment focus, or not included examples.
Mark Band 2 **(4-5 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(6-7 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 5 Learning Outcome 5	
Mark Band 1 **(1-3 marks)**	The three records of information will be completed accurately and legibly, for different situations. The process of completing the forms will be outlined, including the importance of recording the included information. For full marks each form will be completed accurately and legibly and the process of completing the forms and the importance of recording the included information will be outlined. This mark band is also appropriate for learners who provide evidence appropriate to higher bands, but only complete one or two records, or do not complete records for different situations.
Mark Band 2 **(4-5 marks)**	Expectations for this band follow the pattern for band 1, but the responses to the process of completing the forms and the importance of recording the included information will be explanatory in character. The completed records will include detail. For full marks evidence for both the process of completing the forms and the importance of recording the included information is likely to include explanatory comments.
Mark Band 3	Expectations for this band follow the pattern for band 2, but

(6-7 marks)	the responses to the process of completing the forms and the importance of recording the included information will include evaluative comments. The completed records will include full detail. For full marks evidence for both the process of completing the forms and the importance of recording the included information is likely to include evaluative comments.

Assessment Focus 6 **Learning Outcome 6**	
Mark Band 1 **(1-3 marks)**	Responses in this band will be in the form of outlines. For full marks, accurate information will be provided across the assessment focus, largely in the form of outlines. Examples of both statutory and non-statutory partnerships will be included. Marks in this band are also appropriate for learners who provide descriptive or explanatory accounts, but do not provide examples of both statutory and non-statutory partnerships, or include evidence for less than three partnerships, or do not include all aspects of the assessment focus in their responses.
Mark Band 2 **(4-5 marks)**	To get into this band evidence will include descriptions. It is likely to be a mix of outlines and descriptions, with at least half – as a rough guide – being in the form of description. For full marks learners must provide accurate descriptions for all aspects of the assessment.
Mark Band 3 **(6-7 marks)**	To get into this band evidence will include explanations. It is likely to be a mix of descriptions and explanations, with at least half – as a rough guide – being in the form of explanation. For full marks learners must provide accurate explanations for all aspects of the assessment.

Assessment Focus 7 **Learning Outcome 7**	
Mark Band 1 **(1-4 marks)**	Learners will plan and participate effectively in a team event. The outline of the event will include information about planning and own role in the team – including working with other members of the team, and the role of others in the team. For full marks feedback must indicate that learners contributed within the framework of the team. Most relevant information about planning and roles will be outlined. Marks in this band are also appropriate for learners who have provided evidence appropriate to higher bands, but whose feedback indicated that they contributed poorly within the framework of the team.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. For full marks evidence for most aspects of the event will be in the form of descriptions, and feedback must indicate that learners contributed well within the framework of the team.

Mark Band 3	Expectations for this band follow the pattern for band 2, but the responses will include some evaluative comments.
(8-9 marks)	Feedback will indicate that learners contributed well within the framework of the team, and with confidence.
	For full marks evidence for most aspects of the event will include evaluative comments.

Delivery Guidance

General guidance on delivery:

Tutors are advised this unit can be co-taught with Units 3 and 4 at level 1.

In this unit learners will have the opportunity to develop an understanding of how and why communication skills are important to everyone who uses or works in children and young people's, social care, community justice and health sectors and settings. Learners will understand different methods of communication, the barriers to effective communication and how they can be overcome and minimised. Learners will have the opportunity to practice and demonstrate communication skills for different reasons and in different situations. Learning the terminology used by different sectors. This is an opportunity to create a glossary of terms for each sector and learners could interview a professional from each of the sectors to create the glossary. Learners will be expected to use this terminology when completing the records for two different situations.

Learners will need to research communication skills the barriers to communication and human and technological aids that could be used. Learners will need time to practice communication skills and understand barriers before undertaking the assessment criteria. The following should be considered by tutors when planning schemes of work:

- Methods of communicating with individuals of all ages.
- The barriers to communication, how they can be avoided or minimised, including the use og human and technological aids.
- The similarities and differences in accepted terminology within different sectors and with different groups of people. Tutors should aim to give learners the opportunity to visit or speak to someone working in each of the four sectors.
- How information is reported and recorded in a setting from each of the following sectors – children and young peoples services, health services, social care sercices and justice service.
- How each one maintains the confidentiality of information and keeps information secure.
- The difficulties and risks that can arise when information is passed between people or organisations. Learners may find interviewing staff from their own school or college, finding out about the information held in school or college, how it is stored, who has access to it and how information is passed on to other organisations.

Learners should be encouraged to assess their own and each others performance for both the interactions and the team event. Tutors will need to set the climate for this to encourage positive and constuctive criticism. When learners are completing interactions in settings where possible they should use each other as observers to help the staff in the setting. Learners will develop knowledge and understanding of different types of partnership working including statutory and non-statutory partnerships.

Local partnerships form teams consisting of professionals, with a variety of different roles, from different agencies, working together. Professionals can come together at a case conference with an individual and identify their own particular input into the delivery of care for the individual. In other circumstances it may be to deliver a strategy to a larger group of people. An example of this would be 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.

The opportunity should be available to develop a basic knowledge of the types and purposes of partnership working. These can be within and/or across children and young people's services, social care services, community justice and health sectors and settings. Partnerships can be across a range of sectors and services.

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 and the possible outcomes. This could be recorded as a cloudburst or similar diagram.

Following on from this, learners could then begin to identify questions they need to ask professionals about how partnership working helps individuals who require services.

Learners will then need to research the roles of professionals working in partnerships. These will include professionals from social services, health services, children and young people's services and community justice. Professionals from the local community will need to be contacted, initially through, for example, the local authority children's and young people's services, the Connexions service within the school or college, a school nurse, a local health centre, a community police officer, private nurseries or residential care homes. Tutors may like to provide students with an example of a local partnership such as a 'Sure Start' project or a local 'Community Safety and Drugs Partnership' and discuss which professionals might be involved and what the aim of the partnership is. Extended schools also involve partnership working and may be used as examples.

Learners will have the opportunity to complete sample records accurately and legibly using the correct terminology. This could be as part of the team event where they pass information about the event to a nursery or older persons setting, e.g. the minutes from a meeting that the learner has taken. Tutors could present students' with a case studies and complete a care plan for the character in the case study or and admissions form for a care setting. Learners could complete their own contact and personal information for their school or college as a starting point for discussion about why information needs to be recorded and how it is stored and kept confidential.

From this knowledge learners will understand why partnership working is important and what makes 'successful partnerships' Evidence will be further developed through the team event.

Tutors should be aware that preparation of the learners prior to the start of the team event will be essential to allow learners opportunities to gain further understanding and the evidence needed for the grading criteria.

Guidance for the delivery of personal, learning and thinking skills

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

Skill	Activities
Independent enquirers	• Identifying questions they need to ask professionals about the terminology used in a specific sector • Planning and carrying out research for the team event and understanding the consequences of decisions made by themselves and the team • Exploring different ways that records are kept • Analysing and evaluating their one to one and group interactions. • Considering the influence of barriers, culture and age on their interactions
Creative thinkers	• Generating ideas for the team event and with whom they could undertake the interactions • Asking questions when they are planning the team event in a setting • Trying out alternatives or new solutions when they are discussing ideas for the team event. • Adapt their ideas as they plan the team event and interactions
Reflective learners	• Assessing their own and others performance, in the team event and interactions • Setting goals to complete the team event • Reviewing the progress and organisation of the team event at regular meetings, and acting on the decisions made by the team • Inviting feedback from those people the team event was intended. By inviting feedback from those involved after the interactions and dealing with criticisms effectively • Evaluating the team event and the interactions, identifying skills and methods they could improve in the future • Communicating in the interactions with people of different ages in different circumstances and using feedback sheets appropriate to the age and abilities of those taking part
Team workers	• Working together in the team event, co-operating with others to work towards common goals to complete the event. • At each team meeting learners can demonstrate team working by: Reaching agreements, managing discussions to achieve results, adapting behaviour to suit different roles and situations, showing fairness and consideration to others, taking responsibility, showing confidence in themselves and their contribution, providing constructive support and feedback to others.
Self-managers	• Completing their own role in the team event and by managing their one to one and group interactions, learners will: work towards goals, show initiative, commitment and perseverance • Organising their time and resources, prioritising their time during the team event and group interaction • Dealing with competing pressures of deadlines for the team event and completing the evidence criteria for the unit • Responding positively when things need to change during the managing of the team event. Seeking advice and support from each other, tutors and professionals in settings

Effective participators	• Reviewing their progress at team meetings, discussing issues of concern and looking for answers
	• Presenting arguments and ideas in a persuasive way at team meetings. Proposing practical ways forward in manageable steps. Influencing other members of the team, at the same time negotiating and balancing views to reach workable solutions
	• Evaluating the progress of the team event and interactions, identifying improvements that can benefit themselves and others who take part
	• When discussing ideas for the team event put forward views and beliefs on behalf of the intended client group even if they differ from their own views and beliefs.

Functional Skills – Level 2

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

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

Work experience

Specialist Resources

(resources necessary for this unit)

- www.bt.com/betterworld/resources
- www.dh.gov.uk/en/Publicationsandstatistics/Legislation/Actsandbills/DH_4002304
- www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4003149
- www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4089515

(about NHS patrnerships and give some excellent links to PDF files about partnerships.)

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Unit 3: Safeguarding and Protecting Individuals

Principal Learning unit

Level 2

Guided learning hours 60

Internally assessed (40 hours learning time with approx. 20 hours for assessment)

About this Unit

How can we safeguard children?

What would you do if you worked in an early years setting and suspected a parent who had arrived to drive their child home had been drinking alcohol?

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

What if a police officer was trying to stop a fight and people turned on the officer?

Or a nurse in accident and emergency is trying to assess a patient who becomes aggressive?

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?*

In this unit you will develop an understanding of the importance of responsibility for personal health, safety, security and risk assessment in the children and young people's, social care, community justice and health sectors and settings.

Learning outcomes

On completion of this unit a learner should:

1. Be able to research and gather information
2. Know the key legislation that supports safe practices and maintaining standards of health and safety and understand the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals
3. Understand how following policies and procedures in an organisation helps to maintain a safe environment and working conditions and know how to ensure own safety and the safety of others
4. Know a range of emergencies and the appropriate responses that should be taken
5. Understand the main causes of infection and the importance of standard precautions in infection prevention and control
6. Understand the role of risk assessment within and across the sectors and be able to carry out an assessment of risk in a specified situation
7. Understand the importance of establishing and maintaining a trusting relationship with individuals and know how to recognise the signs that an individual is at risk of harm or abuse.

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'?
What is community messaging?

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?

There have recently also been national news reports about the abuse of vulnerable people.

Find such a report and explore the issues it raises.

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. Be able to research and gather information

Primary and secondary research skills to be developed and used:
- primary, eg use of questionnaires, interviews
- secondary, eg use of internet, books, journals, leaflets.

2. Know the key legislation that supports safe practices and maintaining standards of health and safety and understand the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals

Knowledge of the role of legislation/regulations and codes of practice should be developed, using examples.

Detailed knowledge of legislation is not required, only their role.

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.

3. Understand how following policies and procedures in an organisation helps to maintain a safe environment and working conditions and know how to ensure own safety and the safety of others

Three organisational policies in each of two settings with regard to health, safety, and security to be used to explore how following policies and procedures in an organisation help maintain a safe environment and working conditions.

For example, a school, college, voluntary context or work placement organisational policy and procedures with regard to health, safety and security.

Own roles and responsibilities to be investigated.

For example:
- following organisational policies and procedures for safety and security
- risk assessment
- identifying and minimising health, safety and security risks
- recording, reporting and information sharing
- operating within limits of own role and responsibilities.

4. Know a range of emergencies and the appropriate responses

Range of emergencies could include, for example:
- injury
- fire

that should be taken	• flooding • security breach. Appropriate responses to be explored.
5. Understand the main causes of infection and the importance of standard precautions in infection prevention and control	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 hygiene, personal protective equipment and general cleanliness. Two different institutional settings to be used to explore infection control. For example: • a school canteen/dining room • a reception area in a health/social care setting.
6. Understand the role of risk assessment within and across the sectors and be able to carry out an assessment of risk in a specified situation	Understanding of the role of risk assessment in helping to assess and minimise risks and maintain a safe environment and working conditions. Carry out a risk assessment in a work setting, identifying basic hazards and risks.
7. Understand the importance of establishing and maintaining a trusting relationship with individuals and know how to recognise the signs that an individual is at risk of harm or abuse.	Understanding should include the importance of, for example: • boundaries – what they are and why they are needed • promoting independence • supporting individuals with communication • consistency and reliability • helping, enabling • promoting rights • being non-judgemental • maintaining privacy, maintaining confidentiality within boundaries Signs of potential harm or abuse, to include: • potential abuse - physical, emotional, sexual, financial • by self or others • changes in behaviour, failure to thrive, observable evidence, verbal or written complaints.

QCF Unit Summary

Learning Outcome	Assessment for Unit 1 Level 2
The learner will:	**The learner can:**
1. Be able to research and gather information	Plan and carry out an investigation into health, safety and security issues at two settings and **outline** the use of at least one primary and one secondary research method in the investigation (IE2, CT2, SM3)
2. Know the key legislation that supports safe practices and maintaining standards of health and safety and understand the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals	**Identify** three pieces of key legislation that support safe practices and maintain standards of health and safety, and **outline** the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals, using examples
3. Understand how following policies and procedures in an organisation helps to maintain a safe environment and working conditions and know how to ensure own safety and the safety of others	**Outline** how following policies and procedures in an organisation helps to maintain a safe environment and working conditions, and what workers should do in order to ensure their own safety and the safety of others
4. Know a range of emergencies and the appropriate responses that should be taken	**Identify** a range of emergencies and the appropriate responses that should be taken
5. Understand the main causes of infection and the importance of standard precautions in infection prevention and control	**Outline** the main causes of infection, the ways in which they are transmitted and the importance of standard precautions in infection prevention and control

6.	Understand the role of risk assessment within and across the sectors and be able to carry out an assessment of risk in a specified situation	**Identify** the role of risk assessment within and across the sectors and plan, carry out and **outline** own risk assessment in a specified situation – presenting a persuasive case for action (EP2)
7.	Understand the importance of establishing and maintaining a trusting relationship with individuals and know how to recognise the signs that an individual is at risk of harm or abuse.	**Outline** the importance of establishing and maintaining a trusting relationship with individuals, and how to recognise the signs that an individual may be at risk of harm or abuse

How you will be assessed

One assignment is required for the assessment of this unit, involving the production of a training pack for new workers.

For this assignment you need to plan and carry out investigations into health, safety and security issues at two settings and produce a training pack based on your findings.

You should choose settings in two of the following sectors:

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

The overall investigation may be a group activity, but your training pack should be your own work.
The investigation will enable you to develop personal, learning and thinking skills such as those of an independent enquirer, a creative thinker, and a self-manager.

When you submit your evidence you should also include an account of your planning and how you carried out the investigation, including methods used – involving at least one primary and at least one secondary research method.

Your training pack should include:

- three pieces of key legislation, regulations and/or codes of practice that support safe practices and maintain standards of health and safety

- their role in governing health, safety and security so as to protect individuals, using examples

- at least three organisational policies across the two settings with regard to health, safety, and security and how following these policies and procedures helps to maintain a safe environment and working conditions

- what workers in both settings should do in order to ensure their own safety and the safety of others

- a range of emergencies (at least six) and the appropriate responses that should be taken – this could be tabulated

- the main causes of infection, relevant to the settings, and the ways in which infections are transmitted

- standard precautions in infection prevention and control, relevant to the settings, and why they are important

- the role of risk assessment in the settings, how this relates to the sectors as a whole and across the sectors

- an account of a risk assessment that you have carried out yourself in a specified situation – including the planning and how you carried it out – this will support your development as an effective participator

- the importance of establishing and maintaining a trusting relationship with individuals

- how to recognise the signs that an individual may be at risk of harm or abuse.

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, for example, a work setting supervisor, or a tutor, with respect to the risk assessment.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3	Mark total
1. Be able to research and gather information	Plan and carry out an investigation into health, safety and security issues at two settings and **outline** the use of at least one primary and one secondary research method in the investigation	Plan and carry out an investigation into health, safety and security issues at two settings and **describe** the use of at least one primary and one secondary research method in the investigation	Plan and carry out an investigation into health, safety and security issues at two settings and **explain** the use of at least one primary and one secondary research method in the investigation	
	1-4	**5-7**	**8-9**	**9**
2. Know the key legislation that supports safe practices and maintaining standards of health and safety and understand the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals	**Identify** three pieces of key legislation that support safe practices and maintain standards of health and safety, and **outline** the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals, using examples	**Outline** three pieces of key legislation that support safe practices and maintain standards of health and safety, and **describe** the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals, using examples	**Describe** three pieces of key legislation that support safe practices and maintain standards of health and safety, and **explain** the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals, using examples	
	1-4	**5-7**	**8-10**	**10**
3. Understand how following policies and procedures in an organisation helps to maintain a safe environment and working conditions	**Outline** how following policies and procedures in an organisation helps to maintain a safe environment and working conditions, and what workers should do in order to ensure their own safety and the safety	**Describe** how following policies and procedures in an organisation helps to maintain a safe environment and working conditions, and what workers should do in order to ensure their own safety and the safety	**Explain** how following policies and procedures in an organisation helps to maintain a safe environment and working conditions, and what workers should do in order to ensure their own safety and the safety	

Learning outcome	1-3	4-5	6-7	
and know how to ensure own safety and the safety of others	of others	of others	of others	7
4. Know a range of emergencies and the appropriate responses that should be taken	**Identify** a range of emergencies and the appropriate responses that should be taken	**Describe** a range of emergencies and the appropriate responses that should be taken	**Explain** a range of emergencies and the appropriate responses that should be taken	7
5. Understand the main causes of infection and the importance of standard precautions in infection prevention and control	**Outline** the main causes of infection, the ways in which they are transmitted and the importance of standard precautions in infection prevention and control	**Describe** the main causes of infection, the ways in which they are transmitted and the importance of standard precautions in infection prevention and control	**Explain** the main causes of infection, the ways in which they are transmitted and the importance of standard precautions in infection prevention and control	

	1-4	5-7	8-10	
6. Understand the role of risk assessment within and across the sectors and be able to carry out an assessment of risk in a specified situation	**Identify** the role of risk assessment within and across the sectors and plan, carry out and **outline** own risk assessment in a specified situation - presenting a persuasive case for action	**Outline** the role of risk assessment within and across the sectors and plan, carry out and **describe** own risk assessment in a specified situation - presenting a persuasive case for action	**Describe** the role of risk assessment within and across the sectors and plan, carry out and **explain** own risk assessment in a specified situation - presenting a persuasive case for action	10
7. Understand the importance of establishing and maintaining a trusting relationship with individuals and know how to recognise the signs that an individual is at risk of	**Outline** the importance of establishing and maintaining a trusting relationship with individuals, and how to recognise the signs that an individual may be at risk of harm or abuse	**Describe** the importance of establishing and maintaining a trusting relationship with individuals, and how to recognise the signs that an individual may be at risk of harm or abuse	**Explain** the importance of establishing and maintaining a trusting relationship with individuals, and how to recognise the signs that an individual may be at risk of harm or abuse	10

harm or abuse.				
	1-3	4-5	6-7	7
		Total marks		60

Assessment Guidance
Guidance to the Assessment Grid

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

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.
Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

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

Guidance for Allocating Marks

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

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices: Examples of lifestyle choices include:

	- whether or not to give up smoking, or at least reduce the number of cigarettes smoked - not eating a balanced diet – possibly because of eating too many fast foods - choosing not to exercise very much – having a sedentary job and not exercising outside of working hours
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 **(1-4 marks)**	Learners will plan and carry out an investigation into health, safety and security issues at two settings and outline the use of methods used in the investigation. For full marks learners must investigate two settings and outline the use of at least one primary and one secondary research method in the investigation Marks in this band are also appropriate for learners who have provided evidence appropriate to higher mark bands, but only investigated one setting or not used both primary and secondary research methods.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(8-9 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 **(1-4 marks)**	Learners will identify three pieces of key legislation and outline the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals, using examples. Learners who only identify legislation can only be awarded marks at the lower end of the mark band. For full marks learners must provide accurate outlines for the role of legislation, regulations and codes of practice in governing health, safety and security, using examples, as well as identifying the three pieces of legislation. Marks in this band are also appropriate for learners who have provided some descriptive or explanatory evidence but not fulfilled all the requirements of the assessment focus.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will involve outlines/descriptions. At the lower end of the mark range evidence is likely to include a mix of identification, outlines and descriptions. For full marks evidence across the assessment focus is likely to be largely outlines/descriptions.
Mark Band 3 **(8-10 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be descriptive/explanatory in character.

