

Specification

BTEC Firsts

Edexcel BTEC Level 2 Certificate, BTEC Level 2 Extended Certificate and BTEC Level 2 Diploma in Health and Social Care (QCF)

For first teaching September 2010

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Contents

BTEC First qualification titles covered by this specification	1
What are BTEC Firsts?	2
Edexcel BTEC Level 2 Certificate – 15 credits	3
Edexcel BTEC Level 2 Extended Certificate – 30 credits	3
Edexcel BTEC Level 2 Diploma – 60 credits	3
Key features of the BTEC Firsts in Health and Social Care	4
Rationale for the BTEC Firsts in Health and Social Care	4
National Occupational Standards	5
Rules of combination for Edexcel BTEC Level 2 First qualifications	6
Edexcel BTEC Level 2 Certificate in Health and Social Care	7
Edexcel BTEC Level 2 Extended Certificate in Health and Social Care	8
Edexcel BTEC Level 2 Diploma in Health and Social Care	9
Assessment and grading	10
Grading domains	10
Calculation of the qualification grade	11
Quality assurance of centres	12
Approval	12
Programme design and delivery	13
Mode of delivery	14
Resources	14
Delivery approach	14
Meeting local needs	15
Limitations on variations from standard specifications	15
Additional and specialist learning	15
Functional Skills	15
Personal, learning and thinking skills	15

Access and recruitment	16
<u>Restrictions on learner entry</u>	16
<u>Access arrangements and special considerations</u>	16
<u>Recognition of Prior Learning</u>	17
Unit format	17
<u>Unit title</u>	17
<u>QCF level</u>	17
<u>Credit value</u>	17
<u>Guided learning hours</u>	18
<u>Aim and purpose</u>	18
<u>Unit introduction</u>	18
<u>Learning outcomes</u>	18
<u>Unit content</u>	18
<u>Assessment and grading grid</u>	19
<u>Essential guidance for tutors</u>	19
Units	21
Unit 1: Communication in Health and Social Care	23
Unit 2: Individual Rights in Health and Social Care	35
Unit 3: Individual Needs in Health and Social Care	45
Unit 4: Ensuring Safe Environments in Health and Social Care	57
Unit 5: Vocational Experience in a Health or Social Care Setting	69
Unit 6: Cultural Diversity in Health and Social Care	81
Unit 7: Anatomy and Physiology for Health and Social Care	93
Unit 8: Human Lifespan Development	105
Unit 9: Creative and Therapeutic Activities in Health and Social Care	117
Unit 10: Health and Social Care Services	131
Unit 11: The Impact of Diet on Health	141

Further information	154
Useful publications	154
<u>How to obtain National Occupational Standards</u>	<u>154</u>
Professional development and training	155
Annexe A	157
<u>The Edexcel BTEC qualification framework for the health and social care sector</u>	<u>157</u>
Annexe B	159
<u>Grading domains: Level 2 BTEC generic grading domains</u>	<u>159</u>
Annexe C	161
<u>Personal, learning and thinking skills</u>	<u>161</u>
Annexe D	167
<u>Wider curriculum mapping</u>	<u>167</u>
Annexe E	169
<u>National Occupational Standards/mapping with NVQs</u>	<u>169</u>
Annexe F	171
<u>Unit mapping overview</u>	<u>171</u>
<u>Unit mapping in depth</u>	<u>172</u>
Annexe G	173
<u>Examples of calculation of qualification grade above pass grade</u>	<u>173</u>
<u>Points available for credits achieved at different QCF levels and unit grades</u>	<u>173</u>
Annexe H	177
<u>Mapping to Knowledge and Skills Framework</u>	<u>177</u>



BTEC First qualification titles covered by this specification

Edexcel BTEC Level 2 Certificate in Health and Social Care

Edexcel BTEC Level 2 Extended Certificate in Health and Social Care

Edexcel BTEC Level 2 Diploma in Health and Social Care

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 2 Certificate in Health and Social Care (QCF)	500/8101/9
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Edexcel BTEC Level 2 Extended Certificate in Health and Social Care (QCF)	500/8217/6
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Edexcel BTEC Level 2 Diploma in Health and Social Care (QCF)	500/8223/I
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These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Firsts?

BTEC First qualifications are delivered in further education and sixth-form colleges, schools and by other training providers, and have been since they were introduced in 1983. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC First qualifications within this specification have been revised to fit the new Qualifications and Credit Framework (QCF). As such the revised titles are:

- Edexcel BTEC Level 2 Certificate in Health and Social Care
- Edexcel BTEC Level 2 Extended Certificate in Health and Social Care
- Edexcel BTEC Level 2 Diploma in Health and Social Care.

However, for clarity and continuity they are referred to generically as BTEC First qualifications, where appropriate, and maintain the same equivalences, benchmarks and other articulations (for example SCAAT points) as their predecessor qualifications. The table below identifies the titling conventions and variations between the ‘old’ (NQF) and ‘new’ (QCF) specifications.

Predecessor BTEC Firsts (accredited NQF 2006)	QCF BTEC Firsts (for delivery from September 2010)
Edexcel Level 2 BTEC First Diploma	Edexcel BTEC Level 2 Diploma
Edexcel Level 2 BTEC First Certificate	Edexcel BTEC Level 2 Extended Certificate
Not applicable	Edexcel BTEC Level 2 Certificate

BTEC Firsts are Level 2 QCF qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Firsts provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Firsts are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment points that equate to similar-sized general qualifications.

On successful completion of a BTEC First qualification, learners can progress to, or within, employment and/or continue their study in the same, or related, vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Nationals have also changed; see the relevant BTEC National specifications on the website (www.edexcel.com).

The QCF awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of that unit.

The credit value of a unit is based on:

- one credit for learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate – 15 credits

The 15-credit Edexcel BTEC Level 2 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. It can extend a learner's programme of study and provide a vocational emphasis. The Edexcel BTEC Level 2 Certificate is broadly equivalent to one GCSE.

The Edexcel BTEC Level 2 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 2 Extended Certificate – 30 credits

The 30-credit Edexcel BTEC Level 2 Extended Certificate extends the specialist work-related focus of the BTEC First Award and covers the key knowledge and practical skills required in the appropriate vocational sector. The Edexcel BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units. It is broadly equivalent to two GCSEs.

The Edexcel BTEC Level 2 Extended Certificate offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplicating content.

For adult learners, the Edexcel BTEC Level 2 Extended Certificate can extend their experience of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the Edexcel BTEC Level 2 Extended Certificate is the Edexcel BTEC Level 2 First Certificate, accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Edexcel BTEC Level 2 Diploma – 60 credits

The 60-credit Edexcel BTEC Level 2 Diploma extends the specialist work-related focus of the Edexcel BTEC Level 2 Extended Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to four GCSEs.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the Edexcel BTEC Level 2 Certificate or Edexcel BTEC Level 2 Extended Certificate programme.

The predecessor qualification to the Edexcel BTEC Level 2 Diploma is the Edexcel BTEC Level 2 First Diploma, accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Key features of the BTEC Firsts in Health and Social Care

The BTEC Firsts in Health and Social Care have been developed to:

- provide education and training for health and social care employees
- give opportunities for health and social care employees to achieve a nationally-recognised Level 2 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the health and social care sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Health and Social Care
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Rationale for the BTEC Firsts in Health and Social Care

The BTEC Firsts in Health and Social Care can be delivered in further education colleges and schools.

The Edexcel BTEC Level 2 First Certificate in Health and Social Care is available to learners aged 14 and over. It will give learners an introduction to the sector and potential progression to the Edexcel BTEC Level 2 First Extended Certificate in Health and Social Care or the Edexcel BTEC Level 2 Diploma in Society, Health and Development.

The Edexcel BTEC Level 2 First Extended Certificate in Health and Social Care is available to learners aged 14 and over. It is recommended that learners undertake 60 hours of work placement and that all learners take Unit 5. The BTEC First Extended Certificate in Health and Social Care will give learners an introduction to the sector and potential progression to the Edexcel BTEC Level 2 First Diploma in Health and Social Care or the Edexcel BTEC Level 2 Diploma in Society, Health and Development. Progression could also be to higher level qualifications, such as the Edexcel BTEC Level 3 Nationals in Health and Social Care, Edexcel BTEC Level 3 Diploma in Society, Health and Development or the Edexcel BTEC Level 2 or 3 NVQs in Health and Social Care.

The Edexcel BTEC Level 2 First Diploma in Health and Social Care is available to learners aged 14 and over. It is recommended that learners undertake 60 hours of work placement and strongly recommended that all learners take Unit 5. The Edexcel BTEC Level 2 First Diploma in Health and Social Care will enable learners to gain more experience and insight into the sector, and, therefore, learners who successfully complete this qualification should be able to progress to employment in the sector, in a supervised role. Progression could also be to further study, such as the Edexcel BTEC Level 3 Nationals in Health and Social Care, the Edexcel Level 3 Diploma in Society, Health and Development or the Edexcel Level 3 NVQs in Health and Social Care.

The Edexcel BTEC Level 2 First qualifications contribute to the quality and coherence of national provision in this sector. They provide an alternative route to the academic and vocational GCSE provision, offering learners the opportunity to experience the health and social care sector. The qualifications will help to develop a range of generic and transferable skills, and inform career or further education decisions.

National Occupational Standards

BTEC Firsts are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of National Vocational Qualifications (NVQs) in due course. NOS form the basis of NVQs. BTEC Firsts do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in this specification identifies links to elements of the NOS.

The Edexcel BTEC Level 2 Firsts in Health and Social Care relate to the NOS which form the:

- NVQ Level 2 in Health and Social Care.

See Annexe E for a detailed mapping of BTEC Firsts in Health and Social Care units against NVQ units and elements.

Rules of combination for Edexcel BTEC Level 2 First qualifications

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at, or above, the level of the qualification
- the mandatory unit credit
- the specialist optional unit credit
- the optional unit credit
- the maximum credit that can come from other QCF BTEC units.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 8 credits.
- 3 Specialist optional unit credit: either 5 or 15 credits.
- 4 Optional unit credit: either 5 or none.
- 5 For this qualification it is inappropriate for other QCF BTEC units to be used to meet local needs.

Edexcel BTEC Level 2 Extended Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 16 credits.
- 3 Specialist optional unit credit: either 10 or 20 credits.
- 4 Optional unit credit: either 20 or 10.
- 5 For this qualification it is inappropriate for other QCF BTEC units to be used to meet local needs.

Edexcel BTEC Level 2 Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 31 credits.
- 3 Mandatory unit credit: 20 credits.
- 4 Optional unit credit: 40 credits.
- 5 A maximum of 10 specialist credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 2 Certificate in Health and Social Care

The Edexcel BTEC Level 2 Certificate in Health and Social Care is a 15-credit and 90-guided-learning hour (GLH) qualification that consists of either **one** specialist optional and **one** optional unit or **three** specialist optional units that provide a combined total of 15 credits.

Edexcel BTEC Level 2 Certificate in Health and Social Care			
Unit	Specialist optional units – choose at least one unit	Credit	Level
1	Communication in Health and Social Care	5	2
2	Individual Rights in Health and Social Care	5	2
3	Individual Needs in Health and Social Care	5	2
4	Ensuring Safe Environments in Health and Social Care	5	2
Unit	Optional units – choose a maximum of one unit		
5	Vocational Experience in a Health or Social Care Setting *	10	2
6	Cultural Diversity in Health and Social Care	10	2
7	Anatomy and Physiology for Health and Social Care	10	2
8	Human Lifespan Development	10	2
9	Creative and Therapeutic Activities in Health and Social Care	10	2
10	Health and Social Care Services	10	2
11	The Impact of Diet on Health	10	2

* To successfully complete this unit learners must complete 60 hours of work experience.

Edexcel BTEC Level 2 Extended Certificate in Health and Social Care

The Edexcel BTEC Level 2 Extended Certificate in Health and Social Care is a 30-credit and 180-guided learning hour qualification (GLH) that consists of **either two** specialist optional and **two** optional units or **four** specialist optional and **one** optional unit that provide a combined total of 30 credits.