	At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive/explanatory comments. For full marks evidence across the assessment focus is likely to include descriptive and explanatory comments.

Assessment Focus 3 Learning Outcome 3	
Mark Band 1 **(1-3 marks)**	Learners will outline how following policies and procedures in an organisation helps to maintain a safe environment and working conditions, and what workers should do in order to ensure their own safety and the safety of others. For full marks learners must provide accurate outlines across the requirements of the assessment focus. Marks in this band are also appropriate for learners who have provided descriptive accounts or explanations, but not considered all aspects of the assessment focus.
Mark Band 2 **(4-5 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(6-7 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 4 Learning Outcome 4	
Mark Band 1 **(1-4 marks)**	Learners will identify a range of emergencies and the appropriate responses that should be taken. For full marks learners will identify at least six emergencies and the appropriate responses. Marks in this band are also appropriate for learners who have provided descriptive or explanatory evidence, but not included at least six emergencies, or those who have included at least six emergencies but not the responses to them.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of identification and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.

Mark Band 3 (8-10 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character.
	At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.
	For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 5 Learning Outcome 5	
Mark Band 1 (1-4 marks)	Learners will outline the main causes of infection, the ways in which they are transmitted and the importance of standard precautions in infection prevention and control. For full marks responses will include accurate information across the assessment focus, largely in the form of outlines. Marks in this band are also appropriate for learners who have provided descriptive or explanatory evidence but not included evidence across the mark band, or not used examples relevant to the chosen settings.
Mark Band 2 (5-7 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 (8-10 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 6 Learning Outcome 6	
Mark Band 1 (1-4 marks)	Learners will identify the role of risk assessment within and across the sectors. They will also plan, carry out and outline their own risk assessment in a specified situation. For full marks, learners will accurately identify the role of risk assessment and include accurate evidence outlining their own risk assessment. Witness testimonies will support this. Marks in this band are also appropriate for learners who have provided descriptive or explanatory evidence but not included evidence across the whole of the assessment focus.
Mark Band 2 (5-7 marks)	Expectations for this band follow the pattern for band 1, but the responses will involve outlines/descriptions. At the lower end of the mark range evidence is likely to include a mix of identification, outlines and descriptions. For full marks evidence across the assessment focus is likely to be largely outlines/descriptions.

| Mark Band 3

(8-10 marks) | Expectations for this band follow the pattern for band 2, but the responses will be descriptive/explanatory in character.

At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive/explanatory comments.
For full marks evidence across the assessment focus is likely to include descriptive and explanatory comments. |
| --- | --- |

| **Assessment Focus 7**
Learning Outcome 7	
Mark Band 1

(1-3 marks) | Learners will outline the importance of establishing and maintaining a trusting relationship with individuals, and how to recognise the signs that an individual may be at risk of harm or abuse.
For full marks, accurate outlines must be included across the whole of the assessment focus.
Marks in this band are also appropriate for learners who provide descriptive or explanatory responses, but do not include evidence across the whole of the assessment focus. |
| Mark Band 2

(4-5 marks) | Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character.

At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments.
For full marks evidence across the assessment focus is likely to be largely descriptive. |
| Mark Band 3

(6-7 marks) | Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character.

At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.
For full marks evidence across the assessment focus is likely to include explanatory comments. |

Assessment Focus 1/2/3/4/5/6 Learning Outcomes 1/2/3/4/5/6:	
Mark Band 1 (0 – 9 marks)	Learners will have briefly indicated how at least one primary and one secondary research method were used in the investigation. Responses will largely involve identification and brief outlines. Learners will have made straightforward links between key legislation/regulations/codes of practice and organisational policies and practices.
Mark Band 2 (10 – 16 marks)	Learners will have described how different primary and secondary research methods were used in the investigation. Responses will largely be descriptions. Learners will have made informed links, demonstrating clear understanding, between key legislation/regulations/codes of practice and organisational policies and practices.
Mark Band 3 (17 – 22 marks)	Learners will have explained how different primary and secondary research methods were used in the investigation. Responses will largely be explanations. Learners will have made confident and informed connections and explained links between key legislation/regulations/codes of practice and organisational policies and practices.

Assessment Focus 7 Learning Outcome 7:	
Mark Band 1 (0 – 8 marks)	Evidence will involve identification, showing links between methods of transmission and standard precautions to prevent the spread of infection.
Mark Band 2 (9 – 14 marks)	Evidence will involve description, showing clear understanding of links between methods of transmission and standard precautions to prevent the spread of infection.
Mark Band 3 (15 – 20 marks)	Evidence will involve explanation, showing full understanding of the connection between methods of transmission and standard precautions to prevent the spread of infection.

Assessment Focus 8/9 Learning Outcomes 8/9	
Mark Band 1 (1 – 7 marks)	Learners will have identified the role of risk assessment in the settings, and made straightforward links to the sector as a whole and to other sectors. Own risk assessment will be outlined, with information presented clearly and accurately.
Mark Band 2 (8 –12 marks)	Learners will have described the role of risk assessment in the settings, and made straightforward links to the sector as a whole and to other sectors. Own risk assessment will be fully described, with information presented clearly and accurately.
Mark Band 3 13 – 18 marks)	Learners will have explained the role of risk assessment in the settings, and made informed connections and explained links to the sector as a whole and to other sectors.

	Own risk assessment will be explained in detail, with information presented clearly and accurately. Autonomy and accountability will have been demonstrated.

Assessment Focus 10/11 Learning Outcomes 10/11:	
Mark Band 1	Evidence will involve identification, showing links between the importance of trusting relationships and the protection of individuals.
Mark Band 2	Learners will have described links between the importance of trusting relationships and the protection of individuals.
Mark Band 3 (	Links between the importance of trusting relationships and the protection of individuals will be clearly explained, demonstrating application of knowledge and understanding.

Delivery Guidance

It is recommended that centres 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.

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

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

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.

Learners could then 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 vulnerable adults can be protected from harm and abuse, covering all the four sectors.

The case study may provide a useful means of approaching this. 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.

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 2	How can the risk be controlled? Level 2
eg broken chair	learners, staff	someone sitting on it and falling	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.

Health emergencies may occur in community justice, social care, health and children and young people's sectors in a variety of situations. Learners may role play different scenarios related to the sectors. Demonstration of effective and appropriate responses may be included in a session on first aid but there is no expectation that learners will have to take a first aid qualification.

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

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	• through identifying and discussing issues such as sexually transmitted diseases or the spread of MRSA learners will explore issues from different perspectives • through planning and carrying out independent research, learners will identify problems, plan how to resolve them, analyse and evaluate information and judge the its relevance
Creative thinkers	• through generating ideas about prevention of cross infection • by asking questions about what happens if this is not carried out • by connecting their own and others' ideas of how to prevent cross infection
Reflective learners	• by assessing their own competence in carrying out a risk assessment • by setting goals such as conducting a risk assessment in a work setting, and reviewing progress • by inviting feedback from others and evaluating the experience • by communicating their experience of overcoming shyness, and getting involved, or the knowledge gained of risk assessing situations
Team workers	• by working in small groups to discuss the case study • by working in small groups to discuss protection issues • by collaborating with others to work towards common goals • by discussing and reaching agreement
Self-managers	• by actively researching policies in work settings, showing initiative in identifying who can help with this, which policies to choose, and how much to read • by organising the risk assessment
Effective participators	• by discussing how much information to include in the training pack • by seeking resolution where needed • by proposing practical ways forward, breaking these down into manageable steps

Functional Skills – Level 2

Skill	When learners are…
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching on the Internet for information about Every Child Matters and other policies and legislation.
Evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	store information on memory stick or floppy disk, open, create, save and print files
Follow and understand the need for safety and security practices	
Troubleshoot	As appropriate throughout research and production of evidence for assessment
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching infections from the Internet, and producing a training booklet with images on the main causes of infection and identifying standard precautions to prevent infection and its spread
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	Researching legislation
ICT – Develop, present and communicate information	producing a training handbook, using images, and desk top publishing programmes if available
Individuals can enter, develop and format information independently to suit its meaning and purpose including: **Text and tables** **Images** **Numbers** **records**	Producing evidence for assessment
Bring together information to suit content and purpose	Producing evidence for assessment
Present information in ways that are fit for purpose and audience	Producing evidence for assessment
Evaluate the selection and use of ICT tools and facilities used to	Producing the risk assessment chart

present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	• Decide on the methods, operations and tools, including ICT, to use in a situation This unit has limited opportunities to provide evidence for the functional skills in mathematics, however the level of risk may be assigned a number and the degree of risk may be quantified by more able students. It may also be possible to draw a scale diagram of an area to identify hazards, especially when planning an activity such as a party.
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	Take part in formal and informal discussion/exchanges: • Make relevant contributions to discussions, responding appropriately to others • Prepare for and contribute to formal discussion ideas and opinions • Be flexible in discussion, making different kinds of contributions • Present information/points of view clearly and in appropriate language Learners may achieve these when researching material and using it for the discussion of issues about infections and how to prevent cross infection; when discussing how to protect children and vulnerable adults; when

	discussing and presenting findings of risk assessments. Witness testimony may be used to support the notes learners make for their discussions.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	read and understand a range of texts – identifying main points, understanding texts in detail and putting policies into plain language may cover these criteria. The range of texts includes those researched from the Internet on infections, policies from placement, and handouts from tutors or excerpts from textbooks for legislation.
Writing – write documents communicating information, ideas and opinions effectively and persuasively	Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. • Write clearly and coherently including an appropriate level of detail: • Present information in a logical sequence: • Use Language, format and structure suitable for purpose and audience • Use correct grammar including subject verb agreement and correct and consistent use of tense • Proof read and revise writing accuracy of grammar, punctuation and spelling, and to ensure that meaning is clear. The range of documents may include the training booklet and risk assessment proforma. Presentations of risk assessments on PowerPoint may provide on screen documents. Students should peer assess documents. Draft copies of all work should be kept to identify proof reading and any editing required.

Work experience

During work experience learners could gain evidence for 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.

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

There is a wide variety of materials available to support 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

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

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

- www.nhsdirect.nhs.uk/

- www.opsi.gov.uk/

- www.dh.gov.uk/en/Publicationsandstatistics/Legislation/Actsandbills/DH_4002304

- www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4003149

- www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4089515
- www.npsa.nhs.uk

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Unit 4: Growth, Development and Healthy Living

Principal Learning unit

Level 2

Guided learning hours 60

Externally assessed (2 Hour short answer paper)

About this Unit

Why do some people do well in life and others don't?

How is it that people from the same family can vary so much?

Some people get in trouble with the police and get over it.

Others seem to be on a downward slide and end up as addicts or in prison, or both!

Then there are those who never seem to put a foot wrong and go through life as the perfect son, the perfect husband and father.

Even then they aren't always happy. Why?

What is adversity? Sometimes things just 'happen'. How do people cope? What support is there to help people overcome adversity?

In this unit you will develop an understanding of how human growth and development and the health, wellbeing and lifestyle of individuals impact on service provision in the children and young people's, social care, community justice and health sectors and settings.

Learning outcomes

On completion of this unit a learner should:

1   Know the key physical, emotional, social and intellectual changes and developments that take place across the life span

2   Know how the sectors support and monitor these key changes and developments

3   Understand how life events across the life span may impact on growth, development, health and wellbeing

4   Understand how disability and illness might impact on physical, emotional, social and intellectual changes and development, life style choices and opportunities for an individual

5   Know the influence of different conditions, religions, beliefs and cultures on lifestyles

6   Understand the impact of lifestyle choices on health, wellbeing and life opportunities

7   Be able to assess an individual's health, wellbeing and lifestyle, and make recommendations for improvement.

Case study links

In terms of different lifestyles, 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?
Who will give her advice about lifestyle choices?
Are there any lifestyle changes she should be making? Why?
How will both she and her baby develop physically?
After the birth, when will the health visitor check the baby? How often?
What checks will be made? What developmental norms will be looked for?
What about immunisation?

Ex-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.

There are opportunities here to explore different cultural ideas and norms.
Consider a variety of different cultures!

(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.

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 is 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 how she can help 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 screening opportunities are available to them?

(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.

Consider a balanced diet?
What does this mean?
Are (C)'s needs the same as those of her sister?
What about (E)?
His wife?

The son of a neighbour is leaving home to attend a university. He is dyslexic.

What sort of support will he need?
Who would provide this?

A daughter of another neighbour has just been released from youth custody and is seeking an apprenticeship.

What are her needs?
Who will help support/advise her?

Maybe (E)'s wife has Alzheimer's Disease.
Or diabetes?

What are these conditions?
What are the implications for the individual/family/carers?

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.

Another neighbour could have multiple sclerosis.

What you need to cover

1.	Know the key physical, emotional, social and intellectual changes and developments that take place across the life span	Key aspects of development include: • physical — growth, strength, puberty, menopause, ageing • intellectual — throughout life, rapid learning in early years/childhood, language, moral development, thinking, problem solving • emotional — bonding, independence, self-confidence, changes in behaviour • social/cultural — co-operation, teamwork, relationships, beliefs, norms.
2.	Know how the sectors support and monitor these key changes and developments	Role of the sectors in supporting and monitoring these key changes and developments, for example: • the role of the health sector in monitoring growth and development in the early years • the role of the children and young people sector in learning and development • the role of the social care sector in supporting older people or individuals requiring additional support • the role of early interventions.
3.	Understand how life events across the life span may impact on growth, development, health and wellbeing	Understanding of the life span to cover: • conception • prenatal • birth and infancy — 0–3 years • childhood — 4–10 years • adolescence — 11–18 years • adulthood — 19–65 year • older adulthood — 65+ years • the final stages of life. Life events may be either predictable or unpredictable, and include, for example: • birth of a sibling • going to school/nursery • moving house • employment • redundancy • serious injury • leaving home • marriage/divorce • parenthood • retirement • bereavement • abuse. Understanding to be developed of how life events may impact on growth, development, health and wellbeing.
4.	Understand how disability and illness might impact on physical, emotional, social and intellectual changes and development, life style choices and	Understanding of the potential impact of disability and illness on physical, development, life style choices and opportunities for individuals. Disabilities may be: • physical • learning • acquired, eg after an illness or accident • congenital, eg following lack of oxygen to the brain

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opportunities for an individual	during delivery • temporary, eg immobility after a fracture • permanent, eg brain damage after meningitis. Illness may be: • acute, eg a ruptured appendix • chronic, eg depression, bronchitis • curable/not yet curable. The impact of the disability/illness may be decreased by an enabling environment.
5. Know the influence of different conditions, religions, beliefs and cultures on lifestyles	Awareness of potential influences of, for example: • socio-economic factors, eg employment, housing, income, education, access to services • physical factors, eg inheritance, environment • religions, eg Buddhism, Christianity, Hinduism, Islam, Judaism • beliefs – cultural and religious, eg customs, rituals, dietary beliefs, health/medical beliefs, variance within groups.
6. Understand the impact of lifestyle choices on health, wellbeing and life opportunities	Lifestyle choices may be in relation to, for example: • diet • exercise • substance abuse • smoking • sexual practices. Understanding of the impact of lifestyle choices on health, well being and life opportunities.
7. Be able to assess an individual's health, wellbeing and lifestyle, and make recommendations for improvement.	Assessment of physical health, mental well being and lifestyle: • positive and negative aspects • by observation/interview • notes/written report • recommendations.

QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
1	Know the key physical, emotional, social and intellectual changes and developments that take place across the life span	Identify the key physical, emotional, social and intellectual changes and developments that take place across the life span
2	Know how the sectors support and monitor these key changes and developments	Describe how the sectors support and monitor these key changes and developments
3	Understand how life events across the life span may impact on growth, development, health and wellbeing	Describe how life events across the life span may impact on growth, development, health and wellbeing
4	Understand how disability and illness might impact on physical, emotional, social and intellectual changes and development, life style choices and opportunities for an individual	Describe how disability and illness might impact on physical, emotional, social and intellectual changes and development, life style choices and opportunities for an individual
5	Know the influence of different conditions, religions, beliefs and cultures on lifestyles	Describe the influence of different conditions, religions, beliefs and cultures on lifestyles (IE3, IE5)
6	Understand the impact of lifestyle choices on health, wellbeing and life opportunities	Describe the impact of lifestyle choices on health, wellbeing and life opportunities (IE4)
7	Be able to assess an individual's health, wellbeing and lifestyle, and make recommendations for improvement.	Assess an individual's health, wellbeing and lifestyle, and identify recommendations for improvement (IE4, RL1).

How you will be assessed

This unit will be assessed through an externally set, short answer paper consisting of approximately seven 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 growth, development and healthy living 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 2 – Pass

- learners recall and reflect on knowledge, understanding and the values of aspects of all sectors within Society, Health and Development
- learners make straightforward links between services, structures, processes and issues
- learners present relevant information clearly, with some evidence of accuracy.

Level 2 – Top

- learners apply their knowledge and understanding of the values which underpin all Society, Health and Development sectors
- learners make informed connections and analyse links between services, structures, processes and issues
- learners present relevant information clearly and accurately.

Assessment Guidance

Assessment Focus	Number of Marks	% of Total Marks
1. Know the key physical, emotional, social and intellectual changes and developments that take place across the life span	12	20
2. Know how the sectors support and monitor these key changes and developments	6	10
3. Understand how life events across the life span may impact on growth, development, health and wellbeing	8	13
4. Understand how disability and illness might impact on physical, emotional, social and intellectual changes and development, life style choices and opportunities for an individual	10	17
5. Know the influence of different conditions, religions, beliefs and cultures on lifestyles	8	13
6. Understand the impact of lifestyle choices on health, wellbeing and life opportunities	10	17
7. Be able to assess an individual's health, wellbeing and lifestyle, and make recommendations for improvement.	6	10

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Delivery Guidance review

This may be taught with level 1 unit 8: Human Growth and Development – the journey through life

At first this may appear to be an extensive unit but students may research part of this practically, by interviewing an adult or by identifying a character from a TV series and following the character developments.

The student should develop an interview schedule and conduct an interview to assess an individual's life events, health, wellbeing and lifestyle.

 Individually students produce a short report of findings and include recommendations for improvement of current health and lifestyles. Confidentiality must be maintained in the case of a real individual. Information gained by interview may be supplemented by observation e.g. the individual says they have no breathlessness but may be short of breath when interviewed. Students may find out about the impact of life events experienced, and about physical, social and emotional changes individuals have undergone. They may find out about the individual's experience of illness or disability and its impact on life. Through discussion and sharing information, they should develop a wider understanding of the impact of life events on individuals.

A life event may influence growth, for example, a family where the main earner has lost their job, may have little money for a well a balanced diet. Children need protein for strong bones and teeth. Lack of this may delay development and hinder growth. During a divorce it may be that a person's health and wellbeing suffers, for example, they may become depressed, neglecting themselves and their children.

Observation of a TV character or rap star and sensitive interviewing of a known adult may provide evidence for the timelines for 4.1, for the visual display for 4.2, and for the case studies for 4.3.

Students could research and interview individually, then share their information by presenting their poster or PowerPoint presentation to the rest of the class.

Students could work in threes, and each take a different condition, religion, belief or culture and look at how a life event such as birth, marriage or death is viewed differently. Group A could look at how marriage is viewed in Christian Roman Catholic society, how it is viewed in an Islamic society and how it is viewed in Jewish society. Group B could look at how death is viewed in these three religions. Group C could look at how divorce is viewed in these three religions. Then the students who have researched Jewish views could work as a group, producing a leaflet about Jewish views on marriage, death and divorce. The students who have researched Roman Catholic views of these life events could work together to produce a leaflet. The ones who worked on Islamic views could then produce a leaflet on Islamic views of marriage, death and divorce.

A short role play or a 'commercial' to explain the impact of lifestyle choices on health, wellbeing and life opportunities may be a group effort provided individual evidence is identified to meet the criteria. The commentary may be a rap, a song, a poem or a story. A witness testimony supported by your written material may be used for evidence for this. Students may make a video recording and have this transferred to CD rom.

In order to obtain information for a chart to show how the sectors support and monitor these key changes and developments, students may interview guest speakers such as a social worker, a member of the youth offending team or a probation officer.

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	• through identifying and discussing the impact of life events on individuals • through planning and carrying out independent research, learners will identify problems, plan how to resolve them, analyse and evaluate information and judge its relevance
Creative thinkers	• through generating ideas about how disability and illness might impact on physical, emotional, social and intellectual changes and development, life style choices and opportunities for an individual • by asking questions about what happens and why disability and illness have an impact • by connecting their own and others' ideas of how to present a commercial, how to write a story or a rap
Reflective learners	• by assessing the differences in lifestyle and the impact of different life choices. • by setting goals such as conducting an interview • by inviting feedback from others and evaluating the experience • by communicating their experience of overcoming shyness, and interviewing an individual
Team workers	• by working in small groups to discuss differences in cultures and religions • by working in small groups to produce a commercial • by collaborating with others to work towards common goals • by discussing and reaching agreements
Self-managers	• by actively researching differences in cultures, showing initiative in identifying who can help with this, which cultures or religions to choose, and how much to read • by organising presentations
Effective participators	• by discussing how much information to include in the commercial or the leaflet • by seeking resolution where needed • by proposing practical ways forward, breaking these down into manageable steps

Functional Skills – Level 2

Skill	When learners are…
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	Researching human behaviour and well-being
Evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	Storing information on memory stick or floppy disk, open, create, save and print files
Follow and understand the need for safety and security practices	During research on human development and well being
Troubleshoot	As appropriate throughout research and production of evidence for assessment
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	in researching cultural and religious differences from the Internet, and producing a leaflet with images.
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching on the Internet for information about the impact of lifestyle choices on health, wellbeing and life opportunities
ICT – Develop, present and communicate information	production of a leaflet, using images, and desk top publishing programmes if available. In addition a commentary to accompany a short role play or a 'commercial' to explain the impact of lifestyle choices on health, wellbeing and life opportunities may provide evidence. The commentary may be a rap, a song, a poem or a story.
Individuals can enter, develop and format information independently to suit its meaning and purpose including: **Text and tables** **Images** **Numbers** **records**	Producing the risk assessment chart
Bring together information to suit content and purpose	Producing evidence for assessment

Present information in ways that are fit for purpose and audience	Producing evidence for assessment
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	Taking part in formal and informal discussion/exchanges: • Make relevant contributions to discussions, responding appropriately to others • Prepare for and contribute to formal discussion ideas and opinions • Be flexible in discussion, making different kinds of contributions • Present information/points of view clearly and in appropriate language Learners may achieve these when researching

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	material and using it for the discussion of issues about different cultures and religions; when discussing life events and their differing impact on individuals; when discussing and presenting findings of research. Witness testimony may be used to support the notes learners make for their discussions.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	read and understand a range of texts – identifying main points, understanding texts in detail and putting policies into plain language may cover these criteria. The range of texts includes those researched from the Internet on lifestyle choices, cultural differences, and handouts from tutors or excerpts from textbooks.
Writing – write documents communicating information, ideas and opinions effectively and persuasively	Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. • Write clearly and coherently including an appropriate level of detail: • Present information in a logical sequence: • Use Language, format and structure suitable for purpose and audience • Use correct grammar including subject verb agreement and correct and consistent use of tense • Proof-read and revise writing, accuracy of grammar, punctuation and spelling, and to ensure that meaning is clear. The range of documents may include the leaflet, the visual presentation, poem, story or rap commentary. Presentations of risk assessments on PowerPoint may provide on screen documents. Students should peer assess documents. Draft copies of all work should be kept to identify proof reading and any editing required.

Work experience

During work experience learners could gain evidence for 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. They would need to be sensitive about asking about the impact of life events and lifestyle choices.

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

There is a wide variety of materials available to support 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. Probation officers and a representative from the youth offending team may also be useful guest speakers.

The following web links could be useful:

- www.bbc.co.uk/health/

- www.en.wikipedia.org/wiki/Major_religious_groups

- www.gro.gov.uk

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

- www.talktofrank.com/home_html.aspx

- www.nspcc.org.uk/

- www.childline.org.uk/

- www.yjb.gov.uk/en-gb/yjs/YouthOffendingTeams/

- www.brook.org.uk/content/

- www.relate.org.uk/

Unit 5: Needs and Preferences

Principal Learning unit

Level 2

Guided learning hours 60

Internally assessed (40 hours learning time with approx. 20 hours for assessment)

About this Unit

What needs do we have?

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?

Are individual preferences considered?

How?

This unit will provide you with opportunities to develop an understanding of how services address the needs and preferences of individuals, families, carers, groups and communities through a cycle of assessment, planning, implementation and review.

Learning outcomes

On completion of this unit a learner should:

1   Know the breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs

2   Understand the extent to which individuals preferences and choices can determine how their needs are addressed

3   Understand the importance of working with individuals receiving support and/or services and significant others

4   Understand the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes

5   Know the information sources used to inform assessments

6   Understand how interventions are designed to meet individual and, where relevant, community needs

7   Be able to collect and collate information in relation to addressing the needs of individuals.

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?
Those of her family?
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.

What about the needs of characters (A) and (B)?
And their families?
Character (E)?
His wife?

The needs (remember – physical, intellectual, emotional, social, moral, spiritual) 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 breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs**

   Knowledge of the breadth of individual needs, to include:

   - physical, eg balanced diet, water, a home, warmth, safety
   - social, eg to belong, acceptance, family, friends, group membership, relationships
   - spiritual, eg beliefs
   - emotional, eg relationships, love, friendship, affection, esteem
   - mental, eg stimulating activities
   - intellectual, eg stimulating environment, esteem, achievement.

   Maslow's hierarchy of needs to be examined.

2. **Understand the extent to which individuals preferences and choices can determine how their needs are addressed**

   How individual preferences and choices can determine how their needs are addressed can be explored in terms of, for example:
   - nature and extent of support required
   - personal circumstances and availability of informal support
   - independent living
   - holistic needs, eg taking into account self esteem, health, safety and security, beliefs.

3. **Understand the importance of working with individuals receiving support and/or services and significant others**

   Examples of individuals requiring support could include:

   - older people and the services they require
   - individuals with long term conditions
   - informal carers and the support they require.

   Exploration of the importance of maintaining the individual requiring services, and significant others, at the heart of service provision to include, for example:

   - self-esteem needs
   - involving the individual and significant other in decision making
   - respecting individual preferences.

4. **Understand the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes**

   The role of practitioners and multidisciplinary working in addressing need and delivering expected outcomes in terms of:

   - assessment – what needs there are, considered holistically with preferences taken into account
   - planning – how and where to provide support, resources needed, interventions required, communication/information sharing
   - implementation – nature of support required, where provided and who by
   - monitoring – maintaining appropriate support
   - review and evaluate – time frame, effectiveness of support

5. Know the information sources used to inform assessments

Information sources to include those in relation to the needs of the individual and those in relation to the types of support available.

6. Understand how interventions are designed to meet individual and, where relevant, community needs

Interventions should include a diverse range, and those that are aimed to improve, maintain or monitor factors for the individual.

How interventions are designed to meet individual and, where relevant, community needs, to include examples such as:
- foster care
- respite care
- ASBOs
- curfews
- support in own home
- assistance with personal care
- mobility aids
- hospice care.

7. Be able to collect and collate information in relation to addressing the needs of individuals.

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

- observation

- interviews

- use of questioning

- primary/secondary research into the types of support available in locality.

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 1 Level 2
The learner will:	The learner can:
1. Know the breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs	Investigate three individuals and **identify** their needs, including at least two examples each of emotional, intellectual, mental, physical, social and spiritual needs (IE2, IE3, IE5, RL1)
2. Understand the extent to which individuals preferences and choices can determine how their needs are addressed	**Identify** preferences and choices of the three individuals and **outline** the extent to which these could determine how their needs are addressed, taking into account different perspectives (IE3)
3. Understand the importance of working with individuals receiving support and/or services and significant others	**Outline** the importance of working with the three individuals and their families/friends/carers
4. Understand the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes	Using examples from the investigation into three individuals, **outline** the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes
5. Know the information sources used to inform assessments	**Identify** information sources used by practitioners to inform assessments

| 6. Understand how interventions are designed to meet individual and, where relevant, community needs | Identify at least one intervention for each of the three individuals and **outline** how they are designed to meet their needs, or - if relevant – the needs of the local community |
| 7. Be able to collect and collate information in relation to addressing the needs of individuals. | **Outline** methods used in own investigation to collect and collate information in relation to addressing the needs of the three individuals |

How you will be assessed

One assignment is required for the assessment of this unit.

This assignment will involve an investigation into the breadth of individual needs and the role of the four sectors in supporting these, followed by the production of a report.

The investigation will enable you to develop skills as an independent enquirer and reflective learner, two of the personal, learning and thinking skills.

In order to do this you need to understand how to carry out primary and secondary research, and then choose three individuals to investigate, with differing needs.

These individuals could be based on the case study provided, fictitious characters – for example from a television series, or real individuals (paying due regard to confidentiality).

Parts of your investigation could involve working in a small group, but the evidence you submit should be entirely your own work.

Your report should include:

- Information about each of the three individuals and the breadth of their needs - emotional, intellectual, mental, physical, social and spiritual

- the preferences and choices of the three individuals and the extent to which these could determine how their needs are addressed – taking into account different perspectives

- the importance of working with the three individuals and their families/friends/carers

- the role of assessment, planning, implementation and review in addressing needs and delivering expected outcomes, using examples relevant to the three individuals

- information sources used to inform assessments – at least three examples

- at least one suggested intervention for each of the three individuals and how they are designed to meet their needs, or - if relevant – the needs of the local community

- methods used to collect and collate information in relation to addressing the needs of the three individuals.

Assessment Grid

Assessment focus	Band 1	Band 2	Band 3	Mark total
1. Know the breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs	**Investigate** three individuals and **identify** their needs, including at least two examples each of emotional, intellectual, mental, physical, social and spiritual needs	**Investigate** three individuals and **outline** their needs, including at least two examples each of emotional, intellectual, mental, physical, social and spiritual needs	**Investigate** three individuals and **describe** their needs, including at least two examples each of emotional, intellectual, mental, physical, social and spiritual needs	
	1-4	5-7	8-10	10
2. Understand the extent to which individuals preferences and choices can determine how their needs are addressed	**Identify** preferences and choices of the three individuals and **outline** the extent to which these could determine how their needs are addressed, taking into account different perspectives	**Outline** preferences and choices of the three individuals and **describe** the extent to which these could determine how their needs are addressed, taking into account different perspectives	**Describe** preferences and choices of the three individuals and **explain** the extent to which these could determine how their needs are addressed, taking into account different perspectives	
	1-3	4-5	6-7	7
3. Understand the importance of working with individuals receiving support and/or services and significant others	**Outline** the importance of working with the three individuals and their families/friends/carers	**Describe** the importance of working with the three individuals and their families/friends/carers	**Explain** the importance of working with the three individuals and their families/friends/carers	

Learning outcome	Mark band 1	Mark band 2	Mark band 3	Max
	1-3	**4-5**	**6-7**	**7**
4. Understand the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes	Using examples from the investigation into three individuals, **outline** the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes	Using examples from the investigation into three individuals, **describe** the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes	Using examples from the investigation into three individuals, **explain** the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes	
	1-4	**5-7**	**8-10**	**10**
5. Know the information sources used to inform assessments	**Identify** information sources used by practitioners to inform assessments	**Outline** information sources used by practitioners to inform assessments	**Describe** information sources used by practitioners to inform assessments	
	1-3	**4-5**	**6-7**	**7**
6. Understand how interventions are designed to meet individual and, where relevant, community needs	Identify at least one intervention for each of the three individuals and **outline** how they are designed to meet their needs, or - if relevant - the needs of the local community	Identify at least one intervention for each of the three individuals and **describe** how they are designed to meet their needs, or - if relevant - the needs of the local community	Identify at least one intervention for each of the three individuals and **explain** how they are designed to meet their needs, or - if relevant - the needs of the local community	
	1-4	**5-7**	**8-10**	**10**
7. Be able to collect and collate information in relation to addressing the needs of individuals.	**Outline** methods used in own investigation to collect and collate information in relation to addressing the needs of the three individuals	**Describe** methods used in own investigation to collect and collate information in relation to addressing the needs of the three individuals	**Explain** the effectiveness of methods used in own investigation to collect and collate information in relation to addressing the needs of the three individuals	
			Total marks	**60**

Assessment Guidance

Guidance to the Assessment Grid

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

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

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

Whilst learners may work as part of a team to carry out investigations, the evidence produced to satisfy each mark band should be the individual learner's own work.

When appropriate, witness statement or similar evidence may be used to clearly demonstrate that it is the learner fulfilling the mark band requirement.

Guidance for Allocating Marks

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

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices: Examples of lifestyle choices include: • whether or not to give up smoking, or at least reduce the number of cigarettes smoked • not eating a balanced diet – possibly because of eating too many fast foods • choosing not to exercise very much – having a sedentary job and not exercising outside of working hours
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking.

	Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1
Learning Outcome 1

Mark Band 1 (1-4 marks)	Learners will carry out the investigation, identifying the meanings of the terms, using three or four sentences of relevant information for each. Some links between the terms will have been made.
	For full marks learners must provide accurate information about each term.
	Marks in this band are also appropriate for learners who have provided outlines, but for less than four terms.
Mark Band 2 (5-7 marks)	Learners will carry out the investigation, outlining the meanings of the terms, using at least one paragraph of relevant information for each. Links between the terms will have been made.
	To get into this band, responses could include a mix of identifications and outlines, but must include outlines of at least four of the terms.
	For full marks learners must provide accurate outlines for each term, and made explicit links between them.
	Marks in this band are also appropriate for learners who have provided descriptive accounts, but for less than four terms.
Mark Band 3 (8-10 marks)	Learners will carry out the investigation, describing the meanings of the terms, making informed connections between them.
	To get into this band, responses could include a mix of outlines and descriptions, but must include descriptive accounts of at least four of the terms.
	For full marks learners must provide an accurate description for each term, and make informed connections between them.