Edexcel BTEC Level 2 Extended Certificate in Health and Social Care			
Unit	Specialist optional units – choose at least two units	Credit	Level
1	Communication in Health and Social Care	5	2
2	Individual Rights in Health and Social Care	5	2
3	Individual Needs in Health and Social Care	5	2
4	Ensuring Safe Environments in Health and Social Care	5	2
Unit	Optional units – choose at least one unit		
5	Vocational Experience in a Health or Social Care Setting *	10	2
6	Cultural Diversity in Health and Social Care	10	2
7	Anatomy and Physiology for Health and Social Care	10	2
8	Human Lifespan Development	10	2
9	Creative and Therapeutic Activities in Health and Social Care	10	2
10	Health and Social Care Services	10	2
11	The Impact of Diet on Health	10	2

* To successfully complete this unit learners must complete 60 hours of work experience.

Edexcel BTEC Level 2 Diploma in Health and Social Care

The Edexcel BTEC Level 2 Diploma in Health and Social Care is a 60-credit and 360-guided learning hour (GLH) qualification that consists of **four** mandatory and **four** optional units that provide a combined total of 60 credits.

Edexcel BTEC Level 2 Diploma in Health and Social Care			
Unit	Mandatory units – complete all four units	Credit	Level
1	Communication in Health and Social Care	5	2
2	Individual Rights in Health and Social Care	5	2
3	Individual Needs in Health and Social Care	5	2
4	Ensuring Safe Environments in Health and Social Care	5	2
Unit	Optional units – choose four units		
5	Vocational Experience in a Health or Social Care Setting *	10	2
6	Cultural Diversity in Health and Social Care	10	2
7	Anatomy and Physiology for Health and Social Care	10	2
8	Human Lifespan Development	10	2
9	Creative and Therapeutic Activities in Health and Social Care	10	2
10	Health and Social Care Services	10	2
11	The Impact of Diet on Health	10	2

* To successfully complete this unit learners must complete 60 hours of work experience.

Assessment and grading

In BTEC First qualification all units are internally assessed.

All assessment for BTEC First qualifications is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction level:

- To achieve a ‘pass’ a learner must have satisfied **all** the pass grading criteria.
- To achieve a ‘merit’ a learner must, additionally, have satisfied **all** the merit grading criteria.
- To achieve a ‘distinction’ a learner must, additionally, have satisfied **all** the distinction grading criteria.

Grading domains

The assessment and grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC First grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to Annexe B which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place in order to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of forms including written reports, graphs, posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be clearly indicated on fit for purpose assignments. This gives learners a focus and helps with internal verification and standardisation processes. It will also help to ensure that feedback to learners is specific to the assessment and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it is:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade (see the *Rules of combination for the Edexcel BTEC Level 2 First qualifications*).

Qualification grades above pass

Learners will be awarded a merit or distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available depends on the unit level and grade achieved, and the credit size of the unit (as shown below).

Points available for credits achieved at different QCF levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the table will achieve a merit or distinction or distinction* grade.

Qualification grade

Qualification	Points range above pass		
	Merit	Distinction	Distinction*
Level 2 BTEC Certificate	85-94	95-99	100 and above
Level 2 BTEC Extended Certificate	170-189	190-199	200 and above
Level 2 BTEC Diploma	340-379	380-399	400 and above

Please refer to Annex G for examples of calculating qualification grades above pass.

Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and the assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors, and to provide coherent understanding and consistent delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for the programmes or groups of programmes that it is operating
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is enabled through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that its quality assurance processes do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods it uses to do this for BTEC First and National programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary
- requiring all centres to appoint a lead internal verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the lead internal verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Edexcel quality assurance handbook

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF Qualifications*, issued annually, for detailed guidance.

An approved centre must only make certification claims when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

BTEC First qualifications consist of specialist optional units and optional units. Optional units are designed to give the qualification a focus and more specialist opportunities in the sector.

In BTEC Firsts each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where learners not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC Firsts. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying the qualification through open or distance learning.

Learners studying the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of work and life experience that learners bring to the programme.

Resources

BTEC Firsts are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in the individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC First qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experiences.

An outline learning plan is included in every unit as guidance which demonstrates one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC First qualification and the related NVQ and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres, employers and the Sector Skills Council or the Standards Setting Body for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rules of combination allows centres to make use of units from other standard QCF BTEC specifications. Centres are required to ensure that the coherence and purpose of the qualification are retained and that the vocational focus is not diluted.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Firsts is limited to a total of 25 per cent of the qualification credit value (see the *Rules of combination for Edexcel BTEC Level 2 First qualifications*).

These units cannot be used at the expense of the specialist optional units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional Skills

BTEC Firsts give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units within the specification for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria are associated with and they are also mapped in Annex C. Further opportunities for learners to demonstrate these skills may also be apparent as they progress through their learning.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to complete the programme of study successfully and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in Health and Social Care or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC First qualifications are accredited on the QCF for learners aged 14 years and over.

In particular sectors restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Edexcel BTEC Level 2 First qualifications are listed on the DCSF Section 96 and Section 97 funding lists.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements*, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and therefore do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home or leisure, as well as in the classroom. RPL provides a route for the recognition of achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in Edexcel BTEC Level 2 First qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

In BTEC First qualifications each unit has a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance on the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Aim and purpose

The aim provides a clear summary of the unit's purpose and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all the unit content.

It is not a requirement of the unit specification that all the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in their acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This content must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- ‘eg’ is a list of examples, used for indicative amplification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in learner evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way of planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – amplifies the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. Centres will be asked to ensure that any requirements are in place when seeking approval from Edexcel to offer the qualification.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and sources of vocational contexts.
- *Indicative reading for learners* – lists learner resource material that benchmarks the level of study.

Units

Unit 1:	Communication in Health and Social Care	23
Unit 2:	Individual Rights in Health and Social Care	35
Unit 3:	Individual Needs in Health and Social Care	45
Unit 4:	Ensuring Safe Environments in Health and Social Care	57
Unit 5:	Vocational Experience in a Health or Social Care Setting	69
Unit 6:	Cultural Diversity in Health and Social Care	81
Unit 7:	Anatomy and Physiology for Health and Social Care	93
Unit 8:	Human Lifespan Development	105
Unit 9:	Creative and Therapeutic Activities in Health and Social Care	117
Unit 10:	Health and Social Care Services	131
Unit 11:	The Impact of Diet on Health	141

Unit 1:

Communication in Health and Social Care

Unit code: H/600/6872

QCF Level 2: BTEC Firsts

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This aim of this unit is to enable learners to gain the knowledge, understanding and practical skills they need to be able to communicate effectively within a health and social care environment. Throughout this unit learners will investigate and learn about different forms of communication, understand barriers to communication and be able to communicate effectively.

● Unit introduction

Health and social care professionals need good communication skills to develop positive relationships and share information with people using services, their families, carers, colleagues and other professionals. It is important, therefore, for those embarking on a career in health and social care to gain the knowledge, understanding and skills required to develop appropriate interpersonal skills.

This unit links with *Unit 3: Individual Needs in the Health and Social Care Sector*, *Unit 5: Vocational Experience in a Health or Social Care Setting* and *Unit 6: Cultural Diversity in Health and Social Care* as it will develop learners' understanding of how to adapt their communication to meet the individual needs of people using health or social care services, including cultural differences. The unit also provides the foundation for professional and personal development. The knowledge and skills developed through studying this unit can be transferred to a range of different roles.

Initially, learners will focus on the different forms of communication that may be used in a health and social care environment. Verbal and non-verbal communication methods will be examined. Learners need to gain an understanding of the communication cycle, considering the strategies to be used at each stage to ensure that communication is effective and messages are understood. It is important that learners recognise a range of factors, such as environmental or those relating to disability, health or emotional issues, which may create barriers to communication. Learners will then consider how these barriers may be overcome, including the use of alternative forms of communication.

It is important that learners are given the opportunity to observe and discuss communication strategies used by those working in health and social care, and are able to practise and refine their skills for communicating effectively in health and social care. Learners will be required to demonstrate their communication skills in both one-to-one and group situations.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

Learning outcomes

On completion of this unit a learner should:

- 1 Know different forms of communication
- 2 Understand barriers to effective communication
- 3 Be able to communicate effectively.

Unit content

1 Know different forms of communication

Contexts: one to one, groups, formal, informal; with people using services, colleagues, managers

Forms of communication: verbal, non-verbal: body language eg posture, gestures; facial expression; touch or contact; use of signs, symbols and pictures, objects of reference; writing; technological aids

Alternative forms of communication: use of eg sign language, lip reading, Makaton, signs and symbols, Braille, technological aids; human aids eg interpreters, translators, signers

2 Understand barriers to effective communication

Communication cycle: ideas occur, message coded, message sent, message received, message decoded, message understood

Factors that affect communication: factors eg sensory deprivation, foreign language, jargon, slang, dialect, use of acronyms, cultural differences, distress, emotional difficulties, disability, health issues, environmental problems, misinterpretation of message, differing humour, inappropriate behaviour, aggression, assertiveness

Overcoming communication barriers: methods eg adapting the environment, understanding language needs and preferences, using individual's preferred language, timing, electronic devices (text phones, telephone amplifiers, hearing loops)

3 Be able to communicate effectively

Skills for effective communication: active listening; body language; facial expressions; eye contact; use of appropriate language; tone; pace; proximity; clarifying or repeating

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify different forms of communication [IE2, IE4, TW1, SM3]	M1 describe different forms of communication	
P2 explain barriers to effective communication within a health and social care environment [IE2, CT1, IE4, SM3]		
P3 take part in an effective one-to-one interaction [IE4, CT5, RL1, TW3, SM3]	M2 describe the barriers to effective communication in their two interactions.	D1 assess the strengths and weaknesses of their two interactions.
P4 take part in an effective group interaction. [CT5, RL1, TW3, SM3]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit will introduce learners to the importance of communication within health and social care contexts. Learners should initially gain an understanding of their own communication skills and how they use these in everyday interactions. The topic could be introduced using extracts from popular TV programmes to demonstrate a range of interactions, and to initiate discussions about the effectiveness of the skills observed. Cultural variations can also be explored during these discussions. Photographs might be used to illustrate the importance of positive body language and facial expressions.

Following introductory activities, simulation and role play in scenarios relevant to health and social care will form an important part of the delivery of this unit. Audio/visual recordings will help learners to reflect on their skills and understand how their own interactions impact on others. Class activities may also include producing guides or posters. Activities which focus on non-verbal communication will challenge learners to consider alternative methods, and may also include the introduction of basic sign language or Makaton.

Investigating ‘what not to do’, for example by showing extracts from continuing hospital dramas, could help to stimulate lively discussion and support learners in understanding the impact this has on patients, people using services and professionals. DVDs which illustrate good practice could be used before role play and simulation activities within the classroom.

Visiting speakers can broaden learners’ knowledge of communication methods and factors which create barriers. Learners could also be encouraged to observe interactions of professionals when visiting health or social care environments such as a pharmacy, dental surgery, and GP surgery or health centre. Learners should have opportunity to hone their own communications skills either through visits to, or during work experience in, health and social care settings, and interacting with others including those using services, colleagues and managers. Time and support allocated to enable learners to improve their skills interacting in groups and one-to-one situations will encourage learners to reflect on their experiences in preparation for assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit
Learning outcome 1
Research and discuss a range of methods of communication
Role play/practise skills: a) verbal b) non-verbal
Discuss different contexts of communication identifying appropriate methods used within a health and social care environment
Home/workplace activity: observe communication in different contexts within health or social care setting

Topic and suggested assignments/activities/assessment

Assignment 1: Forms of Communication Used Within a Health and Social Care Environment (P1, M1)

Learning outcome 2

Theory: introduction to the communication cycle

Research/discuss different factors which may create barriers to communication: physical, emotional, environmental

Produce guidance for workers in different contexts

Home/workplace activity: prepare questions, observe and reflect on factors which may create barriers within an identified environment

Case study/role play identifying possible barriers and practising effective communication strategies

Research/discuss methods to overcome range of barriers

Assignment 2: Identifying and Overcoming Barriers (P2)

Learning outcome 3

Home/workplace activity keep log of interactions, with reviews, in workplace or relevant situations

Prepare for role play

Practise skills and reflect on own and others' skills and receive feedback

Assignment 3a: Take Part in a One-to-one Interaction (P3, M2, D1)

Assignment 3b: Take Part in a Group Interaction (P4, M2, D1)

Reflect on effectiveness of own interactions

Unit and assessment review

Assessment

The learning outcomes may be met through separate assessment tasks or through an integrated assignment with a common scenario. Learners must demonstrate an appreciation of communication skills in the context of working in health and social care settings. Knowledge and understanding may be met through individual or group investigation. However, where learners generate evidence within a group, their contribution must be clearly documented and authenticated. In the final task learners must take part in both one-to-one and group interactions to demonstrate their own communication skills.

Much of the evidence will be generated through learners' own observations from health or social care environments whilst undertaking work experience, accompanied group visits or personal use of services. Learners should be encouraged to keep a log of their observations and given the opportunity to reflect on and discuss these with their tutor and peers. The log may contribute to their evidence to meet P1 and P2, although learners must include a description of the forms of communication observed to achieve M1. Tutors should give learners guidance to ensure that they have permission, ask relevant questions and conduct their observations ethically. To demonstrate knowledge and understanding, learners may write assignments, produce reports, presentations, leaflets or guides for workers in the sector.

It is essential that learners play an active and effective role in one-to-one and group interactions within a health and social care context. In preparation, learners must be given sufficient time to practise, reflect on and refine their skills. They should be guided to plan in detail, recording the skills they will use and where and when the interactions will take place. Learners should also, for P2, explain why potential barriers may occur and consider ways to overcome these. Ideally, for P3 and P4, the interactions will take place in a work experience environment, but role play/simulation is acceptable. Examples of appropriate interactions could involve talking to a resident in a care home, to a child about an activity they are involved in or to a health or social care professional about a health or social care issue. The small group discussion, on a health or social care topic, may take place in the classroom provided that all learners take an active role and demonstrate their interpersonal skills. For M2 learners need to describe any barriers they have encountered in their two interactions. For D1 learners need to assess their strengths and weaknesses in both interactions. Evidence of achievement may be in the form of witness testimony or DVD. Tutor witness testimonies must be sufficiently detailed, including evidence of verbal and non-verbal skills, to support judgements made on learner achievement. However, tutor feedback should refrain from making judgements about the interactions in order that evidence for D1 is generated by the learner. For example, a rating scale indicating frequency of demonstrating skills would be acceptable but judging the quality as good/satisfactory would be more appropriate.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Assignment 1: Forms of Communication Used Within a Health and Social Care Environment	You are working in a local care organisation. The manager provides work experience opportunities for young people from the local schools and college. She is concerned that the learners do not have sufficient experience in using effective communication skills within a care environment and asks you to produce training materials that can be used during the work experience induction session.	Training materials which identify and describe forms of communication used within a health or social care environment.
P2	Assignment 2: Identifying and Overcoming Barriers		Training materials including a range of barriers in relation to different forms of communication, explaining ways of overcoming these.
P3, M2, D1	Assignment 3a: Take Part in a One-to-one Interaction		Training DVD demonstrating good practice in a one-to-one interaction and in a group interaction. DVD to be supported by a review of both interactions that consider both the barriers to communication and the strengths and weaknesses of the skills used in each interaction.
P4, M2, D1	Assignment 3b: Group Interaction		

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the Health and Social Care sector:

Level 1	Level 2	Level 3
BTEC Introductory Diploma Health and Social Care	BTEC First Diploma in Health and Social Care	BTEC National Diploma in Health and Social Care
Developing Skills in Health and Social Care	Vocational Experience in a Health or Social Care Setting	Developing Effective Communication Skills
Society, Health and Development Foundation Level Are We Communicating?	Society, Health and Development Higher Level Working Together and Communicating	Society, Health and Development Communication and Information Sharing

Essential resources

Centres should give learners access to relevant texts and journals and to the internet to support research activities.

Employer engagement and vocational contexts

Organisations which offer appropriate work experience.

Visiting speakers such as GP practice nurse, domiciliary care worker, speech and language therapist, occupational therapist, day care manager for people with learning needs.

Local health or social care organisations which offer opportunities for group visits.

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N, Scott J – *BTEC First Health and Social Care, Revised Edition* (Heinemann, 2008) ISBN 9780435500269

Fisher – *GCSE Health and Social Care* (Folens, 2009) ISBN 9781850084372

Haworth E, Higgins H, Hoyle H, Lavers S and Lewis C – *BTEC Level 2 First Health and Social Care Teacher Resource Pack* (Pearson, 2010) ISBN 9781846906718

Nolan Y – *NVQ/SVQ Level 2 Health and Social Care Candidate Handbook* (Heinemann, 2005)
ISBN 9780435466985

Rasheed E, Hetherington A and Wyatt L – *BTEC First Health and Social Care* (Hodder Education, 2008)
ISBN 9780340971574

DVD

World of Work Health and Social Care DVD and Learning Resource File (Heinemann, 2008)
ISBN 9780435402396

Journals

Care and Health Magazine (PSSRU Publications)

Community Care Magazine (Reed Business Information)

Disability Now (Disability Now)

Nursing Times (Emap)

Websites

www.bcodp.org.uk

British Council for Disabled People

www.britishsignlanguage.com

Basic signs (British sign language)

www.ccwales.org.uk

Care Council for Wales

www.dh.gov.uk

Department of Health

www.makaton.org.uk

The Makaton Charity

www.mencap.org.uk

Mencap (for people with learning disabilities)

www.nhs.uk

National Health Service

www.niscc.info

Northern Ireland Social Care Council

www.rnib.org.uk

Royal National Institute of Blind People

www.rnid.org.uk

The Royal National Institute for Deaf People

www.skillsforcare.org.uk

Sector Skills Council for Care

www.skillsforhealth.org.uk

Sector Skills Council for Health

www.socialworkandcare.co.uk

Social care careers information

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	IE2 researching forms of communication, barriers to communication, ways to overcome barriers [P1, P2] IE4 making judgements on the value relevance of information [P1, P2, P3]
Creative thinkers	CT1 generating ideas and exploring ways to overcome barriers [P2] CT5 adapting communications and overcoming difficulties during interactions [P3, P4]
Reflective learners	RL1 reflecting on and discussing the effectiveness of their own interactions [P3, P4]
Team workers	TW1 sharing information during group and class discussion [P1] TW3 adapting communication strategies to suit the needs of people during one-to-one and group interactions [P3, P4]
Self-managers	SM3 organising time and resources to meet deadlines for written and practical assessment. [P1, P2, P3, P4]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	using IT programmes to produce information about forms of communication, barriers to communication and ways to overcome these
Present information in ways that are fit for purpose and audience	presenting information in the form of presentation slides, reports, leaflets or guidelines
Evaluate the selection and use of ICT tools and facilities used to present information	selecting and using ICT facilities to record one-to-one and group interactions
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in a one-to-one interaction taking part in a group interaction
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching forms of communication, barriers to communication and ways to overcome them
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing extended written documents as evidence of learning reflecting on skills including strengths and weaknesses.

Unit 2: Individual Rights in Health and Social Care

Unit code: K/600/6873

QCF Level 2: BTEC Firsts

Credit value: 5

Guided learning hours: 30

● Aim and purpose

The aim of this unit is to enable learners to gain a knowledge and understanding of the issues that need to be considered when working in health and social care environments within a multicultural society. Learners will investigate the many factors that contribute to a diverse and equal society and the principles and values which underpin the support given to individuals.

● Unit introduction

It is important for potential health and social care workers to develop an understanding of the factors which surround diversity amongst individuals in society; it is also important to recognise how this impacts on health and social care practice. These factors include the recognition of the rights of individuals, for example the right to be respected, to be treated equally, fairly and not to be discriminated against. The unit is an essential component in the preparation for work experience. It is, therefore, recommended that the unit is delivered at the beginning of the programme.

The unit introduces learners to issues of diversity and how the underlying principles of ethical health and social care practice can be used to promote equality and the rights of the individual. Equality, diversity, rights and responsibilities of individuals are developed further in *Unit 6: Cultural Diversity in Health and Social Care*. The unit also gives learners the opportunity to achieve Level 2 Functional Skills in ICT and English and personal, learning and thinking skills.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know factors that contribute to a diverse and equal society
- 2 Understand principles and values which underpin the support given to individuals.

Unit content

1 Know factors that contribute to a diverse and equal society

Social factors: diversity eg culture, ethnicity, faith, gender, sexuality, age, family structure, social class, geographical location

Political factors: role of eg legislation, policy, welfare state, delivery of health and social care services

Equality: non-discriminatory practice; discriminatory practice eg stereotyping, labelling, prejudice

Biological factors: physical features; disabilities eg learning, physical

2 Understand principles and values which underpin the support given to individuals

Ethical considerations: right-to-life; social justice; person-centre approach; the expectations of individuals receiving the service; empathy; honesty; adherence to codes of practice and policies

Individual rights: rights to be respected; treated equally and not discriminated against; treated as an individual; treated in a dignified way; allowed privacy; safeguarded from danger and harm; allowed access to information about themselves; able to communicate using their preferred methods of communication and language; supported in a way that meets their needs and takes account of their choices

Worker responsibilities: provision of active support to enable people who use services to communicate their needs, views and preferences; use of communication to support diversity, inclusion and promote equality of opportunity; confidentiality; disclosure; dealing with tensions between rights and responsibilities; importance of accurate recording, storage and retrieving of information, (including electronic methods), filing correctly and securely; the requirements of the Data Protection Act 1998 and the Freedom of Information Act 2005

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify factors that contribute to the equality of individuals in society [IE2, IE4, CT2, RL3, RL4, SM2, SM3, EP5]		
P2 explain the individual rights of people who use services [IE2, CT2, RL3, RL4, SM2, SM3, EP5]		
P3 explain the principles and values which underpin the support for individuals who use services. [IE2, IE4, CT2, CT4, RL3, RL4, SM2, SM3, EP5]	M1 discuss the principles and values which underpin support for individuals who use services.	D1 assess how the principles and values which underpin health and social care relate to the promotion of rights of individuals.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should be seen as an introduction to diversity, equality and the rights and responsibilities of individuals as they apply to addressing the needs of individuals within health and social care. Firstly, learners could explore the ways in which people may differ from each other and then link these to the social, political and biological factors that contribute to diversity. Small group discussions and pyramid activities sharing perspectives across groups could be triggered by simple case studies, images and scenarios. Once the concept of diversity is established then learners could be introduced to the language and concepts used in the context of equality.

The concepts that underpin this unit should be delivered with reference to the guiding principles embedded within the Care Standards Act 2000 and the Codes of Practice of the General Social Care Council. The emphasis should be on exploring how the rights of individuals and the responsibilities of health and social care workers empower and enable individuals who use health and social care services to identify their specific needs and preferences. Learners should be encouraged to explore their own attitudes to diversity and assumptions about groups other than their own as an integral part of the delivery of this unit.

Practical activities such as role play and discussion exploring different ways in which individual rights may be respected or ignored, would be beneficial. Learning may be enhanced through observation of behaviours demonstrated in DVD resources or from direct observation of practices when in health and social care settings. Discussion of the role of communication could be related to *Unit 1: Communication in Health and Social Care*. Class activities could be supplemented by input from visiting speakers representing for example disability groups or faith communities. Visits that increase learners' awareness of others in different environments to their own eg to a rural setting, or to specialist organisation such as a Disability Living Centre could be beneficial. General observations of how the rights of individuals are addressed in public spaces could also be discussed. Although learners should be aware that equality and individual rights are underpinned by legislation, the only legislation required to be explored specifically is the Freedom of Information Act 2000 and the Data Protection Act 1998. More detailed exploration of relevant legislation would be explored in *Unit 6: Cultural Diversity in Health and Social Care*.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction
Learning outcome 1
Know factors that contribute to a diverse and equal society
Introduction to the unit: discussion of assessments and grading
Buzz groups defining equality and diversity; tutor-led discussion
Taught session on the benefits of equality and diversity for society
Group work to discuss case studies; tutor-led discussion
Assignment 1: An Equal and Diverse Society (P1)
Produce a poster which identifies factors that contribute to equality and diversity in society

Topic and suggested assignments/activities and/assessment

Taught sessions on the rights of individuals who use services; class discussion

Assignment 2: Individual Rights (P2)

Produce a short report which explains the rights of the people who use:

- a) a local health centre
- b) a centre for homeless people in the nearest city

Learning outcome 2

Understand principles and values which underpin the support given to individuals

Tutor delivery of the definition of terms; small group work

Small group work with case studies to isolate examples of underpinning principles and values; class discussion

Guest speaker on supporting individuals in a specific setting, followed by learner question and answer session

Tutor supported research on issues surrounding ethical delivery of support in health and social care

Visit to Disability Living Centre; class plenary session

Visit to local health centre/children's centre/Sure Start/sheltered housing project; class plenary session

Assignment 3: Principles and Values (P3, M1, D1)

Write a magazine article for a local newspaper which: discusses and explains the principles and values which underpin the support for individuals who use the drop-in centre (Assignment 2), and evaluates how these principles and values can be applied to the promotion of individual rights

Unit and assessment review

Assessment

The concept of equality in diversity may be new to many learners, and assessment methods should encourage personal learning in addition to achieving the grading criteria. For P1, learners need to identify those factors which contribute to diversity and influence equality. Whilst some initial classroom delivery will be necessary, learners could then be encouraged to produce a poster on those factors with a special emphasis on their local area. Learners could include information from local agencies such as ethnic minority community groups.