Assessment Focus 2
Learning Outcome 2

Mark Band 1 (1-3 marks)	Learners will have identified the preferences and choices of at least two of the individuals. They will also have outlined the extent to which these could determine the way in which their needs are addressed, taking in to account different perspectives
	For full marks learners must have accurately identified the preferences and choices of the three individuals and outlined how these could affect how their needs are addressed, taking in

	to account different perspectives. Marks in this band are also appropriate for learners who have provided outlines of preferences and choices and descriptions of how these might affect how their needs are addressed, taking in to account different perspectives for less than three individuals.
Mark Band 2 **(4-5 marks)**	Learners will have outlined the preferences and choices of at least two of the individuals. They will also have described the extent to which these could determine the way in which their needs are addressed, taking in to account different perspectives For full marks learners must have accurately outlined the preferences and choices of the three individuals and described how these could affect the way in which their needs are addressed, taking in to account different perspectives. Marks in this band are also appropriate for learners who have provided descriptions of preferences and choices for less than three individuals and explanations of how these might affect how their needs are addressed, taking in to account different perspectives for less than
Mark Band 3 **(6-7 marks)**	To get into this band learners will have described the preferences and choices of the three individuals. They will also have outlined the extent to which these could determine the way in which their needs are addressed, taking in to account different perspectives. For full marks learners must have accurately described the preferences and choices and explained how these could affect how their needs are addressed, taking in to account different perspectives, of at least two of the individuals.

Assessment Focus 3 **Learning Outcome 3**	
Mark Band 1 **(1-3 marks)**	Learners will have outlined the importance of working with at least two of the individuals and their families/friends/carers. For full marks learners must have accurately outlined the importance of working with at least two individuals and their families/friends/carers. Marks in this band are also appropriate for learners who have provided descriptions and explanations of the importance of working with less than two individuals and their families/friends/carers.
Mark Band 2 **(4-5 marks)**	Learners will have described the importance of working with at least two of the individuals and their families/friends/carers. For full marks learners must have accurately described the importance of working with three individuals and their families/friends/carers.
Mark Band 3 **(6-7 marks)**	For full marks learners must have accurately explained the importance of working with three individuals and their families/friends/carers.

Assessment Focus 4 **Learning Outcome 4**	
Mark Band 1 **(1-4 marks)**	Learners will have outlined the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes of at least two of the individuals. For full marks learners must have outlined the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes using examples from three individuals. Marks in this band are also appropriate for learners who have provided descriptions and explanations of the importance of working with less than two individuals and their families/friends/carers.
Mark Band 2 **(5-7 marks)**	Learners will have described the importance of working with at least two of the individuals and their families/friends/carers. For full marks learners must have accurately described the importance of working with at least two individuals and their families/friends/carers.
Mark Band 3 **(8-10 marks)**	Learners will have provided a mixture of explanations and descriptions of the importance of working with three individuals and their families/friends/carers. For full marks learners must have accurately explained the importance of working with three individuals and their families/friends/carers with at least two of the responses for individuals including explanations.

Assessment Focus 5 **Learning Outcome 5**	
Mark Band 1 **(1-3 marks)**	Learners will have identified information sources used by practitioners to inform assessments. For full marks learners will have identified at least three sources of information used by practitioners to inform assessments. Marks in this band are also appropriate for learners who have provided outlines or descriptions of less than three information sources used by practitioners to inform assessments.
Mark Band 2 **(4-5 marks)**	Learners will have outlined information sources used by practitioners to inform assessments. For full marks learners will have outlined at least three sources of information used by practitioners to inform assessments.
Mark Band 3 **(6-7 marks)**	Learners will have described information sources used by practitioners to inform assessments. For full marks learners will have described at least three sources of information used by practitioners to inform assessments.

Assessment Focus 6 Learning Outcome 6	
Mark Band 1 **(1-4 marks)**	Learners will have identified at least one intervention and outlined how they are designed to meet the individual needs, or – if relevant- the needs of the local community, for at least two individuals. For full marks learners must identify at least one intervention and outlined how they are designed to meet the individual needs, or – if relevant- the needs of the local community, for three individuals. Marks in this band are also appropriate for learners who have identified at least one intervention and described or explained how they are designed to meet the individual needs, or – if relevant- the needs of the local community, for less than three individuals.
Mark Band 2 **(5-7 marks)**	Learners will have identified at least one intervention and described how they are designed to meet the individual needs, or – if relevant- the needs of the local community, for three individuals. For full marks learners must have identified at least one intervention and described how they are designed to meet the needs, or – if relevant- the needs of the local community, for three individuals.
Mark Band 3 **(8-9 marks)**	Learners will have identified at least one intervention and explained how they are designed to meet the individual needs, or – if relevant- the needs of the local community, for three individuals. For full marks the learner will have identified at least one intervention and explained how they are designed to meet the individual needs, or – if relevant- the needs of the local community, for three individuals.

Assessment Focus 7 Learning Outcome 7	
Mark Band 1 **(1 – 4 marks)**	Methods used will have been outlined, with any difficulties identified. Learners will have collected, collated and presented information clearly, with some evidence of accuracy, and demonstrated some individual autonomy and accountability.
Mark Band 2 **(5-7 marks)**	Methods used will have been described, including how effective they were. Learners will have collected, collated and presented information clearly and accurately, and demonstrated individual autonomy and accountability.
Mark Band 3	Methods used will have been explained, including in

(8-10 marks)	relation to how effective they were, and potential improvements identified.
	Learners will have collected, collated and presented information clearly, accurately and comprehensively, and demonstrated individual autonomy and accountability.

Guidance for Delivery of this Unit

This is a unit where students will, perhaps for the first time, explore their own holistic needs by examining those of the characters. Staff need to be aware of supporting students through this and be prepared to discuss and answer questions.

It is recommended that they use the case study from appendix.

Alternatively you may wish to devise your own case study or to use characters from a TV programme.

Students should be encouraged to watch a current soap or TV programme that relates to the health care field and legal arena. This helps them to visually see that although someone is admitted to an accident and emergency, hospital, visits their GP or is involved with the legal sector it is not necessarily just the individual requiring help the wider implications of care are detailed as well. This will involve professional and informal care. The different pathways that individual's will go down to get the support and how often the initial complaint is not the only area of help the client requires. Programmes are likely to involve children and young people as well as the social care aspect of further support. Students should be given the opportunity to stop and start programmes to develop discussion and understanding.

This whole unit revolves around holistic support and this can lead to the introduction of complementary therapies as well as traditional support. The important factor is ensuring that the care is right and meaningful for the individual.

The students must understand the Care Management System and this can be adapted to cover all the sectors.

Students will work both individually and as part of a team and the teacher will have to ensure that dates and times are set to meet deadlines so that information can be collected and collated. It will also be necessary to ensure that the students are looking at the needs of different characters across the lifespan. Task allocation will have to be monitored and the students should keep a record of the skills that they have developed. This could be undertaken by an external adviser who could be a project manager from a Health, Social or Legal background.

Guidance for the delivery of Personal learning and thinking skills

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

Skill	Activities
Independent enquirers	• by developing the skills needed to explore the sectors and organisations within them • by identifying questions to aid understanding • by planning the investigation and judging the relevance of information obtained and carrying out evaluation • by researching and using identified links • by showing leadership
Reflective learners	• by reflecting on their own role in the small group work • by reflecting on the role of others in the small group work • by reviewing the progress of their investigation • by reflecting on the different opportunities available to them
Team workers	• by working in small groups to carry out the investigation • by collaborating with others to work towards common goals • by discussing and reaching agreements • by taking responsibility • by showing commitment • by motivating others

Functional Skills – Level 2

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

Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	Discussing issues - formally and informally Giving votes of thanks to guest speakers Requesting individuals to complete questionnaires
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	Researching materials for the assessment.
Writing – write documents communicating information, ideas and opinions effectively and persuasively	Reading newspapers and making notes Collecting and collating information Writing materials for assessment

Work Experience
Visit Health and Legal Organisations that undertake project management
Visit an organisation that undertakes holistic care

Visit a complementary therapy organisation

Employer Links
Project Manager from a health, social or legal background
GP
Social Worker
Youth Care Worker
Lawyer
Holistic Therapists - Primary Care

Specialist Links

- www.ace.org.uk

- www.cre.gov.uk

- www.gov.uk

- www.community-care.co.uk

- www.skillsforcareanddevelopment.org.uk

- www.society.guardian.co.uk

- www.society.times.co.uk

- www.eoc.org.uk

- www.basw.co.uk

- www.jr2.ox.ac.uk/bandolier/booth/mgmt/Better2.html - project management

- www.corelogic.co.uk/ - care management

- www.janmontague.com/articles/icaging202.html - needs

- www.bbc.co.uk/learning/subjects/personal_development.shtml

- www.p-jones.demon.co.uk/hcmholis.htm - holistic care

Unit 6: Antisocial and Offending Behaviour

About this Unit

How safe do you feel in your local area?
What would make you feel safer?
What is the role of the community justice sector in helping to limit offending and anti-social behaviour and keep your environment safe?
Do people in your area worry about levels of crime and anti-social behaviour?
What can they do about it? How can they help? How could you help?

In this unit you will be introduced to the reasons for and the work of the community justice sector, by looking at the causes and impacts of anti-social and offending behaviour.

You will find out about the different services that make up the justice sector.

You will also look at the penalties that the police and other services can give someone who is guilty of breaking the law, as an alternative to sending them to a court.

Maybe someone in your group or someone you know has been a victim of crime or had to give evidence in a court case?

You will explore how victims and witnesses need protecting.

You will also have the opportunity to try to do something about one crime issue that is important to you and people in your area, such as graffiti, drugs or underage drinking.

Learning outcomes

On completion of this unit a learner should:

1   Know the purpose and overall structure of the justice sector

2   Know different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending

3   Know the range of penalties that may be imposed as an alternative to court appearance

4   Be able to evaluate information to recognise the consequences of behaviour for self and others

5   Understand the impact of crime on victims and witnesses and their need for protection, respect, recognition, information and confidentiality

6   Know the ways in which crime and disorder can be reduced in a community

7   Be able to generate ideas to reduce crime and disorder in an area.

Case Study Links

If the case study provided is being followed, part of it could be researched and community responses role-played or discussed.

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

The landlord of the public house telephoned for the emergency services.

Does he need to be worried?

A lot of teenagers frequent his public house most nights of the week.

What laws are being broken?
How does the local community feel about anti-social behaviour?
Who is trying to reduce crime and anti-social behaviour in the local area?
What things are being done?

The police arrive.

What would they do?
Who would they talk to?
What would be the priorities for the police?
What about the Police community support officers or Special Constables?

What is the sequence of events once (A) and (B) arrive at the Police Station?

Were the boys drinking or taking drugs?
What other community justice services may be called upon if their parents are unable to attend the Police Station?
What community justice services may be involved with the boys now and in the future?
Are both boys guilty?
What are the strategies the police could use rather than sending the boys to Youth Court?
What are Youth Courts? What sort of offences do they deal with and what sort of sentencing powers do they have?

(A) is 17 years old.

Does the law treat him differently?
He may ride a motorbike, has he broken any laws, for example by drinking or taking drugs, then driving?

(B) could be the victim.

Has he suffered any previous attacks by (A)?

The police need to interview other people who were outside the pub as witnesses.

Will there be any consequences for them of giving evidence?
How will the community justice sector help them, as victims of, or witnesses to, crime?

What you need to cover

1. Know the purpose and overall structure of the justice sector

Knowledge of the function of the justice sector and how the different services make up the justice sector including:

- the police

- the crown prosecution service (including the different courts)

- the probation service

- local authorities

- the prison service.

2. Know different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending

Awareness of the difference between anti-social behaviour and offending behaviour.

Research to be carried out into the different patterns of anti-social and offending behaviour that occur.

Different patterns could include, for example:

- in different areas

- between men and women

- among young people

- among prolific offenders.

Knowledge of issues that can cause some people to offend and some people to re-offend, such as:

- substance misuse

- unemployment

- mental health problems

- social exclusion.

3. Know the range of penalties that may be imposed as an alternative to court appearance

Knowledge of the different sanctions that the services that come under the justice sector can impose before someone is sent to court.

For example:

- cautions

- fines

- anti-social behaviour warnings

- anti-social behaviour contracts

- anti-social behaviour orders

- eviction

- injunctions

- mediation

- parenting orders.

4. Be able to evaluate information to recognise the

Primary research on 'attitudes to crime and behaviour' to be carried out and used to assess the affects of behaviour on:

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consequences of behaviour for self and others	• oneself, eg related to health, life chances
	• other people, eg related to health, feelings of security.
5. Understand the impact of crime on victims and witnesses and their need for protection, respect, recognition, information and confidentiality	Understanding of the potential impact of crime on victims and witnesses in terms of, for example:
	• health/self-esteem
	• relationships/employment
	• safety and security.
	Understanding of why victims of crime and witnesses in a court case need to be protected, and how.
	For example:
	• keeping their name out of any newspaper report
	• shielding their face in a television interview.
	Understanding that both victims and witnesses need to know that information about them will be kept confidential and that people working in the justice services will both recognise and respect them and keep them informed of the processes they are involved in.
6. Know the ways in which crime and disorder can be reduced in a community	Research to be carried out into the ways services and others are trying to reduce crime in the local area.
	This might include, for example:
	• Police and Community Support Officers
	• Special Constables
	• community safety partnerships/audits
	• community meetings
	• local councillors
	• council meetings
	• youth forums
	• media campaigns
	• CCTV
	• security patrols
	• neighbourhood watch schemes/community messaging.
7. Be able to generate ideas to reduce crime and disorder in an area.	Ideas to help reduce one anti-social behaviour or crime issue in the local area to be generated.

QCF Unit Summary

Learning Outcome	Assessment for Unit 6 Level 2
The learner will:	The learner can:
1. Know the purpose and overall structure of the justice sector	Plan and carry out an investigation into the justice sector and **outline** the purpose and overall structure of the sector (IE2)
2. Know different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending	**Outline** different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending, considering different perspectives (IE3)
3. Know the range of penalties that may be imposed as an alternative to court appearance	**Outline** penalties that may be imposed as an alternative to court appearance
4. Be able to evaluate information to recognise the consequences of behaviour for self and others	Plan and carry out a survey into crime and behaviour, using qualitative and quantitative results to **outline** possible consequences of behaviour for self and others (IE2, CT2)
5. Understand the impact of crime on victims and witnesses and their need for protection, respect, recognition, information and confidentiality	**Outline** the potential impact of crime on victims and witnesses, and their need for protection, respect, recognition, information and confidentiality
6. Know the ways in which crime and disorder can be reduced in a community	**Outline** ways in which crime and disorder can be reduced in a community
7. Be able to generate ideas to reduce crime and disorder in an area	Generate and **outline** ideas to reduce crime and disorder in own area, exploring issues from different perspectives and presenting a persuasive case for action (IE3, CT1, EP2)

How you will be assessed

One assignment is required for the assessment of this unit.

This assignment will involve an investigation into the justice sector, followed by the production of a report.

The investigation will enable you to develop skills as an independent enquirer, a creative thinker and an effective participator, three of the personal, learning and thinking skills.

Parts of your investigation could involve working in a small group, but the evidence you submit should be entirely your own work.

Your report should include:

- an account of how you planned and carried out the investigation

- the purpose of the justice sector

- the overall structure of the justice sector, including the process that a person who has committed a crime would go through from arrest to sentencing – these could be in the form of an annotated diagram/s

- the difference between anti social behaviour and offending behaviour, the pattern of anti social behaviour and offending behaviour in your area compared to that of a different area, and the factors that affect the likelihood of offending and re-offending – considering different perspectives

- information about the penalties that may be imposed as an alternative to going to court

- how you planned and carried out a survey of at least 20 people of different ages living in your community about their views on, for example, levels of crime, different behaviours, the offences that worry them most, and the strategies they think are successful in reducing crime – involving both qualitative and quantitive results

- reflection on the information you have collected and a conclusion indicating the possible consequences of behaviour for the individuals concerned and others

- a case study, possibly based on one of the characters from the case study provided, indicating the possible impact on him/her of being a victim of or witness to crime – and his/her need for protection, respect, information and confidentiality

- at least three examples of ways in which crime and disorder can be reduced in your area, using your survey and other research.

- ideas generated (at least three) about the ways that could be used to reduce a local crime issue that affects your school/college or local area – exploring issues from different perspectives and presenting a persuasive case for action.

Witness statements and peer assessment should be used to support your role in the investigation/survey.

Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark total
1. Know the purpose and overall structure of the justice sector	Plan and carry out an investigation into the justice sector and **outline** the purpose and overall structure of the sector	Plan and carry out an investigation into the justice sector and **describe** the purpose and overall structure of the sector	Plan and carry out an investigation into the justice sector and **explain** the purpose and overall structure of the sector	
	1-4	**5-7**	**8-10**	**10**
2. Know different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending	**Outline** different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending, considering different perspectives	**Describe** different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending, considering different perspectives	**Explain** different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending, considering different perspectives	
	1-4	**5-7**	**8-10**	**10**
3. Know the range of penalties that may be imposed as an alternative to court appearance	**Outline** penalties that may be imposed as an alternative to court appearance	**Describe** penalties that may be imposed as an alternative to court appearance	**Explain** penalties that may be imposed as an alternative to court appearance	
	1-3	**4-5**	**6-7**	**7**
4. Be able to evaluate information to recognise the	Plan and carry out a survey into crime and behaviour, using qualitative and quantitative results to **outline** possible consequences of	Plan and carry out a survey into crime and behaviour, using qualitative and quantitative results to **describe** possible consequences	Plan and carry out a survey into crime and behaviour, using qualitative and quantitative results to **explain** possible consequences of	

consequences of behaviour for self and others	behaviour for self and others	of behaviour for self and others	behaviour for self and others	
	1-4	**5-7**	**8-10**	**10**
5. **Understand the impact of crime on victims and witnesses and their needs for protection, respect, recognition, information and confidentiality**	**Outline** the potential impact of crime on victims and witnesses, and their need for protection, respect, recognition, information and confidentiality	**Describe** the potential impact of crime on victims and witnesses, and their need for protection, respect, recognition, information and confidentiality	**Explain** the potential impact of crime on victims and witnesses, and their need for protection, respect, recognition, information and confidentiality	
	1-3	**4-5**	**6-7**	**7**
6. **Know the ways in which crime and disorder can be reduced in a community**	**Outline** ways in which crime and disorder can be reduced in a community	**Describe** ways in which crime and disorder can be reduced in a community	**Explain** ways in which crime and disorder can be reduced in a community	
	1-3	**4-5**	**6-7**	**7**

7. Be able to generate ideas to reduce crime and disorder in an area	Generate and **outline** ideas to reduce crime and disorder in own area, exploring issues from different perspectives and presenting a persuasive case for action	Generate and **describe** ideas to reduce crime and disorder in own area, exploring issues from different perspectives and presenting a persuasive case for action	Generate and **explain** ideas to reduce crime and disorder in own area, exploring issues from different perspectives and presenting a persuasive case for action	
	1-4	5-7	8-9	9
			Total marks	**60**

Assessment Guidance
Guidance to the Assessment Grid

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

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.
Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

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

Guidance for Allocating Marks

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

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices: Examples of lifestyle choices include:

	• whether or not to give up smoking, or at least reduce the number of cigarettes smoked • not eating a balanced diet – possibly because of eating too many fast foods • choosing not to exercise very much – having a sedentary job and not exercising outside of working hours
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 **(1-4 marks)**	Learners will plan and carry out the investigation, outlining the purpose of the justice sector, using three or four sentences of relevant information for at least four services. An annotated diagram is acceptable evidence for the structure. For full marks learners must provide accurate information about both the purpose and structure of the system . Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included information for at least four services and/or incomplete evidence for the structure.
Mark Band 2 **(5-7 marks)**	Learners will plan and carry out the investigation, describing the purpose of the justice sector, using at least one paragraph of relevant information for at least four services To get into this band, responses could include a mix of outlines and descriptions, but must include descriptive accounts of at least two of the services and accurate evidence of the structure. For full marks learners must provide accurate descriptions for at least four services, and provide an accurate description of the structure.
Mark Band 3 **(8 - 10 marks)**	Learners will carry out the investigation, explaining the purpose of the justice sector, making connections between the services. To get into this band, responses could include a mix of descriptions and explanations of the purpose of the sector, but must include explanatory accounts of at least two services and accurate evidence for the structure. For full marks learners must provide accurate explanations for four services, make informed connections between them and produce accurate evidence of the structure.