For P2, learners could produce a short report and they may need guidance as to the correct format for this. Learners could be encouraged to research online brochures from care settings, or visit the local library to obtain information. Learners would benefit from a period of work experience to understand how rights of individuals are implemented within a setting.

For P3, learners could be given a case study, (possibly taken from an issue in *Community Care* magazine or an appropriate DVD), and asked to explain the principles and values which underpin the support of individuals. For M1, more able learners could extend their explanation to discuss which common principles and values underpin the support of individuals who use services. For D1, learners will need to assess how the underpinning principles and values can be applied to the promotion of the rights of the individual. Before awarding the higher grade tutors should ensure that learners have a clear understanding of how to make judgements in this context. The assignment could be produced as a short magazine article.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Assignment 1: An Equal and Diverse Society	You are on placement in a health centre. Your mentor has asked you to produce an information poster to place in reception.	Poster
P2	Assignment 2: Individual Rights	You are working for your local Primary Care Trust and have been asked by the publicity department to write a short report explaining the rights of individuals who use local facilities.	Report
P3, M1, D1	Assignment 3: Principles and Values	A local newspaper has contacted the Primary Care Trust where you work and asked if a member of staff would write an article on the principles and values which underpin the running of the local drop-in centre for homeless people. You have volunteered.	Magazine article

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the health and social care sector:

Level 1	Level 2	Level 3
Developing Skills in Health and Social Care	Cultural Diversity in Health and Social Care	Equality, Diversity and Right in Health and Social Care
Images of People	Vocational Experience in a Health or Social Care Setting	Values and Planning in Health and Social Care

Essential resources

Learners will need access to full library facilities including textbooks, journals/professional magazines, relevant newspaper articles, DVDs and recordings of suitable television documentaries. They will also need access to the internet.

Employer engagement and vocational contexts

Visits from speakers employed within the health and social care sectors and representatives of ethnic minority groups will enhance learner understanding. Learners would also benefit from visits to organisations which promote the rights of individuals such as Age Concern, Disability Living Centres and Asian women's projects.

Indicative reading for learners

Textbooks

Burgess C, Pritchatt N and Shaw C – S/NVQ Level 2 Health and Social Care Easy Steps (Pearson Education Ltd, 2007) ISBN 9780435465278

Haworth E, Higgins H, Hoyle H, Lavers S and Lewis C – BTEC Level 2 First Health and Social Care Teacher Resource Pack (Pearson, 2010) ISBN 9781846906718

Meggitt C – A Special Needs Handbook for Health and Social Care (Hodder Arnold, 1997)
ISBN 9780340683606

Miller J – Social Care Practice (Hodder and Stoughton, 1996) ISBN 9780340655160

Nolan Y – S/NVQ Level 2 in Care: Student Handbook (Heinemann, 2003) ISBN 9780435452216

Richards A – The Complete A-Z Health and Social Care Handbook (Hodder Arnold, 1999)
ISBN 9780340705575

Journal

Community Care magazine (Reed Business Information)

Websites

www.ageconcern/dignity.asp	Age Concern
www.boardworks.co.uk	Series of PowerPoints at Level 2 for tutors
www.careknowledge.com	Care Knowledge
www.community-care.co.uk	Community Care Magazine
www.dh.gov.uk	Department of Health
www.eoc.org.uk	Equal Opportunities Commission
www.gscc.org.uk	General Social Care Council
www.heinemann.co.uk	World of Work Series
www.linkability.org.uk	Empowering individuals
www.mhpf.org.uk	Mental Health Providers Forum
www.scie.org.uk	Social Care Institute for Excellence
www.skillsforcareanddevelopment.org.uk	Sector Skills Council for Care and Development
www.skillsforhealth.org.uk	Sector Skills Council for Health

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>IE2 investigating the main factors which contribute to equality and diversity in society; contacting appropriate organisations; investigating the rights of individuals who use services [P1, P2, P3]</p> <p>IE4 analysing information obtained from internet searches; identifying the main factors which contribute to equality and diversity in society [P1, P3]</p>
Creative thinkers	<p>CT2 questioning visiting speakers; generating ideas with regard to the format of assessed work; adapting their ideas following formative feedback from the tutor; participating in class discussions and questioning peers with regard to relevant personal experience [P1, P2, P3]</p> <p>CT4 discussing principles and values in health and social care with peers and professionals; investigating the rights of older adults; adapting their ideas as they gain new information [P3]</p>
Reflective learners	<p>RL3 reviewing progress with tutors and acting on the outcomes of discussions; evaluating vocational visits and including what they learned in assessed tasks [P1, P2, P3]</p> <p>RL4 presenting their assessed work in a variety of formats [P1, P2, P3]</p>
Self-managers	<p>SM2 completing work for assessment in a variety of formats [P1, P2, P3]</p> <p>SM3 prioritising school/college work/personal commitments [P1, P2, P3]</p>
Effective participants	<p>EP5 participating in buzz groups and group discussions. [P1, P2, P3]</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	saving incomplete work and information obtained from internet searches
Manage information storage to enable efficient retrieval	copying work and information obtained from sources
Follow and understand the need for safety and security practices	copying incomplete work onto a pen drive and using a password for security
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	selecting appropriate internet sites when searching for relevant information
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	evaluating web-based information for its relevance
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	producing the poster, report and magazine article
Present information in ways that are fit for purpose and audience	presenting the poster, report and magazine article
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	emailing organisations to obtain information and emailing tutors for support
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to class discussion and buzz groups
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	consulting and evaluating a variety of sources
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing the report and the magazine article.

Unit 3: Individual Needs in Health and Social Care

Unit code: M/600/6874

QCF Level 2: BTEC Firsts

Credit value: 5

Guided learning hours: 30

● Aim and purpose

The aim of this unit is to enable learners to gain the knowledge, understanding and skills related to meeting individual needs. They will explore the influence of these needs on health and wellbeing and how they may be addressed to improve the health and wellbeing of an individual.

● Unit introduction

Knowledge and understanding of the needs of individuals is fundamental to delivering effective health and social care. Assessment of the needs of individuals is necessary before a plan can be developed to meet their needs. In this unit learners will explore different needs in relation to Maslow's hierarchy of needs and consider how needs may vary at different life stages. Ethical constraints mean that learners can only investigate needs in relation to general health and wellbeing and not in relation to more specific health and social care needs. The unit requires learners to gather relevant information from an individual to enable identification of the general needs of an individual and to use the information from this assessment to develop a plan to improve the individual's general health and wellbeing.

This unit has close links with all other units in this qualification. *Unit 1: Communication in Health and Social Care* introduces interpersonal skills essential when planning to meet the health needs of individuals. The specialist units will support learners in developing a deeper understanding of the holistic needs of individuals, for example cultural needs (Unit 6) physical including dietary needs (Units 7, 8, 11) and intellectual, emotional and social needs (Unit 9). *Unit 5: Vocational Experience in a Health or Social Care Setting* will provide opportunities for learners to observe and support the health and wellbeing of individuals in a real environment. *Unit 10: Health and Social Care Services* will develop learner understanding of the role of professionals, within and across different services, and how services must work together to meet the holistic needs of individuals.

Initially, learners will explore the everyday needs of individuals and how these may change at different stages of life. An introduction to Maslow's hierarchy of needs will challenge learners to consider both basic and higher level needs. The ways in which a range of factors influence needs and their effects on health and wellbeing will be introduced. Learners will explore the cycle of assessment: planning, implementation and review. Finally, learners must identify the specific health needs of an individual and consider how these may be addressed.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

Learning outcomes

On completion of this unit a learner should:

- 1 Know everyday needs of individuals
- 2 Understand factors that influence the health and needs of individuals
- 3 Be able to plan to meet the health and wellbeing needs of an individual.

Unit content

1 Know everyday needs of individuals

Importance of needs: Malsow's hierarchy in relation to physical, intellectual, emotional and social needs

Physical needs: importance of eg food, water, shelter, warmth, exercise, sleep, shelter, safety, security

Intellectual needs: learning; achievement; mental activity

Emotional needs: importance of eg relationships, affection, love, self-concept, fulfilment, respect

Social needs: importance of eg family, friends, group membership, community; sense of belonging, acceptance

Spiritual needs: importance of eg personal beliefs, religion

Needs in relation to life stages: infancy, childhood, adulthood, later adulthood

2 Understand factors that influence the health and needs of individuals

Socio-economic: factors eg social class, employment, culture, living conditions, income, education

Physical: factors eg genetic inheritance, disability, sensory impairment, age, gender; environmental eg water and sanitation, pollution

Lifestyle: factors eg personal hygiene, diet, exercise, smoking, substance misuse, stress, working pattern, sexual practices, social and community networks

Health: factors eg infection, injury, mental health, presence of chronic disorder

3 Be able to plan to meet the health and wellbeing needs of an individual

Needs: taking into account as appropriate eg physical, social, emotional, intellectual; health needs arising from a desire to improve an individual's health eg losing weight, giving up smoking, reducing alcohol intake

Assessment of general health and wellbeing: questioning to obtain information relevant to health and wellbeing eg in an interview, using a questionnaire; physical measurements eg height, weight, pulse rate, respiration rate on exertion; interpretation eg factors relevant to the individual contributing positively and negatively to health and wellbeing; calculation of BMI; state of health as indicated by physical measurements

Plan: setting short term and longer term targets for improving health; action plan for individual to meet needs and targets; how progress in meeting targets will be monitor

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the everyday needs of individuals [IE1, IE2, RL3, SM2, SM3]		
P2 explain factors which affect the everyday needs of individuals [IE1, IE2, RL3, SM2, SM3]		
P3 carry out an assessment of the health and wellbeing of an individual [IE1, CT1, RL3, TW3, SM2, SM3, EP4]		
P4 produce a plan for improving the health and wellbeing of an individual. [IE3, IE4, IE5, CT1, RL6, SM2]	M1 explain how the plan meets the health and wellbeing needs of the individual.	D1 justify how the plan takes into account the individual's circumstances and preferences.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

The unit could be introduced by learners considering their own needs and the relative importance they attach to each need. Maslow's hierarchy of needs could be used to stimulate discussion about the relative importance of physical, intellectual, emotional, social and spiritual needs. A 'hot seating' activity could enable exploration of short 'pen portraits' of individuals modelled on characters in television series or from books, but with a wide variety of needs, raising learners' awareness of differences between physical, intellectual, emotional and social needs and the different needs that may arise in each category. By using examples from their own or others' families or from informal observations of people in public places or if appropriate in placements, learners could explore how needs vary at different life stages. Role play could develop learners' understanding of the needs of individuals with a disability or sensory impairment.

Discussion of scenarios, perhaps starting with relevant local, national or international news items could raise learners' awareness of factors that influence health and wellbeing needs. The focus of learning outcome 2 is how various factors affect the health and wellbeing needs of people in general and learners should be encouraged to think beyond their own experiences. For example, socio-economic factors could be considered both from the perspective of deprivation and the health and wellbeing implications of affluence. Health factors should be considered from the perspective of conditions that are part of everyday life. Underlying disorders could be, for example, mental health disorders, diabetes, asthma. Infections (such as bronchitis) and injury (such as trauma) could be linked with other factors that affect the risk of these being a significant influence on health and wellbeing. For example, the health and wellbeing effects of fracture on a young adult could be compared with the impact of fracture on an older person or linking occupational injury/illness with employment.

Learners should be introduced to ways in which the health and wellbeing of a specific individual may be assessed from general information about the individual's lifestyle, their home and work life and local environment. Learners could be introduced to simple questioning techniques used for interviews and develop simple questionnaires as a means of obtaining information from their chosen individual but they should then collate the evidence gathered this way appropriately to meet assessment requirements. Physical measures should be those used routinely in health and social care such as height and weight for calculating BMI or pulse rate at rest and in response to activity. Although not essential to this unit, activity taking measurements would introduce some practical work. Alternatively, measurements could be those made for *Unit 7: Anatomy and Physiology for Health and Social Care* if the unit is included in the programme. Interpretation of data from the assessment could involve identifying the extent to which the individual is unhealthy eg BMI values enabling judgement regarding underweight, overweight or obesity, or lifestyle factors that are healthy or unhealthy.

Before developing a plan to improve the health of an individual, learners could view blank examples of documentation used for planning care for individuals in settings and discussion could help to establish understanding of how needs may be met in health and social care. As a preparatory learning activity, learners could work in groups to research factors such as smoking, drugs, diet or exercise and share their findings with their peers. They could outline a plan for one of the individuals already discussed in class and share their ideas with their peers. Tutor inputs could guide learners towards identifying clear targets for improvement of health and wellbeing. Some general strategies could be highlighted, for example, pacing changes to lifestyle behaviours, improving emotional health by engaging individuals in activities requiring social interactions.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and links to work experience and other units
Learning outcome 1
Group and class activities – explore and discuss everyday needs of individuals Maslow's hierarchy of needs Research – needs in relation to life stages Research – needs in relation to PIES Carry out questionnaire to find individual needs
Assignment 1 Task 1: Everyday Needs of Individuals (P1)
Learning outcome 2
Research factors which influence needs (socio-economic, lifestyle, physical, health) Case studies and class activities Home activity: observe factors in local environment which may influence needs
Assignment 1 Task 2: Influences on Needs (P2)
Learning outcome 3
Introduction to the principles of planning to support an individual Case studies/groups and class activities – assessment of needs and planning Prepare questions about health and lifestyles Gain permission from an individual and agree plans with tutor Home/work placement activity – discuss health and social care needs with family members/professionals
Assignment 3: Supporting the Health and Wellbeing of an Individual (P3, P4, M1, D1)
Unit and assessment review

Assessment

The learning outcomes could be met through a single assignment with individual tasks or through a series of small assignments. P1 and P2 could be based on a scenario involving for example, an extended family of several individuals at different life stages and whose health and wellbeing is influenced by a range of different factors. Alternatively, the individuals may be characters from TV or a book. P1 requires an outline of the different needs of individuals in society with reference to Maslow's hierarchy of needs and should consider physical, intellectual, emotional, social, spiritual needs for individuals at different life stages. Evidence could be an annotated visual format eg a poster or leaflet. Evidence for P2 could be extended writing eg a simple report that summarises the range of factors concisely but should address socio-economic, physical, lifestyle and health factors and how these affect everyday needs.

The assessment of P3 and P4 should be related to a specific individual who could be the learner themselves, a class peer, a family member or other individual known sufficiently well and in a private capacity to the learner. Tutors should check with learners that their choice of individual is appropriate and that there are no ethical issues or barriers that could prevent the learner from meeting all the relevant grading criteria. Tutors should

agree ground rules for the class to establish appropriate trust and respect in relation to all personal information learners gather on their individual and include confidentiality explicitly. Learners should show evidence in their work that the individual has given consent to participate. Learners will obtain information about their individual only so far as it is relevant to the individual's health and wellbeing, through questioning either in an interview or completion of a questionnaire. Whilst this record will be learners' main resource for P3 it is not in itself evidence for the criterion. It is not a requirement in this unit for learners to take any physical measurements themselves, although they may do so (and this could be linked to Unit 7). For P3, learners should collate the information obtained from their individual systematically eg a descriptive account, tables, charts and their assessment evidence should include the learner's interpretation of the information in relation to assessing the individual's general health and wellbeing as it is at the start for example BMI, mobility, fitness, mood/morale, self-esteem, risks to cardiovascular or respiratory health. Learners should then be explicit in identifying the health and wellbeing needs of the individual. If present, chronic disorders such as allergies, asthma, diabetes etc should be considered only with regard to how they impact on day-to-day needs.

Once the learner has identified needs, they can draw up a plan to improve the health and wellbeing that is appropriate for the individual's needs. It should identify specific short-term and longer term targets, actions for meeting these and indicate how progress against the plan will be monitored. The plan may involve for example: an exercise routine, dietary changes and changes to other lifestyle behaviours such as smoking, drinking, socialising, education. For M1, learners are likely to produce written evidence that explains how the plan will affect the individual's health and wellbeing, for example, how their measures of health might change and include additional comment for D1 that justifies the way the plan respects the individual's preferences and circumstances.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Assignment 1 Task 1: Everyday Needs of Individuals	Trainee health and social care support workers exploring a scenario 'The Street'.	A poster that outlines the needs of three people living in the street, each at a different life stage.
P2	Assignment 1 Task 2: Influences on Needs		A leaflet for community workers that explains the factors that can affect the health and wellbeing needs of the people living in the street.
P3	Assignment 2 Task 1: Supporting the Health and Wellbeing of an Individual	Working with an individual with regard to their health and wellbeing.	<ul style="list-style-type: none"> a) Gathering information from the individual about their health and wellbeing by interview and/or questionnaire. b) Collating the information to make an assessment of the individual's current health and wellbeing needs.
P4, M1, D1	Assignment 2 Task 2: Supporting the Health and Wellbeing of an Individual		Plan for improving health and wellbeing needs of an individual plus supporting evidence for M1 and D1.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the Health and Social Care sector:

Level 1	Level 2	Level 3
BTEC Introductory Diploma Health and Social Care	BTEC First Diploma in Health and Social Care	BTEC National Diploma in Health and Social Care
Developing Skills in Health and Social care	Vocational Experience in a Health or Social Care Setting	Values and Planning in Social Care
Society, Health and Development Foundation Level Health Wellbeing and Lifestyle	Communication in Health and Social Care	Caring for Older People
	Society, Health and Development Higher Level Needs and Preferences	Caring for Individuals with Additional Needs
		Society, Health and Development Advanced Level Principles and Values in Care

Essential resources

Centres should give learners access to relevant texts and journals, the internet to support research activities and to examples of care plans and case studies.

Employer engagement and vocational contexts

Visiting speakers from health and social care organisations will enhance delivery and broaden learner knowledge of the needs of individuals. Organisations should reflect the range of age groups and types of services.

Visits to organisations which provide a range of services will support learner understanding of the holistic needs of individuals and how services work to address these

Opportunities for work experience within health or social care environment.

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First in Health and Social Care, Revised Edition* (Heinemann, 2008) ISBN 9780435500269

Fisher A – *GCSE Health and Social Care* (Folens, 2009) ISBN 9781850084372

Haworth E, Higgins H, Hoyle H, Lavers S and Lewis C – *BTEC Level 2 First Health and Social Care Teacher Resource Pack* (Pearson, 2010) ISBN 9781846906718

Howarth E, Forshaw C and Moonie N – *GCSE Health and Social Care* (Heinemann, 2002) ISBN 97804354711415

Nolan Y – NVQ/SVQ Level 2 Health and Social Care Candidate Handbook (Heinemann, 2005)
ISBN 9780435466985

Rasheed E, Hetherington A and Wyatt L – BTEC First in Health and Social Care (Hodder Education, 2008)
ISBN 9780340971574

Journals

Care and Health Magazine (PSSRU Publications)

Community Care Magazine (Reed Business Information)

Disability Now (Disability Now)

Nursing Times (Emap)

Government publications

Department of Health – *Our health, our care, our say: a new direction for community services* (DH publications, 2006) ISBN 9780101673723

Skills for Care and Skills for Health – *Common core principles to support self care: a guide to support implementation* (DH Publications, 2008)

DVD

World of Work Health and Social Care DVD and Learning Resource File (Heinemann, 2008)
ISBN 9780435402396

Websites

www.bcodp.org.uk	British Council of Disabled People
www.carersuk.org	The voice of carers website
www.ccwales.org.uk	Care Council for Wales
www.community-care.co.uk	Community care
www.dh.org.uk	Department of Health
www.dlf.org.uk	Disabled Living Foundation
www.healthspace.nhs.uk	Health Space
www.healthyplace.com	Health issues
www.integratedcarenetwork.gov.org	Department of Health – policy and initiatives
www.learningdisabilities.org.uk	Foundation for people with learning disabilities
www.mencap.org.uk	Charity for individuals with learning disabilities
www.nhs.uk	National Health Service
www.niscc.info	Northern Ireland Social Care Council
www.rethink.org.uk	Rethink – Mental Health Charity
www.screening.nhs.uk	Health screening programmes
www.skillsforcare.org.uk	Sector Skills Council for Social Care
www.skillsforhealth.org.uk	Sector Skills Council for Health

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>IE1 generating questions in relation to potential health needs of individuals and about the factors affecting health and wellbeing [P1, P2, P3]</p> <p>IE2 researching the everyday needs of individuals and factors which influence needs [P1, P2]</p> <p>IE3 exploring ways of improving an individual's health and wellbeing from different perspectives [P4]</p> <p>IE4 evaluating the relevance of information to be included in the health and wellbeing plan [P4]</p> <p>IE5 consider the influence of circumstances and beliefs on decisions related to the health and wellbeing plan [P4]</p>
Creative thinkers	<p>CT1 generating ideas and exploring possible ways to improve the health and wellbeing of an individual [P3, P4]</p>
Reflective learners	<p>RL3 reviewing progress and acting on formative feedback [P1, P2, P3]</p> <p>RL6 communicating learning in a relevant way [P4]</p>
Team workers	<p>TW3 adapting behaviour and adhering to principles of care when identifying and assessing the needs of an individual [P3]</p>

Skill	When learners are ...
Self-managers	<p>SM2 showing initiative and commitment when planning and generating evidence for assessment [P1, P2, P3, P4]</p> <p>SM3 organising time and meeting deadlines for assessment [P1, P2, P3]</p>
Effective participants	<p>EP4 identifying and assessing needs; making improvements to the wellbeing of an individual. [P3]</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information Select and use a variety of sources of information independently for a complex task	using appropriate websites to research and select information about health issues and factors which may influence these
ICT – Develop, present and communicate information Present information in ways that are fit for purpose and audience	designing and completing a planning document
English Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to group and class discussion relating to the needs of individuals discussing needs and preferences with a selected individual
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising information reading and responding to case studies
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing an extended piece of writing to communicate information on the needs of individuals and the factors which influence needs producing a plan to identify the needs of an individual.

Unit 4: Ensuring Safe Environments in Health and Social Care

Unit code: T/600/6875

QCF Level 2: BTEC Firsts

Credit value: 5

Guided learning hours: 30

● Aim and purpose

The aim of this unit is to enable learners to explore the knowledge and skills related to health and safety issues, including legislation in health and social care environments, risk assessment and the actions that are necessary to minimise potential hazards and risks. It is important that learners develop a knowledge of hazards and risks, relevant legislation and the use and process of risk assessment.

● Unit introduction

Within health and social care environments, like all areas of our lives, there are many hazards that need to be identified and controlled by employers and employees to ensure a safe environment for everyone using a service.

The unit explores possible hazards and risks found in health and social care environments and employer and employee responsibilities in relation to these. Learners will explore a range of health and safety legislation and guidelines in place to minimise and control hazards and risks and to protect individuals and groups in society. The use of risk assessment will be explored. Learners will plan and design a risk assessment and carry it out in a health or social care environment and from this present a persuasive case for action. This is a Specialist optional unit in both the Edexcel BTEC Level 2 First Certificate and First Diploma in Health and Social Care. It is useful preparation for work in the health and social care sectors and also for learners intending to progress onto the Edexcel BTEC Level 3 National Diploma in Health and/or Social Care or the Edexcel BTEC Level 3 National in Children's Care, Learning and Development.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know potential hazards in health and social care environments
- 2 Know main principles of health and safety legislation applied to health and social care environments
- 3 Understand risk assessment processes related to health or social care.