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 **(1-4 marks)**	Learners will outline different patterns of anti-social and offending behaviour and present at least three factors affecting the likelihood offending and re-offending, considering different perspectives. For full marks learners must provide accurate outlines for at least three patterns, and three factors affecting the likelihood of offending and re-offending, considering different perspectives. Marks in this band are also appropriate for learners who have provided some descriptive or explanatory evidence but not included information for at least three patterns or factors.
Mark Band 2	Learners will describe different patterns of anti-social and offending behaviour and present at least three factors affecting

(5-7 marks)	the likelihood offending and re-offending, considering different perspectives.
	For full marks learners must provide accurate descriptions for at least three patterns, and three factors affecting the likelihood of offending and re-offending, considering different perspectives.
Mark Band 3 **(8-10 marks)**	Learners will explain different patterns of anti-social and offending behaviour and present at least three factors affecting the likelihood offending and re-offending, considering different perspectives.
	For full marks learners must provide accurate explanations for at least three patterns, and three factors affecting the likelihood of offending and re-offending, considering different perspectives.

Assessment Focus 3 **Learning Outcome 3**	
Mark Band 1 **(1-3 marks)**	Learners will outline at least four penalties that may be imposed as an alternative to court appearance.
	For full marks accurate outlines will be included for the four penalties.
	Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included at least four penalties.
Mark Band 2 **(4-5 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character.
	At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments.
	For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(6-7 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character.
	At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.
	For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 4 **Learning Outcome 4**	
Mark Band 1 **(1-4 marks)**	Learners will plan and carry out the survey and use results to outline possible consequences of behaviour for self and others.
	For full marks accurate outlines will be included for the consequences of behaviour for both self and others. Both qualitative and quantitative results should be generated.
	Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not generated both qualitative and quantitative results.

Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(8-10 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 5 **Learning Outcome 5**	
Mark Band 1 **(1-3 marks)**	Learners will outline the potential impact of crime on victims and witnesses, and their need for protection, respect, recognition, information and confidentiality. For full marks accurate outlines will be included across the whole assessment focus. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included information across the whole assessment focus.
Mark Band 2 **(4-5 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(6-7 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 6 Learning Outcome 6	
Mark Band 1 **(1-3 marks)**	Learners will outline at least three ways in which crime and disorder can be reduced in a community. For full marks accurate outlines will be included for at least three ways. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included

	information for at least three ways in which crime and disorder can be reduced in a community.
Mark Band 2 (4-5 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence for at least two ways in which crime and disorder can be reduced in a community is likely to be largely descriptive.
Mark Band 3 (6-7 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence for at least two ways in which crime and disorder can be reduced in a community. is likely to include explanatory comments.

Assessment Focus 7 Learning Outcome 7	
Mark Band 1 (1-4 marks)	Learners will generate and outline at least three ideas to reduce crime and disorder in their own area, exploring issues from different perspectives. For full marks accurate outlines will be included for the three ideas. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included information for at least three ideas.
Mark Band 2 (5-7 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence for all the three ideas is likely to be largely descriptive.
Mark Band 3 (8-9 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence for all the three ideas is likely to include explanatory comments.

Delivery Guidance

It is recommended that centres use the case study provided in order for learning to be contextualised, adapting the characters and the crimes or anti-social behaviour to those which are prevalent in the local area. However centres could devise their own scenarios to support delivery of the unit.

As an introduction to the unit, learners should be encouraged to discuss issues arising from the case study/scenarios and the outcomes of strategies used by the community justice sector. Learners could also investigate Banksy and 2Pac as a starter activity.

A visit to the local youth or magistrate's court will help to introduce the work of the sector and open up discussions about the difference between anti-social behaviour and offending behaviour.

Guest speakers from the sector could be invited in to talk to learners about the purpose and structure of the justice sector, the penalties that can be imposed as alternatives to appearing in court and the strategies being used to reduce crime. These could include, for example, police community support officers. Appropriate groups from the voluntary sector may also be invited in to talk about ways of reducing crime.

Learners could use an example to create a 'timeline' from arrest through to the penalties that could be imposed, identifying the services involved throughout the process.

Internet research could be a useful starting point for aspects of the unit, but this should be supported by sector experiences as previously outlined.

Learners should be encouraged to identify aspects of anti-social behaviour in their own local communities and investigate strategies that are being used to reduce them. This is an opportunity for learners to work in teams and to feedback their research to the whole group.

Learners should be encouraged in the setting up of displays aimed at a wider audience than their own peers. They could negotiate with the school head teacher, college principal or community leaders to use the wider facilities available in the area.

Tutors will need to prepare learners carefully prior to them carrying out the survey. This will provide opportunities for discussion around target groups, types of questions, analysis and production of results, ethical issues of confidentiality and who benefits from the research. Personal safety and permission should also be discussed. This is an opportunity for four to five learners to collect data individually and then share the results to give each learner an increased number of responses to analyse. Tutors should ensure, however, that individual learners input the data and analyse the results for themselves. They should also encourage learners to 'test' the questionnaire before its final production - this could be with other learners or with parents.

Opportunities for developing and confirming personal, learning and thinking skills

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

Skill	Activities
Independent enquirers	• identifying questions to answer when conducting the survey in the local community • exploring the issues of anti-social behaviour and the problems it causes from different perspectives, such as the opinions of local people • analysing and evaluating information collected in the survey, judging its relevance and value
Creative thinkers	• generating ideas and explore possibilities when considering the strategies used to help reduce crime • trying out alternatives or new solutions and follow ideas through when designing the display • adapting ideas as circumstances change when reviewing the survey and display with peers
Reflective learners	• assessing themselves and others, identifying opportunities and achievements when peer assessing the survey and display • inviting feedback from peers and members of the public, dealing positively with praise, setbacks and criticism when evaluating the display • communicating their learning in relevant ways for different audiences by preparing a display suited to the setting, where they will set up the display
Team workers	• co-operating with others to work towards common goals when undertaking the survey in the community
Self-managers	• organising time and resources, prioritising actions to complete the display by a set deadline
Effective participators	• discussing issues of concern such as the local concerns about anti-social and offending behaviour, seeking resolution where needed • proposing practical ways forward, breaking these down into manageable steps when collecting data for the survey • identifying improvements that would benefit others as well as themselves when analysing the survey and writing a conclusion about the consequences for themselves and the community

Functional Skills – Level 2

Skill	When learners are…
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching and preparing materials for assessment
Evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	researching and preparing materials for assessment
Follow and understand the need for safety and security practices	researching and preparing materials for assessment
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching and preparing materials for assessment
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Individuals can enter, develop and format information independently to suit its meaning and purpose including: **Text and tables** **Images** **Numbers** **records**	researching and preparing materials for assessment
Bring together information to suit content and purpose	researching and preparing materials for assessment
Present information in ways that are fit for purpose and audience	researching and 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, responsibly and effectively including storage of messages and contact lists	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	carrying out survey and analysis, graphs and charts
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	researching and preparing materials for assessment
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching and preparing materials for assessment
Writing – write documents communicating information, ideas and opinions effectively and persuasively	researching and preparing materials for assessment

Work experience

Research may be carried out if a placement is undertaken within the community justice sector. However evidence is more likely to be gained by all learners having access to specialist speakers or by visits to justice settings such as a court, a police station, or the housing department.

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:

http://cjp.org.uk/servlet/PageServer
www.homeoffice.gov.uk/rds/pdfs2/r171.pdf new approach to offending behaviour booklet
http://euc.sagepub.com/cgi/content/abstract/1/1/48 offending behaviour
www.crimereduction.gov.uk/sta_index.htm
www.statistics.gov.uk/cci/nugget.asp?id=1439
www.homeoffice.gov.uk/rds/offenderindex1.html
www.homeoffice.gov.uk/justice/how-justice-works/
www.crimestatistics.org.uk/output/Page1.asp
www.crimestatistics.org.uk/output/Page54.asp
www.together.gov.uk/
www.together.gov.uk/category.asp?c=25
TacklingNotToleratingAnti-socialBehaviour-Oct2004-HomeOffice.pdf
www.respect.gov.uk - The Government's Respect Agenda, tackling anti-social behaviour across the country
www.sova.org.uk - Volunteer organisation. For information on volunteering
www.togetherwecan.info - across government department agenda to work with communities
www.active-citizen.org.uk - Civil Renewal. For information on the Home Office agenda to increase community engagement
www.citizensadvice.org.uk - National Citizens Advice Bureaux. For information on advice available across the country
www.cps.gov.uk - Crown Prosecution Service
www.dca.gov.uk - Department for Constitutional Affairs. For information on court policy
www.do-it.org.uk - Volunteering. For information on how to become a volunteer and what you can do in your area.
www.hmcourts-service.gov.uk - Her Majesty's Courts Service. For information on the courts of England and Wales
www.homeoffice.gov.uk - Home Office. For information on crime policy
www.police.uk - National police website
www.probation.homeoffice.gov.uk - National Probation Service
www.victimsupport.org.uk - independent charity which helps people cope with the effects of crime providing free and confidential advice and information
www.crimlinks.com/restorative_justice.htm
www.iirp.org
www.safersanerschools.org

Unit 7: Supporting Children and Young People

Principal Learning unit

Level 2

Guided learning hours 30

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

About this Unit	*Good News!*
	Character (C) is delighted to announce the birth of her beautiful baby at 36 weeks. The baby is small but healthy.
	From birth to adolescence checks will be undertaken to make sure development is progressing well.

In this unit you will be able to research the developmental stages that a child will progress through and the checks that people working in the children's workforce use to make sure progress is what is expected.

You will also learn about the transitions that children and young people go through and the effect this can have on their development and behaviour. Unfortunately sometimes a child or young person shows signs that their development is different from what are normally expected, and you will learn how to recognise these signs and the different ways those who work with young people can help support their future development and wellbeing.

This unit introduces the work of the children's workforce in supporting the development of children and young people through an examination of the range of children's services available.

Learning outcomes

On completion of this unit a learner should:

1. Know the key stages in a child/young person's development

2. Be able to recognise signs that could indicate that development might differ from agreed norms.

3. Understand how different experiences can enhance the learning and development of a child and a young person

4. Understand how changes to, or in, a child or young person's life can affect their behaviour and development

5. Know the purpose and broad overall structure of the children's workforce

6. Understand how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers

7. Be able to devise activities to support the development of children and young people.

Case Study Links

If the case study provided is being followed, parts of it could be researched and the character's lives used as a basis for the evidence required.

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

Character (C) has had her baby early, the baby is healthy but small.

What checks or tests would have been carried out immediately after delivery?
What further checks will be done as the baby continues to grow and develop?
What services will be working with her and supporting her?

(C) has had to miss a lot of school during her pregnancy.

Will this have affected her learning?
What things may have happened to enhance her learning during this time?
What transitions have already taken place in her life?
Have they enhanced her learning and development?
Have any changes in her life had an effect on her behaviour?
What services will be working with her and supporting her?

Character (C) has a younger sister (F) who may have started school or be in pre-school.

What developmental checks or tests has she had during her life?
How has she been affected by any changes or transitions?
Have any family changes affected her behaviour?
She may have a developmental delay?
How will this affect her and what services within the Children's Workforce may be able to support her and her family?
How will they be able to help?

(A) is 17 years old.

Has he left school?
Did he do well at school?
What things have enhanced his learning?
What changes and transitions might he have gone through that have caused him to pick a fight?
If he has left school, has he got a job?
Which services may have helped him during this time?
Has he been in trouble with the police before?
Does he live with one or both parents?
How could this affect his learning, development and behaviour?
Has he tried illegal drugs?
How will these changes affect his behaviour?

(B) is 15. He may have a learning disability?

What support with his learning could his family expect?

What transitions is he about to got through and which services will be available to help him?

What you need to cover

1. **Know the key stages in a child/young person's development**	Knowledge of the principles of development as follows:

- holistic, with each area being interconnected
- different rates but broadly the same sequence.

Knowledge of normal developmental stages and sequences at:

- 0-3 years
- 3-7 years
- 7-12 years
- 12-16 years.

Knowledge of stages and sequences to include:

- normal ranges of development
- percentiles
- milestones.

Key milestones could include, for example:

- in relation to physical development, eg babies rolling over or sitting up, development of gross and fine motor skills, locomotion, balance and hand-eye co-ordination, size, height and weight
- in relation to intellectual development, eg reading, writing, perception, thinking
- in relation to language development, eg reception, expression, early speech patterns such as first words, sentences
- in relation to emotional development, eg attachment, development of multiple attachments, self-concept, personal identity, confidence, emotional development of older children
- in relation to social development, eg pro-social behaviour, moral development, development of aggression, role of self-directed play.

2. Be able to recognise signs that could indicate that development might differ from agreed norms

Knowledge of the importance of observation/assessment and how to recognise signs that could indicate that development may differ from agreed norms.

3. Understand how different experiences can enhance the learning and development of a child and a young person

Use of examples to develop understanding of the concept of the importance of positive experiences and the need for realistic adult expectations in the learning and development of children and young people.

These could include, for example:

- early learning experiences, such as during routines
- social interaction
- opportunities for developing curiosity, such as through

books, games, toys, pets, outings

- opportunities for developing concentration and memory skills, such as by dividing complex tasks into simpler ones to aid concentration, counting games or songs

- opportunities for increasingly challenging different activities, eg creative, social, physical

- play opportunities

- the role of the adult.

4. Understand how changes to, or in, a child or young person's life can affect their behaviour and development	Changes to, or in, a child or young person's life could include, for example: - starting school - progressing from primary to secondary school - moving house/locality/school - disabilities or chronic ill health - family illness or the death of a close relative - divorce/family break-up - issues related to sexuality - adoption - the process of asylum - mental health - self or or family members/friends. - progressing from children's to adult services - crime – self or family members/friends - transition stages. Understanding of how changes or transitions can affect the behaviour and development of children and young people, using examples.
5. Know the purpose and broad overall structure of the children's workforce	Knowledge of the children's workforce to include the provision of children's services and integrated services.
6. Understand how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers	Knowledge of how those working with children and young people can help support development could include, for example: - by communicating with them - by providing empathy/reassurance/encouragement/emotional support - by building relationships - by helping them manage transitions - by facilitating appropriately challenging activities, eg social interaction, play, learning, music, drama, art and craft, team games - by encouraging appropriate behaviour

- by motivating them, whilst maintaining realistic expectations.

Understanding of the strategies that those working with children and young people can use to support their development and wellbeing.

This could include, for example:
- indoor/outdoor play provision
- the use of appropriate materials, equipment and resources
- trips
- special events
- matching activities to meet the outcomes of the Early Years Foundation Stage or other appropriate frameworks
- providing child centred experiences and choice for free play
- effective communication skills
- personalised learning programmes following identification of the learning styles
- learning to learn
- use of key workers, learning mentors
- individual education plans.

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7. Be able to devise activities to support the development of children and young people

Activities for children and young people could include those to support, for example:
- physical development, eg gross and fine motor skills
- intellectual development, eg communication, language, visual, auditory and kinaesthetic methods of learning
- emotional development, eg imaginative and creative skills
- social development, eg team work
- cultural development, eg imaginative and creative skills involving cultural awareness.

QCF Unit Summary

Learning Outcome	Assessment for Unit 7 Level 2
The learner will:	The learner can:
1. **Know the key stages in a child/young person's development**	Investigate the development of children and young people and **outline** the key stages (IE2)
2. **Be able to recognise signs that could indicate that development might differ from agreed norms**	**Outline** how to recognise signs that could indicate that development might differ from agreed norms, using examples
3. **Understand how different experiences can enhance the learning and development of a child and a young person**	**Outline** how different experiences can enhance the learning and development of a child and a young person, using examples
4. **Understand how changes to, or in, a child or young person's life can affect their behaviour and development**	**Outline** how changes to, or in, a child or young person's life can affect their behaviour and development, including transitions
5. **Know the purpose and broad overall structure of the children's workforce**	**Outline** the purpose and broad overall structure of the children's workforce

6. Understand how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers	**Outline** how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers (RL1)
7. Be able to devise activities to support the development of children and young people.	Devise and **outline** activities to support at least one area of development of a child and a young person. (CT1)

How you will be assessed

One assignment is required for the assessment of this unit.

For this assignment you need to investigate the development of children and young people and produce a resource pack that can be given to parents or carers, for them to use to help them support their child or children/young people to grow and develop.

Your resource pack should contain:

1. Two case studies: one on a child (X) and one on a young person (Y).

   Case study X should include:

   - the key stages of development of the child

   - the developmental checks that have taken place, or will take place, during the child's life – and why these are important

   - a comparison of the development of the child to the norms for development

   - how to recognise signs that could indicate that development might differ from agreed norms, using examples

   - how at least three different experiences have enhanced – or could enhance - the learning and development of the child, using examples

   - information about the changes, using at least three examples, that can take place in a child's life and the effect that these changes can have on behaviour and development – including transitions

   - an account of how those working with children can support their continuing development and wellbeing in conjunction with families and carers, using at least two examples to support your account

   - an account of an activity to support at least one area of development of the child.