Unit content

1 Know potential hazards in health and social care environments

Hazards: as relevant to health and social care environment eg rooms or outside recreational areas that pose a particular risk to individual service users, equipment/toys in a poor state of repair, incorrect storage of chemicals, inadequate control of infectious diseases, fire, poor working conditions, unsafe furnishings, inappropriate furnishings for patients/service users, inappropriate use of specialist equipment, insufficient equipment maintenance, poor staff training, lack of security measures, poor building maintenance, inadequate personal safety precautions, close proximity to radio transmissions, pollution of air and/or water, abuse

Responsibilities: employers, employees, service users

2 Know main principles of health and safety legislation applied to health and social care environments

Legislation and guidelines: relevant sections from appropriate legislation eg Health and Safety at Work Act; Food Safety Act; Food Safety (General Food Hygiene) Regulations; Manual Handling Operations Regulations; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); Management of Health and Safety and Work Regulations; Control of Substances Hazardous to Health (COSHH)

3 Understand risk assessment processes related to health or social care

Identifying risks: identifying hazards that could cause risks in everyday activities

Estimating risk: scale of risk; concept of likelihood of risk; degree of possible harm for different service user groups

Controlling risks: possible actions to reduce or remove risks

Monitoring effectiveness of controls: instructions for controlling risks; implementing controls; regular review of risks and controls; record keeping; roles of health and safety officer and care workers; policies and procedures

Everyday activities: risks associated with, eg personal care, food preparation and eating, mobility and travel, work or education, hobbies/leisure

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify potential hazards that might arise in health and social care environments [IE3, CT4, RL5, TW1, TW2, SM3, SM5]		
P2 outline the main features of current health and safety legislation as applied in health and social care [IE4, CT4, RL5, TW2, SM5]		
P3 explain risk assessment processes in the context of everyday activities in health or social care. [IE4, CT4, SM5, EP2]	M1 carry out a risk assessment of an indoor space used for everyday activity.	D1 discuss possible ways of reducing risk to users of the indoor space.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Whilst delivery of this unit should be related throughout to health and safety considerations applied to health and social care, it is recognised that in practice, learners may not have opportunity to carry out practical activities in health and social care settings themselves. Delivery should aim to enable learners to develop broad understanding of hazards, risk, how this may vary for different individuals who use health and social care services and how it may be controlled. Learners should know how legislation impacts on practices in workplaces and those in health and social care in particular.

Learning activities are likely to be based initially on learners' own experiences from everyday life and if possible, from health and social care workplaces either through employment, placement or from visits. An audit of potential risks encountered in learners' own homes by themselves and other members of the household could provide a useful introduction to the unit. Discussion activities, drawing on personal experiences could encourage learners to consider risks from the perspective of different groups, for example young children or infirm adults. Role play in their own learning environment could highlight learners' awareness of the hazards and risks encountered by those with disability or sensory impairment. Case studies presented in visual formats such as DVD or pictures could also be discussed.

Input from guest speakers such as a health and safety officer for a centre or a health and social care setting could be valuable for introducing the legislative framework for health and safety in all workplaces and how this applies in health and social care environments. Learners could prepare questions and with appropriate guidance from the tutor these also include exploration of the roles of care workers and health and safety officers in the risk assessment process in preparation for learning outcome 3. Learners could share their experiences from placements, part-time work or visits to recreational venues etc of how different organisations comply with health and safety legislation. A class supply of a range of examples of documentation used by different organisations for health and safety purposes could be examined and discussed by learners particularly in relation to how risk assessments are carried out.

Discussion of worked examples of risks familiar to learners themselves could be helpful in developing understanding of the likelihood of a risk event happening and of different degrees of harm that might result. For example, a raised edge to a floor mat causing a fall might result in a temporarily tender bruise for a toddler but a life-changing fracture for a frail older individual. Learners could explore the process of risk assessment by working in groups and considering different areas of accommodation such as a kitchen, bathroom, stairs, garden etc before attempting to carry out individually the risk assessment for M1.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and induction activities/visit
Guest speaker: health and safety officer and question and answer session
Learning outcome 1
Know potential hazards in health and social care environments
Buzz group and research on hazards and risks in life generally

Topic and suggested assignments/activities/assessment
Hazard case studies and images from health and social care settings
Small survey of potential hazards in school/college
Class discussion on employer and employee responsibilities
Assignment 1: Potential Hazards in Health and Social Care Environments (P1)
Produce a poster covering potential hazards in health and social care environments and the methods used to reduce risks
Learning outcome 2
Know main principles of health and safety legislation and guidelines for health and social care environments
Internet research on current health and safety legislation and guidelines
Small survey on legislation and guidelines for school/college and how it impacts on learner and staff experience and safety
Workplace experience venue research on health and safety legislation
Assignment 2: The Main Principles of Health and Safety Legislation and Guidelines for Health and Social Care Environments (P2)
Produce an information booklet covering an outline of the main principles of health and safety legislation and guidelines for health and social care environments
Learning outcome 3
Understand risk assessment processes related to health or social care
Look at different examples of risk assessments and class discussion
Carry out a small group risk assessment in school/college
Assignment 3: A Risk Assessment in a Health or Social Care Environment and a Persuasive Case for Action Based on the Findings of the Risk Assessment (P3, M1, D1)
Plan and carry out a risk assessment and action plan for a health or social care environment/workplace experience setting
Present a persuasive case for action based on the findings of the risk assessment
Unit and assessment review

Assessment

Assessment tasks for this unit may be presented in a sequence appropriate for the circumstances of the teaching and learning, perhaps if appropriate, scheduled to maximise learning from work experience. Assessment of P1 requires learners to identify risks that could arise in health and social care environments in general although they should consider two or more settings. Evidence might take the form of a poster or presentation or be based on images. Unless already published by a reputable source, photographs of genuine settings should not be used in assignment brief or in learners' work for ethical reasons. Learners should take care that if using information based on informal observations made in settings, their assessment evidence does not identify the setting. P2 could be contextualised to a health and social care environment which may be authentic or based on a case study scenario. Learners could contribute to the construction of a suitable scenario as part of their preparatory learning activity but it would be recommended that the resource material generated is scrutinised and finalised by the tutor who should verify its suitability for enabling learners to meet the requirements of the criterion. Evidence submitted might be a leaflet or wall chart but should be contextualised to a health and social care scenario and include sufficient notes to outline the main features of the legislation.

P3 requires learners to provide reasons for the different aspects of the risk assessment process. This should include processes for identifying potential hazards and estimating the associated risks, developing appropriate controls for each risk. Learners would not be expected to carry out a risk assessment for an entire building but should consider relevant parts for example a classroom, associated corridors and entrance to the building or, in a private home, an upstairs floor and stairway or a ground floor and entrance. The focus for the risk assessment required for M1 is risk associated with everyday/routine activities carried out in the environment, according to its main purpose for example teaching and learning, personal care and sleeping, or living and eating. For D1, learners might discuss alternative ways of reducing hazards and risks such as training, defining responsibilities, and provide reasons to justify preferred options. Evidence for D1 should include some detailed exploration of all aspects of the risk assessment process and demonstrate thorough understanding of the risk assessment process as it applies in health and social care.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources

Criteria covered	Assignment title	Scenario	Assessment method
P1	Assignment 1: Potential Hazards in Health and Social Care Environments	Your role as health and safety coordinator includes updating health and safety displays and information for staff and service users. The poster displays and information booklet are out of date and scruffy and need to be updated and refreshed. A risk assessment is due to be carried out at the club.	Poster
P2	Assignment 2: The Main Principles of Health and Safety Legislation and Guidelines for Health and Social Care Environments		Information booklet or wall chart
P3, M1, D1	Assignment 3: A Risk Assessment on a Health or Social Care Environment and a Persuasive Case for Action Based on the Findings of the Risk Assessment		Risk assessment and action plan

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the Health and Social Care sector:

Level 1	Level 2	Level 3
BTEC Introductory Diploma in Health and Social Care Social Responsibility at Work	Vocational Experience in a Health or Social Care Setting	Health, Safety and Security in Health and Social Care
BTEC Introductory Diploma in Health and Social Care Health and the Environment	Society, Health and Development Diploma Higher Level Safeguarding and Protecting Individuals	Supporting and Protecting Adults
Society, Health and Development Diploma Foundation Level Is it Safe?		Public Health
		Society, Health and Development Diploma Advanced Level Personal and Professional Development in the Work Environment
		Society, Health and Development Diploma Advanced Level Safeguarding and Protecting Individuals and Society
		BTEC National in Children's Care, Learning and Development Positive Environments for Children's Care, Learning and Development

Essential resources

Learners will need access to full library facilities including textbooks, journals/professional magazines, relevant newspaper articles, examples of risk assessment templates and completed risk assessment documents.

Learners also need access to the internet, with tutor guidance to avoid inappropriate use.

Employer engagement and vocational contexts

Visits from guest speakers from different health and social care settings, particularly a health and safety officer or someone who is responsible for aspects of health and safety at their workplace, would greatly enhance the learning experience and delivery of this unit and give learners the opportunity to engage with relevant organisations/professionals and practitioners.

Visits to different health and social care settings to look at hazards and risks and how they have put actions in place to reduce or remove hazards would also provide the opportunity for learners to investigate ensuring safe environments.

Each learner should be given the opportunity to work/visit a health or social care setting to investigate issues for all three learning outcomes.

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

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

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008) ISBN 9780435500900

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Haworth E, Higgins H, Hoyle H, Lavers S and Lewis C – *BTEC Level 2 First Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846906817S

Haworth E, Higgins H, Hoyle H, Lavers S and Lewis C – *BTEC Level 2 First Health and Social Care Teacher Resource Pack* (Pearson, 2010) ISBN 9781846906718

Pritchard J and Kemshall H (editors) – *Good Practice in Risk Assessment and Risk Management* (Jessica Kingsley, 1996) ISBN 9781853023385

Spencer R and Fisher I – *The Essentials of Health and Safety (Carers)* (Highfield Publications, 1991)
ISBN 9781871912036

Websites

www.bohs.org	British Occupational Hygiene Society
www.csci.org.uk	Commission for Social Care Inspection
www.doh.gov.uk	Department of Health
www.foodstandards.gov.uk	Food Standards Agency
www.hse.gov.uk	Health and Safety Executive
www.lsc.gov.uk	Learner Health, Safety and Welfare

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	IE3 exploring issues, events or problems about health and safety hazards and risks from different perspectives [P1] IE4 analysing and evaluating information when carrying out internet research on current health and safety legislation and guidelines and risk assessment processes, judging its relevance and value [P2, P3]
Creative thinkers	CT4 questioning their own and others' assumptions and exploring issues, events or problems about health and safety hazards and risks from different perspectives [P1, P2] carrying out internet research on current health and safety legislation and guidelines [P2]
Reflective learners	RL5 evaluating their experiences and learning to inform future progress through studying the hazard case studies and images from health and social care settings, performing a small survey of potential hazards in school/college and having a class discussion on employer and employee responsibilities [P1, P2]
Team workers	TW1 collaborating with others to work towards common goals when planning and carrying out the small survey [P1] TW2 reaching agreements and managing discussions to achieve results in the small survey about potential hazards in school/college and through the class discussion on employer and employee responsibilities [P1]

Skill	When learners are ...
Self-managers	<p>SM3 organising time and resources, prioritising actions during the small survey of potential hazards in school/college [P1]</p> <p>SM5 dealing with competing pressures, including personal and work-related demands when completing and submitting tasks [P1, P2, P3]</p>
Effective participants	<p>EP2 presenting a persuasive case for action when researching risk assessment processes in a health and social care environment. [P3]</p>

● 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	investigating and researching hazards and legislation
Manage information storage to enable efficient retrieval	saving their notes and write-ups from their investigations and research
Follow and understand the need for safety and security practices	making a copy of their stored work onto a pen drive/CD and using a password for security
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using a variety of different websites in their research and investigations
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out a search for appropriate information/literature search
ICT – Develop, present and communicate information	
Present information in ways that are fit for purpose and audience	displaying their poster designing and producing their information booklet presenting their risk assessment and action plan
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	involved in class discussions listening to staff at their workplace setting listening to the guest speakers and questioning them as appropriate
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading the hazard case studies reading completed risk assessments and action plans
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing the contents for their information booklet completing their risk assessment and action plan.

Unit 5:

Vocational Experience in a Health or Social Care Setting

Unit code: **A/600/6876**

QCF Level 2: **BTEC Firsts**

Credit value: **10**

Guided learning hours: **60**

● Aim and purpose

In this unit learners will prepare for and complete at least 60 hours work experience in a care role in health or social care settings. Learners will keep a record of their placement experiences.

● Unit introduction

Work experience is an essential component of this unit. Ideally, learners will have opportunity to spend time in two different health or social care settings working with different users of services. 60 hours is a minimum requirement and placements may be scheduled as a regular weekly period or in blocks but it should be in addition to the teaching and learning time in college or school. The unit is strongly recommended particularly both for learners on the Edexcel BTEC Level 2 Extended Certificate and the Level 2 BTEC Diploma and in Health and Social Care.

Firstly learners will prepare for their placement by exploring different ways in which an application for a job can be made and researching a range of job opportunities and ways in which they might progress from their Level 2 study. Learners will practise appropriate written and interpersonal communication skills. They will then be interviewed for a genuine purpose, or in a simulation, by someone with appropriate authority who is familiar with expectations of work in health and social care and reflect on the effectiveness of the interview skills they used.

This unit links with all other units on the course, in particular *Unit 2: Individual Rights in Health and Social Care*, *Unit 3: Individual Needs in Health and Social Care* and *Unit 9: Creative and Therapeutic Activities in Health and Social Care*.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to complete the application process for a period of work experience in a health or social care setting
- 2 Be able to complete a period of work experience in a health or social care setting
- 3 Be able to demonstrate interpersonal skills in a health or social care setting
- 4 Be able to reflect on own performance in a health or social care setting.

Unit content

1 Be able to complete the application process for a period of work experience in a health or social care setting

Methods of communicating personal information: application procedures; completion of application forms; letters of application; letters of acceptance/decline; appropriate content and format; appropriate CV; use of ICT

Interview skills: verbal and non-verbal communication skills; the importance of listening, answering questions; asking questions; personal and social skills; punctuality

Preparation for interview: telephone skills; transport; dress codes; general appearance; conveying interest; appropriate questions; knowledge of interview procedures; planning

2 Be able to complete a period of work experience in a health or social care setting

Skills for work experience: punctuality; regular attendance; timely reporting of incidents and accidents; ability to follow instructions; responding to positive criticism; teamworking; completing all tasks; understanding of a duty of care; awareness of own and others' safety; understanding of the limits of own role; interaction with people who use services, health and social care staff, other adults within the setting; a professional approach

Health and social care settings: statutory, voluntary, private; different groups of individuals who use services; reasons for choice of setting; appropriateness of choice for learner

3 Be able to demonstrate interpersonal skills in a health or social care setting

Interpersonal skills: verbal communication; clear speech, not using slang or jargon, appropriate paralanguage; non-verbal communication; body posture, appropriate use of gestures; eye contact; facial expression, appropriate use of touch; recognition of personal and public space; listening skills

4 Be able to reflect on own performance in a health or social care setting

Own performance: personal achievements; knowledge and skills gained, eg confidence, knowledge of setting/medical conditions, activities undertaken; personal strengths and weaknesses eg use of initiative, ability to follow instructions, receive constructive criticism; use of interpersonal skills; recording reflections and building on them; career development plans/progression opportunities

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 complete an appropriate letter of application, with an attached CV, to a local health and social care setting [IE2, CT4, SM3]		
P2 plan appropriately for an interview relating to work in health and social care [RL2, RL3, EP2]	M1 demonstrate appropriate interview skills	D1 assess the strengths and weaknesses of their interview skills
P3 carry out a period of work experience, using relevant skills, in a health or social care setting [RL2, RL3, TW1, TW3, TW4, TW5, SM5, SM6, SM7, EP2]	M2 discuss their overall performance during the period of work experience	D2 produce an action plan showing how they could have improved their work experience performance.
P4 demonstrate appropriate interpersonal skills in a health or social care setting [RL2, RL3, TW1, TW3, TW4, TW5, SM5, SM6, SM7, EP2]	M3 discuss own interpersonal skills used in a health or social care setting.	
P5 complete a reflective logbook during their period of work experience in a health or social care setting. [RL2, RL3, SM3, SM5, SM6, SM7, EP2]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

For P1 and P2, learners will need tutor input on the application process, which should include exemplars of application letters and CVs. Taught sessions on interview skills should include tutor demonstrations, supplemented by simulations and role plays to enable learners to practise skills and develop confidence. Tutors could video learners (with their permission) to enable reviews of personal performance (P4, M1 and D1).

It is recommended that learners complete a minimum of 60 hours in a health or social care setting. This could be arranged as block weeks or one day per week over several weeks. Suitable settings might include residential and day care for older people, play groups and day nurseries.

To complete M2, learners will need to be supported in completing a reflective journal/logbook to record their progress over the whole period of work placement. Learners will need visits from a member of the tutor team; witness statements/observations could form part of the evidence for the higher grades. For D2, learners will require support to produce an action plan based on their reflections. Learners at this level often find reflection difficult and may need support in recognising its positive benefits.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Unit introduction
Learning outcome 1
Be able to complete the application process for a period of work experience in a health or social care setting
Buzz group followed by tutor-led discussion on the reasons for work experience
Visit to a local health or social care setting, with question and answer sessions
Tutor input on writing letters of application and CVs (with templates)
Assignment 1a) The Application Process (P1)
Produce a letter of application to a local health or social care setting
Assignment 1b) The Application Process (P1)
Produce a current CV
Taught session on the use of interpersonal skills in a health or social care setting
Simulation activity/role play to demonstrate and practise interpersonal skills
Assignment 2: The Interview (P2, M1, D1)
a) produce a plan for an interview at the work placement
b) demonstrate interview skills by participating in a simulated interview
c) produce a written assessment of the strengths and weaknesses of interview skills
Learning outcome 2
Be able to complete a period of work placement in a health or social care setting

Topic and suggested assignments/activities/assessment

Participate in a period of work experience in an appropriate health or social care setting

Learning outcome 3

Be able to demonstrate interpersonal skills in a health or social care setting

Learning outcome 4

Be able to reflect on own performance on work experience

During the period of work placement demonstrate different interpersonal skills

Assignment 3: The Reflective Logbook, Review of Interpersonal Skills and Action Plan (P4, P5, M3) (P3, M2, D2)

Complete a logbook of work experience which includes:

Records of daily routines; information of knowledge and skills learned; use of interpersonal skills. Produce an action plan for improving work experience skills

Unit and assessment review

Assessment

It is recommended that learners complete a minimum of 60 hours in an appropriate health or care setting. Learners could make contact first by telephone and then arrange to visit the setting, in order to familiarise themselves with the location and to reduce anxiety. Tutor visits will also provide part of the assessment as will a report from the placement supervisor. Copies of a suggested format for the report can be found on the Edexcel website.

Learners will need guidance on all aspects of the assessment, as for some this will be their first introduction to the world of work. For P1, learners should submit a letter of application for a post in a local health or social care setting, which shows evidence that they have researched the requirements for the post. In addition, learners should submit a current CV and it is suggested that they are provided with an exemplar for guidance. These documents could be used as part evidence for Functional Skills in English and ICT at Level 2.

For P2, M1 and D1, learners will need to plan for an interview at their work experience. If the work experience does not require an actual interview, the activity may be simulated within the classroom and a witness statement completed by the tutor for M1. Learners who wish to achieve D1 could then produce a short, written report weighing up the strengths and weaknesses of their interview skills. Learners should be encouraged to view this assessment as a positive opportunity for personal progress.

For P3, learners need to carry out 60 hours of appropriate work experience in a health or social care setting. M2 requires learners to discuss the strengths and weaknesses of their performance in the work experience placement. This concept is extended in D2, where learners are asked to produce an action plan, identifying areas for development.

For P4, learners need to demonstrate their interpersonal skills and ideally this will be carried out whilst they are on their work experience placement. Assessment of this criterion could be completed by the use of a witness statement/observation record from the tutor or placement mentor/manager. M3 requires learners to discuss the success or otherwise of interpersonal skills they have used in the health or social care setting.

For P5, learners will complete a reflective logbook which could be used as an introduction to self-reflection as part of continuous professional development.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Assignment 1: The Application Process	In preparation for your work experience, you must apply for a post at a local day centre for older people.	Letter of application Current CV
P2, M1 and D1	Assignment 2: The Interview	In preparation for your work experience, you must participate in a simulated job interview.	Simulated interview Witness statement
P3, P4, P5, M2, M3 and D2	Assignment 3: The Reflective Logbook, Review of Interpersonal Skills and Action Plan	You must write a reflective logbook of your work experience which includes, emotions, experiences, interpersonal skills used and developed, and knowledge gained. You should also produce an action plan to develop areas as necessary.	Reflective logbook Witness statement Action plan

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC health and social care sector suite. This unit has particular links with the following in the health and social care sector:

Level 1	Level 2	Level 3
Starting Work in Health and Social Care	Communication in Health and Social Care	Personal and Professional Development
Developing skills in Health and Social Care	Individual Rights in Health and Social Care	Values and Planning in Social Care
Society Health and Development Diploma Foundation Level 1 Meeting Needs	Creative and Therapeutic activities in Health and Social Care	Vocational Experience in Health and Social Care

Essential resources

Learners will need full access to the library and ICT facilities within the centre to complete their written work. It is recommended that learners purchase a suitable notebook for the reflective journal and a suitable file to store the information gathered from placements.

Exemplar CVs and letters of application and acceptance should be available. It is recommended that centre staff carry out a risk assessment of any potential work placement setting before arranging for learners to attend.

Learners would also benefit from access to job advertisements in local newspapers and professional magazines. Learners will also benefit from access to case studies in textbooks and care magazines.

Employer engagement and vocational contexts

Visits to health and social care settings and a JobCentre would enhance learning and provide a context for the unit. Visiting speakers from vocational settings would also add interest.

When planning delivery of other course units, it is recommended that links with vocational experience are found wherever possible to enable learners to integrate theory with professional practice.

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Burnard P and Morrison P – *Caring and Communicating* (Palgrave Macmillan, 1997) ISBN 9780333664391

Edexcel-Trident – *BTEC Activator First in Health and Social Care* (Pearson Education Ltd, 2007)
ISBN 978184690325X

Miller J – *Social Care Practice* (Hodder and Stoughton, 1996) ISBN 9780340655160

Stretch B, Nolan L and Lavers S – *BTEC First in Caring Student Book* (Heinemann, 2003)
ISBN 978043501467

Journal

Community Care Magazine (Reed Business Information)

Publications

Local newspapers (for job advertisements)

Leaflet – *The Right Start – Work Experience for Young People: Health and Safety Basics for Employers* (Health and Safety Executive) available from www.hse.gov.uk

Websites

www.community-care.co.uk	Community Care Magazine
www.dh.gov.uk	Department of Health
www.ssia.wlga.gov.uk	Social Services Improvement Agency: this website provides links to several other sites
www.scie-socialcareonline.org.uk	Social care website
www.skillsforcareanddevelopment.org.uk	Sector skills Council for Care and Development
www.skillsforhealth.org.uk	Sector Skills Council for Health

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	IE2 writing letters of application to local health or social care settings and producing CVs [P1]
Creative thinkers	CT4 completing a written logbook of work experience [P1]
Reflective learners	RL2, RL3 participating in a simulated interview; reviewing interpersonal skills used on work experience; completing a logbook of work experience; reflecting on their overall performance [P2, P3, P4, P5]
Team workers	TW1, TW3, TW4, TW5 cooperating with staff, fellow learners and users of services on work experience [P3, P4]
Self-managers	SM3, SM5, SM6, SM7 dealing with competing pressures and work-related demands on work experience; responding positively to change and seeking advice and support on work experience; managing the emotional challenges of health and social care; building and maintaining relationships within the setting [P1, P3, P4]
Effective participants	EP2 participating in a simulated interview; participating in activities and routines on work experience. [P2, P3, P4]

● 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 letters of application and CVs and researching information about roles and responsibilities in health and social care
Manage information storage to enable efficient retrieval	saving and retrieving incomplete coursework and saving documents and articles found on websites
Follow and understand the need for safety and security practices	storing work on pen drives and using a secure password
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using a variety of internet sites to find information about health and social care settings
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	investigating internet sites, to find relevant information
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	producing letters of application and CVs
Present information in ways that are fit for purpose and audience	presenting letters of application and CVs
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using email to contact health and social care agencies, in order to obtain information relevant to the unit
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in simulated interviews; holding conversations with people who use services; feeding back on progress to tutors and class colleagues
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information from relevant websites and texts, regarding medical or other conditions encountered on work placement
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing letters of application producing CVs producing the reflective logbook.