   Case Study Y should include:

   - the key stages and transitions that have taken place

   - how at least three different experiences have – or could have - enhanced the learning and development of the young person, using examples

   - information about the changes, using at least three examples, that can take place in the young person's life and the effect these changes can have on behaviour and development, including transitions

   - an account of how those working with young people can support their continuing development and wellbeing in conjunction with families and carers, using at least two examples to support your account

   - an account of an activity to support at least one area of development of the young person.

2. Information about the purpose of the children's workforce and the broad overall structure.

You could if you wish use a child or young person from documentaries, soap operas, profiles your tutor may give you or from the characters in the suggested case study.

If you use real life characters, you should not use photographs of them, and you should pay due regard to confidentiality. You should also gain written permission from their parents or those legally responsible for them.

You may choose the format you use to produce this resource however you should keep in mind that it would need to be used several times by parents and stored in a convenient way. This

could be a paper or interactive ICT resource such as a CD/DVD.

You should illustrate your resources with appropriate images and diagrams, such as charts and graphs.

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Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark total
1. Know the key stages in a child/young person's development	Investigate the development of children and young people and **outline** the key stages **1-4**	Investigate the development of children and young people and **describe** the key stages **5-7**	Investigate the development of children and young people and **explain** the key stages **8-10**	**10**
2. Be able to recognise signs that could indicate that development might differ from agreed norms.	**Outline** how to recognise signs that could indicate that development might differ from agreed norms, using examples **1-3**	**Describe** how to recognise signs that could indicate that development might differ from agreed norms, using examples **4-5**	**Explain** how to recognise signs that could indicate that development might differ from agreed norms, using examples **6-7**	**7**
3. Understand how different experiences can enhance the learning and development of a child and a young person	**Outline** how different experiences can enhance the learning and development of a child and a young person, using examples **1-3**	**Describe** how different experiences can enhance the learning and development of a child and a young person, using examples **4-5**	**Explain** how different experiences can enhance the learning and development of a child and a young person, using examples **6-7**	**7**
4. Understand how changes to, or in, a child or young person's life can affect their behaviour and development	**Outline** how changes to, or in, a child or young person's life can affect their behaviour and development, including transitions **1-3**	**Describe** how changes to, or in, a child or young person's life can affect their behaviour and development, including transitions **4-5**	**Explain** how changes to, or in, a child or young person's life can affect their behaviour and development, including transitions **6-7**	**7**
5. Know the purpose and broad overall structure of the children's workforce	**Outline** the purpose and broad overall structure of the children's workforce **1-4**	**Describe** the purpose and broad overall structure of the children's workforce **5-7**	**Explain** the purpose and broad overall structure of the children's workforce **8-10**	**10**

	Outline ... (1-4)	Describe ... (5-7)	Explain ... (8-10)	
6. Understand how those working with children and young people can support their continuing development and wellbeing in conjunction with their families and carers	**Outline** how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers 1-4	**Describe** how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers 5-7	**Explain** how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers 8-10	**10**
7. Be able to devise activities to support the development of children and young people.	Devise and **outline** activities to support at least one area of development of a child and a young person. 1-4	Devise and **describe** activities to support at least one area of development of a child and a young person. 5-7	Devise and **explain** activities to support at least one area of development of a child and a young person. 8-9	**9**
			Total marks	**60**

Assessment Guidance

Guidance to the Assessment Grid

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

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

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

Whilst learners may work as part of a team to carry out investigations, the evidence produced to satisfy each mark band should be the individual learner's own work.

When appropriate, witness statement or similar evidence may be used to clearly demonstrate that it is the learner fulfilling the mark band requirement.

Guidance for Allocating Marks

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

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices: Examples of lifestyle choices include: • whether or not to give up smoking, or at least reduce the number of cigarettes smoked • not eating a balanced diet – possibly because of eating too many fast foods • choosing not to exercise very much – having a sedentary job and not exercising outside of working hours
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking.

	Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1
Learning Outcome 1

Mark Band 1 (1-4 marks)	Learners will carry out the investigation, outlining the key stages. For full marks learners must accurately outline each key stage. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included all the key stages.
Mark Band 2 (5-7 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 (8-10 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 2
Learning Outcome 2

Mark Band 1 (1-3 marks)	Learners will outline how to recognise signs that could indicate that development might differ from agreed norms, using examples. For full marks learners must accurately outline how to recognise signs.
Mark Band 2 (4-5 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 (6-7 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 3 Learning Outcome 3	
Mark Band 1 **(1-3 marks)**	Learners will outline how different experiences can enhance the learning and development of a child and a young person, using at least three examples for each. For full marks accurate information will be included for the six examples, with outlines for at least four. Marks in this band are also appropriate for learners who have provided descriptive accounts or explanations, but not included three examples each for the child and the young person.
Mark Band 2 **(4-5 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments, with descriptions for at least two of the examples. For full marks evidence across the assessment focus is likely to be largely descriptive, with descriptions for at least four of the examples.
Mark Band 3 **(6-7 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments, with explanations for at least two of the examples. For full marks evidence across the assessment focus is likely to include explanatory comments, with explanations for at least four of the examples.

Assessment Focus 4 Learning Outcome 4	
Mark Band 1 **(1-3 marks)**	Learners will outline how changes to, or in, a child or young person's life can affect their behaviour and development, including transitions – using at least three examples for each. For full marks accurate information will be included for the six examples, with outlines for at least four. Marks in this band are also appropriate for learners who have provided descriptive accounts or explanations, but not included three examples each for the child and the young person.
Mark Band 2 **(4-5 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments, with descriptions for at least two of the examples. For full marks evidence across the assessment focus is likely to be largely descriptive, with descriptions for at least four of the examples.
Mark Band 3	Expectations for this band follow the pattern for band 2, but

	the responses will be explanatory in character.
(6-7 marks)	At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments, with explanations for at least two of the examples.
	For full marks evidence across the assessment focus is likely to include explanatory comments, with explanations for at least four of the examples.

Assessment Focus 5 **Learning Outcome 5**	
Mark Band 1 **(1-4 marks)**	Learners will outline the purpose and broad overall structure of the children's workforce.
	For full marks accurate outlines will be included for both the purpose and the structure. Annotated diagrams are acceptable forms of evidence for the structure.
	Marks in this band are also appropriate for learners who have provided descriptive or explanatory evidence but not included information about both the purpose and the structure of the children's workforce.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character.
	At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments.
	For full marks evidence for both the purpose and the structure is likely to be largely descriptive.
Mark Band 3 **(8-10 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character.
	At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments.
	For full marks evidence for both the purpose and the structure is likely to include explanatory comments.

Assessment Focus 6 **Learning Outcome 6**	
Mark Band 1 **(1-4 marks)**	Learners will outline how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers, using at least two examples for each – the child and the young person.
	For full marks accurate information will be included for the four examples, with outlines for at least three.
	Marks in this band are also appropriate for learners who have provided descriptive accounts or explanations, but not included two examples each for the child and the young person.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character.
	At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments, with descriptions

	for at least one of the examples. For full marks evidence across the assessment focus is likely to be largely descriptive, with descriptions for at least three of the examples.
Mark Band 3 **(8-10 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments, with explanations for at least one of the examples. For full marks evidence across the assessment focus is likely to include explanatory comments, with explanations for at least three of the examples.

Assessment Focus 7 **Learning Outcome 7**	
Mark Band 1 **(1-4 marks)**	Learners will devise and outline an activity to support at least one area of development of both a child and a young person. For full marks both activities will appropriate and outlined, with explicit links to the area/s of development. Marks in this band are also appropriate for learners who have provided descriptive accounts or explanations, but not included explicit links to areas of development, or only included an activity for either the child or the young person – even if explicit links to development have been made.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence for both activities is likely to be largely descriptive.
Mark Band 3 **(8-9 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence for both activities is likely to include explanatory comments.

Delivery Guidance

Those delivering this unit need to take into account the number of guided learning hours, with consideration being given to the weighting of the evidence. The case studies and plans for the activities will require suitable time allocation to allow for the gathering of information by the learners.

The use of professionals from the children's workforce will be beneficial to the delivery of this unit. These could include, for example, health visitors, social workers, early years practitioners, learning mentors, special needs co-ordinators in schools and colleges or educational psychologists.

The unit could be introduced by means of the use of videos/dvds and observation sheets/discussion. They could divide into small groups to consider different aspects of the unit, followed by class presentations and/or a display.

Learners could be provided with character profiles in order to ensure that they are able to achieve the requirements of assessment. Learners should be encouraged to choose a child from the 5-8 age range as this will allow them to research the developmental stages in sufficient depth.

Tutors could either prepare several character profiles for use by the learning cohort, or help learners develop these profiles for themselves. This will ensure that the profiles provide information for the students to compare development to the norms and examine changes and transitions.

The case study on a young person can be from the 11-18 age range. Learners may wish to draw on their own knowledge and experience when discussing the changes and transitions they have moved through, and the effect this may have had on their behaviour, learning and development.

To avoid any breach of confidentiality learners should be encouraged to use fictitious characters such as from documentaries, soap opera characters, the character profiles or the case study.

If learners do use a child or young person known to them, then they must gain written permission from the parents or those legally responsible for the child or young person. In such cases learners should be reminded to maintain confidentiality.

When planning activities for both the child and young person, learners need to identify the aims, objectives and benefits of the activity and give an outline of how the activity would be carried out. Some prior research on creative activities to support development is advised.

Opportunities for developing and confirming personal, learning and thinking skills

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

Skill	Activities
Independent enquirers	• identifying questions to answer and problems to resolve when seeking information about the purpose and structure of the Children Workforce. • exploring issues, events or problems from different perspectives by explaining in the case studies how the changes and transitions have affected the child and young person. • analysing and evaluating information, judging its relevance and value when comparing the development of the child to the 'norms' • considering the influence of circumstances, beliefs and feelings on decisions and events when describing the strategies the Children's Workforce could use to support the development and wellbeing of the child and young person
Creative thinkers	• asking questions during visits, talking to visitors and during work experience, to extend their thinking. • writing and presenting their case studies incorporating their own ideas and the experiences into the case studies in inventive ways.
Reflective learners	• evaluating the resource pack before final assessment; asking their peers to judge their work • accepting constructive criticism and then making amendments to the resource pack.
Team workers	• implementing procedures to safeguard others with small teams and within the team structures of organisations • sharing and participating in an understanding of the implementation of health, safety and security regulations within an organisation
Self-managers	• planning and managing their research and completion of the resource pack. Managing their research independently, organising time and resources, prioritising actions to research strategies used by services that make up the children's workforce, to support children and young people, researching the structure and purpose of the Children's Workforce. • anticipating, taking and managing risks that may occur as learners undertake independent research. • dealing with competing pressures, including personal and work-related demands • responding positively to change, seeking advice and support when needed: by responding to feedback by improving their work to reach higher grades.
Effective participators	• discussing the strategies that the Children's Workforce can use to enhance children and young peoples learning.

Functional Skills – Level 2

Skill	When learners are…
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching and preparing materials for assessment
Evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	researching and preparing materials for assessment
Follow and understand the need for safety and security practices	researching and preparing materials for assessment
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching and preparing materials for assessment
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Individuals can enter, develop and format information independently to suit its meaning and purpose including: **Text and tables** **Images** **Numbers** **records**	researching and preparing materials for assessment preparing a display and/or presentation
Bring together information to suit content and purpose	researching and preparing materials for assessment preparing a display and/or presentation
Present information in ways that are fit for purpose and audience	researching and preparing materials for assessment preparing a display and/or 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, responsibly and effectively including storage of messages and contact lists	preparing a display and/or presentation
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	researching and preparing materials for assessment discussions with practitioners
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching and preparing materials for assessment using a range of resources to gain information
Writing – write documents communicating information, ideas and opinions effectively and persuasively	preparing materials for assessment

Work Experience

Learners who are undertaking any work experience in a relevant setting could gain evidence for assessment through observation, and through discussions with early years and other practitioners. For reasons of confidentiality it is advised than learners should be encouraged not to use examples of children/young people from work experience for assessment purposes.

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.everychildmatters.gov.uk/deliveringservices/commoncore/development/
- www.everychildmatters.gov.uk/youthmatters/
- www.dfes.gov.uk/publications/youth/
- www.need2know.co.uk/
- www.brainwave.org.uk/
- www.nsc.nhs.uk/ch_screen/child_ind.htm
- www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance/PublicationsPAmpGBrowsableDocument/fs/en?CONTENT_ID=4097491&MULTIPAGE_ID=4972687&chk=Gz%2B4Wo
- www.devdelay.org/issues.html
- www.patient.co.uk/showdoc/40000368/
- www.babyzone.com/loadpage/topic.asp?topicid=125775&Source=google&keyword=toddlers&gclid=CIiXvYGa1IoCFQbclAodQ3Q_cw
- http://acronyms.thefreedictionary.com/developmental+delay
- www.dore.co.uk/default.aspx?c1=AW:UK&source=Aspergers+Content:Aspergers+Child:C:3&kw=children%20aspergers%20syndrome
- www.babybumblebee.com/learningdifferences.htm?gclid=CK_WwuSc1IoCFQ_alAod3Uqkbw
- www.babycentre.co.uk/baby
- www.babycentre.co.uk/toddler
- www.nhs.uk/Default.aspx
- www.nhsp.info/
- www.pcel.info/
- www.rnid.org.uk/information_resources/factsheets/parenting/factsheets_leaflets/newborn_hearing_screening.htm
- www.nsc.nhs.uk/
- www.nsc.nhs.uk/whatscreening/whatscreen_ind.htm
- www.direct.gov.uk/en/Parents/YourChildsHealth/index.htm?cids=Google_PPC&cre=Parents&gclid=CI7-q4eD14oCFRooEAodOSPdDQ
- www.babyfriendly.org.uk/items/research_detail.asp?item=435
- www.ucl.ac.uk/HCS/research/EBSLD/check_list/check_list.htm
- http://ukhealthcare.uky.edu/content/content.asp?pageid=P00974
- www.bmj.com/cgi/reprint/330/7486/301.pdf
- http://faculty.plts.edu/gpence/html/kohlberg.htm

Video/DVD
- Child of our time –BBC

Books

- Planning Childrens Play and Learning in the Foundation Stage Jane Drake

- Learning Through Art: Recipes for Childrens' Art Activities by Faith R. Tadman

- The Toddler's Busy Book: 365 Creative Games and Activities to Keep Your One and a Half to Three Year-old Busy by Trish Kuffner

- Phonics Games Kids Can't Resist by Michelle Ramsey

- Maths Problem Solving Ages 7-11 (Creative Activities For...) by John Dabell and Matt Ward

- A Practical Guide to Activities for Young Children (A Practical Guide to) by Christine Hobart and Jill Frankel

- Creative Therapy: Activities with Children and Adolescents by Angela Hobday and Kate Ollier

- Creative Expressive Activities and Asperger's Syndrome: Social and Emotional Skills and Positive Life Goals for Adolescents and Young Adults by Judith Martinovich

Unit 8: Patient Centred Health

About this Unit

What services does your local surgery provide?

What happens when you become ill?

When did you last visit your doctor? Practice nurse??

Did you have any measurements taken? Pulse rate? Peak flow?

What happens when patients are referred to hospital?

How do families cope with illness?

What are national service frameworks?

If you are following the scenario provided you could consider what investigations character (E) required, and how the healthcare staff decided this. You would also need to consider which healthcare staff would be involved.
You could consider what might follow these initial investigations in terms of, for example, further investigations, care or treatment. This could lead on to consideration of the full patient/care pathway for character (E)

This unit will introduce you to the patient centred nature of work in the health sector through an examination of how common health conditions are supported.

Learning outcomes

On completion of this unit, a learner should:

1 Know the normal baselines for health and their measurement

2 Be able to use simple measures for own health baseline

3 Know common conditions that can affect individuals throughout the life cycle and how they are treated

4 Understand the potential impact of a range of common conditions on the wellbeing of individuals, their families and carers

5 Be able to map a patient/care pathway for a common condition

6　Understand the range of healthcare practitioners involved in a patient/care pathway for a common condition

7　Know the basic structure of the health sector as it supports the patient centred approach.

Case Study Links

If the case study provided is being followed, parts of it could be researched and the character's lives used as a basis for the evidence required.

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

Character (E) could be used to introduce the unit, with learners exploring what might happen to him from the time of arrival of the paramedics, to the time he is discharged from hospital, and beyond. An annotated timeline could be produced that indicates, for example, the different parts of the health sector he comes into contact with, potential treatments, interventions, and the various practitioners that work with him and support him.

Another character could be also introduced with a common condition, such as diabetes.

What you need to cover

1. Know the normal baselines for health and their measurement

Knowledge will be developed of:

- normal baselines for health
- how they are measured accurately
- their role in monitoring health status.

Normal baselines will include:

- temperature
- pulse rates
- blood pressure
- peak flow
- waist circumference
- height/weight/Body Mass Index (BMI).

2. Be able to use simple measures for own health baseline

Simple measurements will include:

- temperature
- pulse rates
- peak flow
- waist circumference
- BMI.

Measurements of own health baselines will be recorded.

3. Know common conditions that can affect individuals throughout the life cycle and how they are treated

Certain conditions may occur more commonly in people of different ages or at different stages of the life cycle. Knowledge of these conditions will include:

- how to recognise signs and symptoms of conditions
- how they may be treated.

The importance of screening services, diagnostics and early intervention should be emphasised.

Conditions may include, for example:

- asthma
- cancer
- coronary heart disease
- diabetes.

4. Understand the potential impact of a range of common conditions on the wellbeing of individuals, their families and carers

Patients with common conditions may rely on their families for care and support.

Understanding of the impact of the conditions upon the wellbeing of the individuals, their families and their carers will be developed.

This could include, for example:

- physical well being

- intellectual well being

- emotional well being

- social well being

- financial well being.

5. Be able to map a patient/care pathway for a common condition	Understanding of the detailed care required for one of the common conditions should be developed. A typical patient pathway will map the journey that an individual takes through a particular service for a specific condition. It will generally show the members of staff they come into contact with and the types of treatments they receive.
6. Understand the range of healthcare practitioners involved in a patient/care pathway for a common condition	Understanding of the roles of a range of healthcare staff involved in the care and treatment of a common condition will be developed. These may include, for example: - general practitioners - practice nurses - hospital consultants - nurses - health care assistants - radiographers (including diagnostic) - occupational therapists - physiotherapists - healthcare scientists - pharmacists - pharmacy technicians - public health scientists.
7. Know the basic structure of the health sector as it supports the patient centred approach.	The overall structure of the health sector will be explored, including the role in delivery of services of: - public organisations - private organisations - voluntary organisations. Knowledge of the role of the Department of Health, NHS guidelines or NICE in ensuring consistency in patient care/treatment will be developed, for example the NHS Improvement Plan.

QCF Unit Summary

Learning Outcome	Assessment for Unit 8 Level 2
The learner will:	**The learner can:**
1. Know the normal baselines for health and their measurement	**Identify** normal baselines for health and how they are measured
2. Be able to use simple measures for own health baseline	Using simple measures, record three measurements of own health baseline, **identifying** their value as compared to normal baseline values
3. Know common conditions that can affect individuals throughout the life cycle and how they are treated	Investigate common conditions that affect individuals and **outline** at least three and how they can be treated (IE2)
4. Understand the potential impact of a range of common conditions on the wellbeing of individuals, their families and carers	**Outline** the potential impact of the three conditions on the wellbeing of the individuals, their families and carers (IE3)
5. Be able to map a patient/care pathway for a common condition	Investigate a chosen condition and **identify** the patient/care pathway for a patient with the condition
6. Understand the range of healthcare practitioners involved in a patient/care pathway for a common condition	**Identify** the roles of at least three healthcare practitioners involved in a patient/care pathway for the chosen condition
7. Know the basic structure of the health sector as it supports the patient centred approach.	**Outline** the basic structure of the health sector as it supports the patient centred approach.

How you will be assessed

One assignment is required for the assessment of this unit.

The assignment will take the form of an investigation. You need to investigate common conditions and their care and treatment, and produce an account of your investigation. This will also enable you to demonstrate that you are developing as an independent enquirer.

You need to briefly investigate at least three conditions and then focus on one condition of interest to you.

This may help you to highlight that certain common conditions may affect different life stages.

As part of the investigation you also need to explore the structure of the health sector. You should use the common condition that you are focusing on as the basis of this exploration.

Parts of the investigation may be group activities, but your account should be your own work.

Your account should include:

- a description of at least three normal baseline measurements for health and how they are measured
- your own baseline measurements – either a written account or recorded appropriately on a chart, and compared to normal baseline values – authentication will be needed – eg a witness testimony from a college tutor
- information on at least three common health conditions and how they might affect individuals and their family or carers
- a booklet on a chosen condition for patients. This should contain information on the condition and the care and treatment a patient with the condition should receive, including a patient/care pathway. It should also include information on the roles of the various healthcare staff involved in the patient's care
- a diagram or description of the structure of the health sector, as it supports the patient centred approach
- a description of how you carried out the investigation.

Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark total
1. Know the normal baselines for health and their measurements	**Identify** the normal baselines for health and how they are measured	**Describe** the normal baselines for health and how they are measured	**Explain** the normal baselines for health and how they are measured	7
	1-3	4-5	6-7	
2. Be able to use simple measures for own health baseline	Using simple measures, record three measurements of own health baseline, **identifying** their value as compared to normal baseline values	Using simple measures, record three measurements of own health baseline, **describing** their value as compared to normal baseline values	Using simple measures, record three measurements of own health baseline, **explaining** their value as compared to normal baseline values	7
	1-3	4-5	6-7	
3. Know common conditions that can affect individuals through the lifecycle and how they are treated	Investigate common conditions that affect individuals and **outline** at least three and how they can be treated	Investigate common conditions that affect individuals and **describe** at least three and how they can be treated	Investigate common conditions that affect individuals and **explain** at least three and how they can be treated	12
	1-5	6-9	10-12	
4. Understand the potential impact of a range of common conditions on the wellbeing of individuals, their families and carers	**Outline** the potential impact of the conditions on the wellbeing of the individuals, their families and carers.	**Describe** the potential impact of the conditions on the wellbeing of the individuals, their families and carers.	**Explain** how and why the conditions may impact on the wellbeing of the individuals, their families and carers.	

Learning outcome				Marks
	1-4	**5-7**	**8-10**	**10**
5. Be able to map a patient /care pathway for a common condition	**Identify** the patient/care pathway for a patient with a chosen common condition	**Describe** the patient/care pathway for a patient with a chosen common condition	**Explain** the patient/care pathway for a patient with a chosen common condition	
	1-3	**4-5**	**6-7**	**7**
6. Understand the range of healthcare practitioners involved in a patient/care pathway for a common condition	**Identify** the roles of at least three healthcare practitioners involved in the patient/care pathway	**Describe** the roles of at least three healthcare practitioners involved in the patient/care pathway	**Explain** the roles of at least three healthcare practitioners involved in the patient/care pathway	
	1-3	**4-5**	**6-7**	**7**
7. Know the basic structure of the health sector as it supports the patient centred approach.	**Identify** the basic structure of the health sector as it supports the patient centred approach.	**Describe** the basic structure of the health sector as it supports the patient centred approach.	**Explain** the basic structure of the health sector as it supports the patient centred approach.	
	1-4	**5-7**	**8-10**	**10**
			Total marks	**60**

Assessment Guidance

Guidance to the Assessment Grid

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

Progression across the mark bands will be achieved as learners are able to address the more demanding requirements of each assessment focus.
Mark band 1 has approximately 40% of the total marks available for this unit, mark bands 2 and 3 together the remaining 60%. The actual marks available in bands 2 and 3 generally reflect the need for the learner to respond to criteria that demand higher level skills with increasing independence of thought and action.

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

Guidance for Allocating Marks

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

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices:

	Examples of lifestyle choices include:
	• whether or not to give up smoking, or at least reduce the number of cigarettes smoked
	• not eating a balanced diet – possibly because of eating too many fast foods
	• choosing not to exercise very much – having a sedentary job and not exercising outside of working hours
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1 Learning Outcome 1	
Mark Band 1 **(1-3 marks)**	Learners will identify the normal baselines for health and how they are measured. Evidence could be presented in the form of a table. For full marks six normal baselines will have been identified, including how they are measured. This mark band is also appropriate for learners who include descriptive and explanatory accounts for normal baselines, but do not include information for each about how they are measured.
Mark Band 2 **(4-5 marks)**	To get into this band responses will include information about six baselines for health and how they are measured, with at least two in the form of descriptive accounts. For full marks accurate information must be included in relation to six normal baselines, including how they are measured. This is likely to take the form of a paragraph or two of description for at least four of the normal baselines.
Mark Band 3 **(6-7 marks)**	To get into this band responses will include information about six baselines for health and how they are measured, in the form of a mix of descriptive and explanatory accounts. For full marks accurate information must be included in relation to six normal baselines, including how they are measured. This is likely to take the form of a paragraph or two for each normal baseline, a mix of descriptive and explanatory accounts, with explanation provided for at least four of the normal baselines.

Assessment Focus 2 Learning Outcome 2	
Mark Band 1 **(1-3 marks)**	Learners will provide at least three of their own baseline measurements, along with authentication. They will also identify their value in relation to normal baseline values. For full marks, evidence will be provided as above in relation to own measurement of at least three normal baselines, along with some evidence of accuracy, such as repeat measurements that demonstrate consistency and figures being within normal ranges. This mark band is also appropriate for learners who include descriptive or explanatory accounts, but for less than three normal baselines.
Mark Band 2 **(4-5 marks)**	To get into this band learners will provide at least three of their own baseline measurements, along with authentication, and include a description of their value in relation to normal baseline values for at least two of these. Evidence of accuracy is also required. For full marks learners must provide descriptions for at least three normal baselines, and will have compared their results to the norms expected and justified any deviation (or non-deviation) from the norm.

Mark Band 3 (6-7 marks)	To get into this band learners will provide at least three of their own baseline measurements, along with authentication, and include a mix of description and explanation of their value in relation to normal baseline values, of which at least two should be explanatory. Evidence of accuracy is required. For full marks learners must provide explanations for at least three normal baselines, and will have compared their results to the norms expected and explained any deviation (or non-deviation) from the norm.

Assessment Focus 3 Learning Outcome 3	
Mark Band 1 (1-5 marks)	Learners will investigate and outline three common conditions and how they can be treated, indicating methods used in the investigation. For full marks, outlines will be provided for the three conditions, how they can be treated, and whether or not they may be life stage related. Methods used will indicate that some primary research has been carried out, for example a discussion with an individual with one of the conditions or a practitioner such as a nurse. This mark band is also appropriate for learners who include descriptive and explanatory accounts, but for less than three conditions, or those who use descriptive and explanatory accounts but whose methods did not include any evidence of primary research.
Mark Band 2 (6-9 marks)	To get into this mark band learners will investigate and provide accounts for three common conditions and how they can be treated, indicating whether or not they may be life stage related, and methods used in the investigation. The accounts are likely to be a mix of outlines and descriptions, with descriptions being provided for at least two of the conditions. Methods used will indicate that some primary research has been carried out, for example a discussion with an individual with one of the conditions or a practitioner such as a nurse. For full marks, descriptions will be provided for the three conditions, how they can be treated, and whether or not they may be life stage related.
Mark Band 3 (10-12 marks)	To get into this mark band learners will investigate and provide accounts for three common conditions and how they can be treated, indicating whether or not they may be life stage related, and methods used in the investigation. The accounts are likely to be a mix of descriptions and explanations, with explanatory comments being provided for at least two of the conditions. Methods used will indicate that some primary research has been carried out, for example a discussion with an individual with one of the conditions or a practitioner such as a nurse. For full marks, explanatory accounts will be provided for the three conditions, how they can be treated, and why they may potentially be life stage related.

Assessment Focus 4 Learning Outcome 4	
Mark Band 1 **(1-4 marks)**	Learners will outline the potential impact of the three conditions, considering the individual involved and their families/carers. For full marks, outlines will be provided for the three conditions, including, for each condition, the perspectives of both the individuals and their families/carers. Methods used will indicate that some primary research has been carried out, for example a discussion with an individual with one of the conditions or a practitioner such as a nurse. This mark band is also appropriate for learners who include descriptive and explanatory accounts, but for less than three conditions, or those who use descriptive and explanatory accounts but whose methods did not include any evidence of primary research.
Mark Band 2 **(5-7 marks)**	To get into this band learners will provide accounts of the potential impact of the three conditions, considering the individual involved and their families/carers. Evidence is likely to be a mix of outlines and descriptions, with descriptions being provided for at least two of the conditions. Methods used will indicate that some primary research has been carried out, for example a discussion with an individual with one of the conditions or a practitioner such as a nurse. For full marks, descriptions will be provided for the three conditions, including, for each condition, the perspectives of both the individuals and their families/carers.
Mark Band 3 **(8-10 marks)**	To get into this band learners will provide accounts of the potential impact of the three conditions, considering the individual involved and their families/carers. Evidence is likely to be a mix of description and explanation, with explanatory comments being provided for at least two of the conditions. Methods used will indicate that some primary research has been carried out, for example a discussion with an individual with one of the conditions or a practitioner such as a nurse. For full marks, explanatory comments will be provided for the three conditions, including, for each condition, the perspectives of both the individuals and their families/carers.

Assessment Focus 5 Learning Outcome 5	
Mark Band 1 **(1-3 marks)**	Learners will investigate and identify the patient/care pathway for a patient with a chosen condition, identifying the methods used in the investigation. For full marks, learners will have comprehensively identified different parts of the patient/care pathway, such as types of support, care, or treatments received. This mark band is also appropriate for learners who include descriptions and/or explanatory comments, but no evidence of any primary research.

Mark Band 2 (4-5 marks)	To get into this band learners will investigate and describe the patient/care pathway for a patient with a chosen condition, indicating the methods used in the investigation. There should be evidence of some primary research. For full marks, learners will include comprehensive descriptions of different parts of the patient/care pathway, such as types of support, care, or treatments received.
Mark Band 3 (6-7 marks)	To get into this band learners will investigate the patient/care pathway for a patient with a chosen condition, indicating the methods used in the investigation, and produce an account that includes a mix of description and explanatory comments. There should be evidence of some primary research. For full marks, learners will include comprehensive descriptions of different parts of the patient/care pathway, such as types of support, care, or treatments received, with explanatory comments for most – for example explaining the types of care or treatments.

Assessment Focus 6 Learning Outcome 6	
Mark Band 1 (1-3 marks)	Learners will identify the roles of at least three healthcare practitioners in the patient/care pathway for the chosen condition. For full marks, the roles of at least three healthcare practitioners in the patient/care pathway will have been accurately identified. This mark band is also appropriate for learners who include descriptive or explanatory accounts but overall information for less than three healthcare practitioners.
Mark Band 2 (4-5 marks)	To get into this band information will be included in relation to the roles of three healthcare practitioners, with descriptive accounts being provided for at least two of them. For full marks, learners will provide descriptive accounts for the roles of at least three healthcare practitioners.
Mark Band 3 (6-7 marks)	To get into this band learners will provide evidence that includes a mix of descriptive and explanatory accounts. Evidence for the roles of at least two healthcare practitioners will include explanatory comments. For full marks, evidence for the roles of at least three healthcare practitioners will include explanatory comments. The contribution of the healthcare staff to the experiences and outcomes for the patient should be included.

Assessment Focus 7 Learning Outcome 7:	
Mark Band 1 (1-4 marks)	Learners will provide a diagram and/or brief written account that clearly identifies the current basic structure of the health sector at date of assessment.

	For full marks, comprehensive information will be provided, covering most aspects of the health sector. There will be some evidence of how the structure supports the patient centred approach. This mark band is also appropriate for learners who include descriptive or explanatory accounts but do not provide information about how the structure of the health sector supports the patient centred approach.
Mark Band 2 **(5-7 marks)**	Learners will provide a diagram and brief written account that clearly indicate the current basic structure of the health sector at date of assessment, with some aspects described. There will be some description of how the structure supports the patient centred approach. For full marks, comprehensive descriptions will be provided, covering most aspects of the health sector.
Mark Band 3 **(8-10 marks)**	Learners will provide a diagram and written account that clearly indicate the current basic structure of the health sector at date of assessment, including descriptive accounts and some explanatory comments, for example with respect to how the structure supports the patient centred approach. For full marks, comprehensive descriptions with explanatory comments will be provided, covering most aspects of the health sector.

Delivery Guidance

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

Throughout the unit there should be emphasis on the importance of screening services, diagnostics and early intervention, and the role of the health sector in preventive medicine.

The unit could be introduced using practical methods involving learners taking their own baseline measurements for health. They could take their own pulse rates, peak flow and temperature, and calculate their Body Mass Index using their height and weight.
A demonstration of how to take blood pressure could be given by an appropriate person. In this way, learners can explore methods of measurement and normal baselines for health, recording their measurements appropriately.

Learners could then research health conditions in small groups and then present their findings to the rest of the class. This will enable understanding of a range of health conditions to be developed, as well as supporting the development of personal, learning and thinking skills.
Learners should be encouraged to consider the importance of screening services, diagnostics and early intervention, for example screening for breast, cervical or prostate cancer.

Links should be made, perhaps by using the case study, to identify how health can be affected by different conditions more commonly at different stages of the lifecycle.
The case study could also be useful to support understanding of how the lives of individuals may be affected when someone becomes ill. Potential physical, intellectual, emotional, social and financial effects should all be considered.
Role play could be useful here to help develop understanding.
The possibility of contacts with patients themselves or advocates - to share experiences - could be explored through contact with patient advocacy groups.

For assessment purposes learners need to briefly investigate at least three conditions and then focus on one condition of interest to them. This facilitates breadth as well as depth. National Service Frameworks should be introduced – these are long term strategies for the improvement of specific areas of care (eg cancer, coronary heart disease, diabetes) and can be researched using the Department of Health website. Learners will obtain useful information from these frameworks. Alternatively, a guest speaker could be invited in to talk about National Service Frameworks and Care Pathways, for example a specialist nurse.

Learners may also find it useful to watch appropriate videos, or explore media reports, to help them trace the patient care pathway, or to initiate a discussion around patient centred care.

To gain insight into the role of key healthcare workers, guest speakers, such as a general practitioner, practice nurse, specialist nurse or Macmillan nurse could be invited to talk to learners. They could also discuss the nature of the patient centred care in their particular setting/s.

Visits could also be arranged to a National Health Service, private or voluntary healthcare setting in order for learners to gain insight into how the health sector is structured and how patient centred care is delivered.

When producing the booklet for one common health condition, learners could be given the option of using craft materials or ICT to support them. This should be individual work with tutor support.

The internet can be used for researching different aspects of this unit, but all work presented for assessment should be that of the individual learner. Care should be taken to ensure that learners do not present information downloaded from the internet for assessment, without contextualising it and/or gaining ownership of it in some way.

Opportunities for developing and confirming personal, learning and thinking skills

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

Skill	Activities
Independent enquirers	• developing the skills needed to explore the common conditions • planning the investigation and judging the relevance of information obtained
Creative thinkers	• considering how they might access first hand experiences, such as patients' viewpoints
Reflective learners	• reflecting on their own role in the small group work • reflecting on the role of others in the small group work • reviewing the progress of their investigation
Team workers	• working in small groups to carry out the investigation • collaborating with others to work towards common goals • discussing and reaching agreements • taking responsibility
Self-managers	• managing their own learning in terms of organising time, resources and showing initiative • choosing a condition that provides personal motivation
Effective participators	• persuading and influencing others to push the small group investigations forward

Functional Skills – Level 2

Skill	When learners are…
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	accessing appropriate internet sites for research into health conditions
Evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	appropriately storing information on different health conditions
Follow and understand the need for safety and security practices	accessing appropriate internet sites for research into health conditions
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching different health conditions
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing appropriate internet sites for research into health conditions, the structure of the health sectors and the job roles of health care workers
ICT – Develop, present and communicate information	
Individuals can enter, develop and format information independently to suit its meaning and purpose including: **Text and tables** **Images** **Numbers** **records**	presenting written accounts using ICT using images that are scanned, or from clip art into booklet designing booklet using ICT
Bring together information to suit content and purpose	presenting written accounts using ICT using images that are scanned, or from clip art into booklet designing booklet using ICT

Present information in ways that are fit for purpose and audience	presenting written accounts using ICT using images that are scanned, or from clip art into booklet designing booklet using ICT
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	researching and presenting information on different health conditions
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	measuring and interpreting at least 3 baseline measurements for health interpreting normal and abnormal measurements
Identify the situation or problem and the mathematical methods needed to tackle it	measuring and interpreting at least 3 baseline measurements for health interpreting normal and abnormal measurements
Select and apply a range of skills to find solutions	measuring and interpreting at least 3 baseline measurements for health interpreting normal and abnormal measurements
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	measuring and interpreting at least 3 baseline measurements for health
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing different conditions working in groups carrying out research carrying out small scale presentations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching health conditions researching health care workers job roles

Writing – write documents communicating information, ideas and opinions effectively and persuasively	describing normal baseline measurements describing common conditions and how they affect people and their families producing booklet for patient use describing the structure of the health sector writing letters as appropriate – such as to a patient or patient advocate to share experiences of the health sector, followed by letters of thanks

Work experience

If available, learners will find work experience in a range of health care settings useful for this unit. These could include, for example, a local hospital.
These will aid understanding of, for example, the structure of the health sector, and the roles of professionals working in different roles.

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 settings.

The NHS Improvement Plan, 'Putting patients at the heart of public services', available from the Department of health, sets out priorities for the NHS.

Various leaflets on health are available, for example from local surgeries.

The following websites could be useful:

- www.bbc.co.uk/health/
- www.bhf.org.uk/
- www.bupa.co.uk/
- www.cancerresearchuk.org/
- www.carersuk.org/Home
- www.dh.gov.uk
- www.nhs.uk/
- www.nhscareers.nhs.uk/
- www.nhsdirect.nhs.uk/
- www.nice.org.uk/
- www.patient.co.uk

Unit 9: The Social Model of Disability

About this Unit

Have you ever thought about how individuals in wheelchairs move around the shops in town?

Do you feel sorry for them or want to help them?

Or do you think that the town should be better organised to enable them to do their shopping more easily?

Consider other disabilities as well, such as sensory impairment.

In this unit you will be introduced to the social model of disability through an examination of its aims, objectives and meaning.

Learning outcomes

On completion of this unit a learner should:

1   Know the development of the social model of disability, its aims and objectives

2   Understand what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice and how it differs from the medical model

3   Understand how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment

4   Understand how potential barriers in society and the environment might be overcome

5   Know the role of ethics, key legislation and policies which support the social model of disability

6   Be able to recognise own values and attitudes and own personal and social responsibility to others.

Case study Links

If the case study provided is being followed, parts of it could be researched and the character's lives used as a basis for the evidence required.

Ways in which the case study could be used to contextualise and support delivery of this unit include:
Character (E) could be used to introduce the unit, for example, he could need to use a wheelchair for a period of time following the 'street incident'.

Learners could investigate their local environment and consider wheelchair access.

They could borrow a wheelchair and use it to investigate their local shops and other facilities.

Other characters could be introduced in order for learners to consider other forms of disability, such as sensory impairment.

What you need to cover

1	**Know the development of the social model of disability, its aims and objectives**	Consideration should be given to the meaning of the term 'disability', along with the terms 'impairment' and 'handicap'. Understanding of the social model of disability should then be explored, including: • how it developed • its aims/objectives.
2	**Understand what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice and how it differs from the medical model**	Understanding of the social model of disability should then be explored, including: • its underlying principles • how it differs from the medical model • how it empowers people, supporting independence and choice • how it challenges society • how it has helped to change people's attitudes.
3	**Understand how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment**	The social model enables rather than disables. Learners could consider, for example: • the promotion of independence and choice • improvements in support and service provision • the environment • education • employment.
4	**Understand how potential barriers in society and the environment might be overcome**	Potential barriers include: • those in the environment, eg associated with access • education • attitudes and emotions towards disabilities • language. Learners should consider how potential societal and environmental barriers may be overcome.
5	**Know the role of ethics, key legislation and policies which support the social model of disability**	Ethical implications of disability discrimination should be identified, such as its potential impact on individuals, the importance of equity, justice and responsibility. Awareness of disability discrimination should be developed, including the role of key legislation such as: • Mental Health Act 1983 • Disability Discrimination Act 1995 • Human Rights Act 1998 • Care Standards Act 2000 • Discrimination Act 2005 • Equality Act 2006.

Organisational policies with regard to disabilities should also be explored. A useful starting point would be those for the learners' own school or college, or those at work settings.

| 6 | **Be able to recognise own values and attitudes and own personal and social responsibility to others.** | Attitudes and stereotyping should be explored, with learners being encouraged to reflect on their own values and attitudes, as well as those of society. |
| | | Learners should be encouraged to reflect on and recognise their own personal and social responsibility to others. |

QCF Unit Summary

Learning Outcome	Assessment for Unit 9 Level 2
The learner will:	**The learner can:**
1 **Know the development of the social model of disability, its aims and objectives**	Investigate the social model of disability and **outline** how it developed and its aims and objectives (IE2)
2 **Understand what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice and how it differs from the medical model**	**Outline** what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice, and how it differs from the medical model (IE3)
3 **Understand how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment**	**Outline** how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment
4 **Understand how potential barriers in society and the environment might be overcome**	**Outline** how potential barriers in society and the environment might be overcome (IE3)
5 **Know the role of ethics, key legislation and policies which support the social model of disability**	**Outline** the role of ethics and at least one piece of key legislation and a resulting policy that support the social model of disability
6 **Be able to recognise own values and attitudes and own personal and social responsibility to others.**	Reflect on and **outline** own values and attitudes and own personal and social responsibility to others (IE3, RL1)

How you will be assessed

One assignment is required for the assessment of this unit.

For this assignment you need to investigate the social model of disability and produce a report. This will enable you to further develop skills of independent enquiry.
You will also need to identify and reflect upon your own attitudes and those of society, enabling you to develop further as a reflective learner.

As part of your report , you should assess at least one piece of legislation and a resulting policy that supports the social model of disability. This could, for example, be based around your school, college or a work experience setting.

You will also need to investigate how the social model of disability helps to promote independence and choice, appropriate support and service provision, employment and the removal of barriers that promote disability. You need to carry out a survey in order to investigate this, possibly again basing it on your school, college or a work experience placement.

Some of the research for this unit could be carried out in small groups, with sharing of information. However, your report should be entirely your own work.

Your report should include:

1. the social model of disability

2. legislative and ethical issues with regard to disability

3. a survey of how the social model of disability helps to promote independence and choice, appropriate service provision, employment and the removal of barriers that promote disability.

Part 1 should include:

- how the social model of disability developed, and its aims and objectives

- what is meant by the social model of disability, using examples

- why it is important in addressing discrimination

- how it supports independence and choice

- the difference between the social and medical models of disability.

Part 2 should include:

- at least one piece of legislation and a resulting policy that supports the social model of disability, basing this on a relevant work setting

- the role of ethics

- a review of own values and attitudes with respect to disability

- a reflection on own personal and social responsibility to others with respect to disability.

Part 3 should include:

- results of a survey that investigates how the social model of disability shapes practice and is continuing to influence the development of support, service provision and the

environment

- how the social model of disability enables rather then disables people, using three examples from the following: independence and choice, service provision, employment, removal of barriers
- identification of at least three potential barriers in society
- how these potential barriers might be overcome.

Assessment Grid

Assessment Focus	Band 1	Band 2	Band 3	Mark total
1. Know the development of the social model of disability, its aims and objectives	Investigate the social model of disability and **outline** how it developed and its aims and objectives	Investigate the social model of disability and **describe** how it developed and its aims and objectives	Investigate the social model of disability and **explain** how it developed and its aims and objectives	
	1-3	4-5	6-7	7
2. Understand what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice and how it differs from the medical model	**Outline** what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice, and how it differs from the medical model	**Describe** what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice, and how it differs from the medical model	**Explain** what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice, and how it differs from the medical model	
	1-6	7-10	11-14	14
3. Understand how the social model of disability shapes and is continuing to influence the development of support, service	**Outline** how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment	**Describe** how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment	**Explain** how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment	

	1-4	5-7	8-10	Mark
provision and the environment				
4. Understand how potential barriers in society and the environment might be overcome	**Outline** how potential barriers in society and the environment might be overcome	**Describe** how potential barriers in society and the environment might be overcome	**Explain** how potential barriers in society and the environment might be overcome	10
5. Know the role of ethics, key legislation and policies which support the social model of disability	**Outline** the role of ethics and at least one piece of key legislation and a resulting policy that support the social model of disability	**Describe** the role of ethics and at least one piece of key legislation and a resulting policy that support the social model of disability	**Explain** the role of ethics and at least one piece of key legislation and a resulting policy that support the social model of disability (8-9)	9
6. Be able to recognise own values and attitudes and own personal and social responsibility to others.	Reflect on and **outline** own values and attitudes and own personal and social responsibility to others	Reflect on and **describe** own values and attitudes and own personal and social responsibility to others	Reflect on and **explain** own values and attitudes and own personal and social responsibility to others	10
			Total marks	60

Assessment Guidance

Guidance to the Assessment Grid

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

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

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

Whilst learners may work as part of a team to carry out investigations, the evidence produced to satisfy each mark band should be the individual learner's own work.

When appropriate, witness statement or similar evidence may be used to clearly demonstrate that it is the learner fulfilling the mark band requirement.

Guidance for Allocating Marks

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

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

Descriptors

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

Descriptor	Meaning
Identify	A simple statement, which could be in the form of a list, giving basic information. For example, identify three lifestyle choices: Examples of lifestyle choices include: • whether or not to give up smoking, or at least reduce the number of cigarettes smoked • not eating a balanced diet – possibly because of eating too many fast foods • choosing not to exercise very much – having a sedentary job and not exercising outside of working hours
Outline	Brief information that includes some of the main features and is likely to be in continuous prose. For example, outline one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice. It is a lifestyle choice with many advantages, including for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking.
Describe	Clear information that includes all or most of the main features. For example, describe one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. Cigarette smoke contains a large number of substances that are not good for your health. These include nicotine – a stimulant that can cause raised blood pressure. Nicotine is also addictive and it can therefore be difficult to give up smoking. Other substances in cigarette smoke include tar, which contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes also stains the fingers and teeth of smokers and looks unsightly.
Explain	A response that accounts for/gives reasons. For example, explain one lifestyle choice: Whether or not to give up smoking, or at least reduce the number of cigarettes smoked, is a lifestyle choice with many advantages, especially for your health. This is because cigarette smoking is linked to a wide variety of diseases – such as lung cancer, liver cancer, pancreatic cancer and leukaemia, due to cigarette smoke containing a large number of harmful substances. These include nicotine – a stimulant that constricts the blood vessels, raising blood pressure and increasing the strain on the heart. Nicotine is also addictive and it can therefore be difficult to give up smoking.

	Other substances in cigarette smoke include tar, which paralyses the cilia in the bronchial passages and therefore contributes to lung diseases such as emphysema, bronchitis and cancer. Giving up smoking has other advantages – for example financial advantages meaning there would be more money to spend on other, more healthy, activities. The tar in cigarettes is brown and sticky and therefore stains the fingers and teeth of smokers and looks unsightly.

Assessment Focus 1
Learning Outcome 1

Mark Band 1 (1-3 marks)	Learners will investigate the social model of disability and outline how it developed and its aims and objectives. For full marks accurate outlines will be included for how the model developed and its aims and objectives. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included information for all aspects of the assessment focus.
Mark Band 2 (4-5 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 (6-7 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 2
Learning Outcome 2

Mark Band 1 (1-6 marks)	Learners will outline what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice, and how it differs from the medical model. For full marks accurate outlines will be included for all aspects of the assessment focus. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included information for all aspects of the assessment focus.
Mark Band 2 (7-10 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.

Mark Band 3 (11-14 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 3 Learning Outcome 3	
Mark Band 1 (1-4 marks)	Learners will outline how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment. For full marks accurate outlines will be included for all aspects of the assessment focus. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included information for all aspects of the assessment focus.
Mark Band 2 (5-7 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 (8-10 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 4 Learning Outcome 4	
Mark Band 1 (1-4 marks)	Learners will outline how at least three potential barriers in society and the environment might be overcome. For full marks accurate outlines will be included for at least three potential barriers. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included information for at least three barriers.
Mark Band 2 (5-7 marks)	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptions, with descriptions for at least one of the barriers. For full marks evidence for the three barriers is likely to be descriptive.
Mark Band 3	Expectations for this band follow the pattern for band 2, but

(8-9 marks)	the responses will be explanatory in character.
	At the lower end of the mark range evidence is likely to include a mix of descriptions and explanations, with explanatory comments included for at least one of the barriers.
	For full marks evidence for at least two of the barriers is likely to be largely explanatory.

Assessment Focus 5 Learning Outcome 5	
Mark Band 1 **(1-4 marks)**	Learners will outline the role of ethics and at least one piece of key legislation and a resulting policy that support the social model of disability. For full marks outlines will be provided for both the role of ethics and the piece of key legislation and resulting policy. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included evidence across all aspects of the assessment focus.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.
Mark Band 3 **(8-10 marks)**	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments.

Assessment Focus 6 Learning Outcome 6	
Mark Band 1 **(1-4 marks)**	Learners will reflect on and outline their own values and attitudes and own personal and social responsibility to others. For full marks learners will provide evidence of having considered a range of values and attitudes, with at least four examples, and own personal and social responsibility to others, most of which will be outlined. Marks in this band are also appropriate for learners who have provided descriptive or explanatory accounts, but not included at least four examples of values and attitudes, or not included both own personal and social responsibility to others and four examples of values and attitudes.
Mark Band 2 **(5-7 marks)**	Expectations for this band follow the pattern for band 1, but the responses will be descriptive in character. At the lower end of the mark range evidence is likely to include a mix of outlines and descriptive comments. For full marks evidence across the assessment focus is likely to be largely descriptive.

Mark Band 3 (8-10 marks)	Expectations for this band follow the pattern for band 2, but the responses will be explanatory in character. At the lower end of the mark range evidence is likely to include a mix of descriptive and explanatory comments. For full marks evidence across the assessment focus is likely to include explanatory comments. There will be evidence of learners reflecting confidently on their own values and attitudes.

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.

"Impairment" can be interpreted as people who have a physical, mental or learning difficulty. It is important that learners understand that it is society that disables people by stereotyping them and discriminating against them, rather than the impairment disabling them.

The unit could be introduced through a discussion on the rights of individuals, linking the discussion to work in previous units, and introducing appropriate terms. Those delivering the unit need to be aware of the need for sensitivity around the surfacing of learners' own prejudices and values.

Internet research in small groups could also be useful as a starting point for this unit, followed by presentations. This should be supplemented by visits, the use of guest speakers and appropriate videos/dvds. Class or small group discussions will also be central to the unit – learners will be able to share views and experiences and reflect upon their own attitudes and values. Sensitivity will also be needed in the facilitation of such discussions.

Learners could be encouraged to explore topics such as accessibility to buildings, attitudes towards people with impairments, negative stereotyping and inappropriate language by carrying out small surveys at their school or college. A relevant piece of legislation or organisational policy could then be introduced to the learners, giving them the opportunity to assess how it is used within the organisation.

To gain insight into the lives of someone with impairment, guest speakers from appropriate organisations could be invited to talk to the learners. Learners could also participate in a variety of disability awareness activities. They could also investigate wheelchair access in their local town centre.

When investigating the social and medical models of disability, learners could work in small groups, perhaps giving a short presentation to the rest of the class. Although all work submitted for this unit should be individual to each learner, this activity will enable understanding of society's views of disability to be developed. The case study could also be a useful tool to help highlight how people's lives are affected by society's attitudes towards people with impairments and disabilities.

The benefits of the social model of disability need to be emphasised, including its importance for practice – both for the individual and indirectly for society.

Opportunities for developing and confirming personal, learning and thinking skills

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

Skill	Activities
Independent enquirers	• developing the survey to assess attitudes to disability • carrying out the survey and analysing information • considering the influence of values and attitudes towards disability • using evidence from the survey to produce a conclusion on attitudes towards disability
Creative thinkers	• asking questions about attitudes towards disability • questioning their own and others assumptions towards people with impairments • adapting their ideas towards disability as their knowledge grows
Reflective learners	• reflecting on their role and the role of others when working in groups to investigate the models of disability • reviewing the progress of their investigations when assessing attitudes toward disability
Team workers	• collaborating with others to work towards common goals of producing a presentation or survey • managing discussions to appreciate others attitudes and values to disability • showing fairness and consideration to others with different views
Self managers	• managing their own learning in terms of organising time, resources and showing initiative
Effective participators	• discussing issues of concern with appropriate people, that may be seen when investigating the implementation of legislation or policies that assist the social model of disability • proposing practical ways forward to improve any potential barriers to the social model of disability that may be seen in the organisation • identifying improvements that would benefit others • trying to influence others and balancing diverse views • acting as an advocate for views and beliefs that may differ from their own.

Functional Skills – Level 2

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

Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	carrying out a survey on society's attitudes towards disability
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	Interpreting results and solutions and communicating data in a recognised format
Draw conclusions and provide mathematical justifications	Using appropriate mathematical procedures to analyse the survey
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the case study working in groups carrying out research carrying out small scale presentations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the medical and social models of disability researching how people with impairments may be discriminated against or stereotyped

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Writing – write documents communicating information, ideas and opinions effectively and persuasively	describing the features of the social and medical models of disability
	describing and reflecting upon attitudes towards people with impairments
	describing 1 piece of legislation or policy and assessing its use
	describing how the social model of disability enables people rather than disables them
	describing the potential barriers in society to disability

Work experience

Learners will find work experience in a range of settings useful when undertaking this unit. These might include, for example, a day centre for people with learning disabilities or a day centre for older people with physical impairments. Learners will be able to see at first hand how society's attitudes towards people with impairments may prevent them from becoming independent. They may also gain insight into how these potential barriers in society can be overcome.

The survey to assess an organisation's use of legislation and policies, and attitudes towards people with a disability or impairment, could be carried out during work experience.

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.

Books

- Swain, J. Finkelstein,V. French, S. Oliver, M. (1993) Disabling Barriers – Enabling Environments London, Sage

- Walsh, M, Stephens, P. Moore, S (2000) Social Policy and Welfare, Gloucester, Stanley Thornes

Websites

- http://www.cehr.org.uk/

- http://www.shaw-trust.org.uk/

- http://www.drc.org.uk/

- http://www.disabilityinformation.com/disability/

- http://www.bfi.org.uk/education/teaching/disability/thinking/

- http://www.schoolcouncils.org/resources/documents/Modelsofdisabilityhandoutp59-61.pdf

- http://www.mencap.org.uk/html/about_mencap/changing_attitudes.asp

- http://www.bcodp.org.uk/about/research.shtml
- http://www.drc-gb.org/citizenship/howtouse/socialmodel/index.asp
- http://www.direct.gov.uk/en/index.htm