Unit 6:

Cultural Diversity in Health and Social Care

Unit code: **F/600/6877**

QCF Level 2: **BTEC Firsts**

Credit value: **10**

Guided learning hours: **60**

● Aim and purpose

The aim of this unit is to introduce learners to the knowledge and understanding relating to cultural diversity in health and social care and also develop their understanding of its value and how it can be used to help promote equality of opportunity for service users. In a multicultural society it is important that diversity is recognised, understood and respected by those working in the health and social care sectors.

● Unit introduction

This unit has been designed to introduce learners to cultural diversity. The unit explores the diversity of individuals in society from a wide range of different religious/secular backgrounds. Learners will explore different religious/secular groups and their beliefs and practices. They will investigate the factors that influence equality of opportunity for individuals in society and the roles and responsibilities of service providers in relation to this. Related legislation, conventions, regulations, codes of practice and charters will also be investigated.

This is a specialist unit in both the Edexcel BTEC Level 2 First Certificate and the First Diploma in Health and Social Care. It is useful preparation for working in the health and social care sectors and also for learners intending to progress to the Edexcel BTEC Level 3 National Diploma in Health and/or Social Care or the BTEC National in Children's Care, Learning and Development.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know diversity of individuals in society
- 2 Understand beliefs and practices in different religious or secular groups
- 3 Understand factors that influence the equality of opportunity for individuals in society
- 4 Know the role of legislation, codes of practice and charters in promoting diversity.

Unit content

1 Know diversity of individuals in society

Social, cultural and political diversity: relating to individuals in society, eg ethnicity, religious beliefs, secular beliefs, social class, gender, sexuality, age, family structure, disabilities

2 Understand beliefs and practices in different religious or secular groups

Range of religious/secular groups: two of, eg Christians, Hindus, atheists, Buddhists, humanists, Jehovah's Witnesses, Jews, Muslims, pagans, Rastafarians, Sikhs

Beliefs and practices: relating to different religious or secular groups, eg festivals and holy days, food, dress, symbols, forms of worship, health/medical beliefs

3 Understand factors that influence the equality of opportunity for individuals in society

Social, cultural and political factors: influences of, eg ethnicity, religious beliefs, social class, gender, sexuality, age, family structure, disabilities

Discriminatory practice: prejudice; discrimination; stereotyping; labelling

The effects of discrimination on an individual's health/wellbeing: physical; intellectual; emotional; social

Non-discriminatory practice: influences of, eg individual worker responsibilities, institutional responsibilities, working with colleagues, working with users of services

Materials: equipment; activities; visual displays; toys and books that provide positive images of gender and race; avoidance of stereotyping

The role of the media: books; leaflets; newspapers; magazines; television; internet

4 Know the role of legislation, codes of practice and charters in promoting diversity

Roles and impact of the following conventions, legislation and regulations (relevant sections): relevant and current sections of, eg European Convention on Human Rights and Fundamental Freedoms, Mental Health Act, The Convention on the Rights of the Child, The Children Act, Race Relations (Amendment) Act, Disability Discrimination Act, Human Rights Act, Data Protection Act, Nursing and Residential Care Homes Regulations

Codes of practice and charters: relevant and current sections of, eg General Social Care Council/Care Council for Wales/Northern Ireland Social Care Council codes of practice for social care workers and employers; charters; organisational policies; procedures and codes of practice

Responsibilities: employers; employees

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify social, cultural and political factors that create diversity within society [IE1, CT2, TW1, EP1, EP5]		
P2 explain the beliefs and practices of individuals from two contrasting religious or secular groups [IE1, CT2, TW1, EP1, EP5]	M1 compare the similarities and differences in the practices and beliefs of individuals from two contrasting religious or secular groups	
P3 explain factors that may influence the equality of opportunity for individuals [CT2, RL1, RL5, SM3]	M2 discuss how discriminatory practice can be avoided	D1 assess the possible effects of discrimination on the physical, intellectual, emotional and social health/wellbeing of individuals
P4 outline one piece of relevant legislation and one code of practice or charter for a chosen health or social care environment that aims to promote diversity. [IE3, CT2, IE4, RL1, RL5, SM3, EP1, EP5]	M3 describe how the legislation and code of practice or charter promotes diversity.	D2 assess the effectiveness of the chosen legislation and code of practice or charter in promoting diversity.

PLTS: This summary references where relevant, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Learners need to develop an awareness of a range of different religious/secular beliefs and practices. Learners will have different levels of knowledge and experiences of religious and secular beliefs different from their own throughout their life so far and this must be respected and acknowledged when planning delivery of this unit.

Visits to different places of worship could be used to aid understanding as well as inviting guest speakers from different religious and secular groups in society. Learners could prepare themselves by designing questions ready to ask the visiting guest speaker or curator at their visit to a place of worship.

At all times it is encouraged that, ideally, these issues need to be contextualised in a health or social care context.

Questionnaires investigating people's views on diversity and equality issues could also be developed and used as part of a small-scale survey.

Learners may wish to investigate this topic and learning outcomes through small group work and present their findings on different religious beliefs, practices and festivals etc through a display/presentation.

Much of this unit could be explored through use of the media. Newspapers and magazines can be a great source of current material that could be used to acknowledge the concept of negative images in society. Issues of ethnicity, race, gender, sexuality and disability are often highlighted and learners could find these very useful and accessible sources of stereotypical images of people.

A class discussion on the use of television adverts, characters and story lines in soaps or newspaper headlines could be used to introduce these issues.

The use of case studies and role play is also recommended.

In relation to service users, learners need to explore diversity, equality of opportunity and rights and responsibilities. Particular health or medical issues could be introduced in relation to different religious/secular groups for example the use of interventions such as blood transfusions and used as the basis for a class discussion/debate.

Learners could develop and demonstrate an awareness of the importance of the promotion of rights and equality, and the legislation that supports this. Learners should also be given the opportunity to explore policies/procedures, charters and codes of practice. Learners should develop an understanding of the 'key points' of the relevant legislation, policies/procedures and codes of practice and their role in the promotion of equality. A detailed knowledge and understanding of these is not required for this unit, but current/recent legislation must be included.

Learners should be encouraged at all times to be reflective and to develop a greater awareness of their own and others personal beliefs.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and induction activities/visit
Guest speakers from different religious/secular groups
Learning outcome 1
Know diversity of individuals in society
Buzz group on the groups of people making up our society
Watch soap operas to witness the cultural diversity of our society
Research and discuss social trends and demography of Britain
Research on local demography
Learning outcome 2
Understand beliefs and practices in different religious or secular groups
Internet research and development of questions for visits/guest speakers
Guest speakers from different religious and secular groups/question and answer session
Visits to different places of worship
Assignment 1: Factors that Make People Different and the Beliefs and Practices of Individuals (P1, P2, M1)
Produce a display/poster covering
The social, cultural and political factors that help make people different from one another
The beliefs and practices of individuals from two contrasting religious groups/secular groups
Learning outcome 3
Understand factors that influence the equality of opportunity for individuals in society
Class discussion on learner experiences of discrimination and equality of opportunity
Case studies on discrimination and its effects on individuals
Small-scale survey on equality and discrimination within the school/college
Share findings from surveys
Plan research for Assignment 2
Assignment 2: Equality of Opportunity for Individuals and Discriminatory Practice (P3, M2, D1)
Plan an investigation, carry it out and deliver a presentation on
The factors that may influence the equality of opportunity for individuals
Discriminatory practice and how it can be avoided
The possible effects of discrimination on the physical, intellectual, emotional and social health/wellbeing of individuals
Learning outcome 4
Know the role of legislation, codes of practice and charters in promoting diversity

Topic and suggested assignments/activities/assessment

Investigate issues in relation to diversity as school/college learners

Discuss findings

Development of questions for visits/guest speakers

Guest speakers from different health and social care settings/question and answer session

Visits to various health and social care settings/question and answer session

Lecture followed by a class discussion on various relevant legislation, conventions, regulations, codes of practice and charters

Workplace setting research

Assignment 3: Legislation and the Rights of Individuals (P4, M3, D2)

Highlight the main points of a piece of legislation or code of practice/charter that relates to promoting cultural diversity

Unit end and assessment review

Assessment

This unit should be delivered and assessed with as much employer engagement and workplace learning opportunities as are appropriate and relevant.

Learning outcomes can be achieved through three different assignments where learners are asked to present their evidence using a variety of methods.

For P1, learners could produce a poster showing the wide variety of influences in society that help produce the wide variety of individuals living in our multicultural society. Tutors may also like to photograph displays/posters as evidence for P1.

For P2, learners need to give some written detail in explaining the beliefs of individuals from two contrasting religious or secular backgrounds. These may be real people or drawn from case studies. For M1, learners need to look at the similarities and differences between the beliefs and practices of the two individuals. Where real people are used as examples, learners must ensure confidentiality and ethical considerations, for example consent are maintained at all times.

For P3, learners should provide an explanation of how various factors and discrimination can influence the equality of opportunity for individuals. This needs to be extended for M1 to include a discussion on how discriminatory practice can be avoided. To achieve D1, learners need to assess the possible effects of discrimination on the health and wellbeing of individuals.

For P4, learners should just give a brief outline of the main points covered by a piece of legislation or code of practice/charter. For M2, they should discuss how the legislation or code/charter helps to promote diversity, for example what behaviour does it prohibit?

For D2, learners need to evaluate the effectiveness of the legislation or code/charter. Are most people aware of its existence? Does it affect their day-to-day lives?

The use of guest speakers from different religious and secular groups in society is encouraged, as are visits to appropriate venues, for example religious museums/places of worship. Learners will get the most out of these opportunities by being given time before them to plan and design questions based around the learning outcomes to ask whilst on a visit or to use with the guest speaker.

Use of the internet and soap operas is encouraged to make the learning experience more applied and contextualised for the learner. However, this should not be in place of workplace learning opportunities, visits and guest speakers which are to be encouraged as the main method of both delivery and for generating assessment evidence.

Learners may like to carry out their plans and investigations/research in small friendship groups, this is acceptable but final evidence for assessment must be individually produced pieces of work.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Assignment 1: Factors that Make People Different and the Beliefs and Practices of Individuals	You are a teacher who is on the school's Equal Opportunities Committee and you need to update the school displays on cultural diversity in society/at the school.	Display/poster
P3, M2, D1	Assignment 2: Equality of Opportunity for Individuals and Discriminatory Practice	You are also to present a workshop for all the school staff at their next in-house training day on equality of opportunity, discriminatory practice and the impact this can have on their service users. Part of your workshop will be in the form of a presentation.	Presentation
P4, M3, D2	Assignment 3: Legislation and the Rights of Individuals	You will produce a case study for the in-house staff training day highlighting how legislation and a code of practice or charter aims to promote diversity.	Case study (written)

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the Health and Social Care sector:

Level 1	Level 2	Level 3
BTEC Introductory Diploma in Health and Social Care Images of People	Individual Rights in Health and Social Care	Equality, Diversity and Rights in Health and Social Care
Society, Health and Development Diploma Foundation Level Exploring Principles and Values	Individual Needs in Health and Social Care	Society, Health and Development Diploma Advanced Level Principles and Values in Practice
	Society, Health and Development Diploma Higher Level Principles, Values and Personal Development	BTEC National in Children's Care, Learning and Development Promoting Children's Rights
	Society, Health and Development Diploma Higher Level Needs and Preferences	BTEC National in Children's Care, Learning and Development Modern Beliefs and Religions for the Early Years Practitioner
	GCSE in Health and Social Care Health, Social Care and Early Years Provision	

Essential resources

Learners need access to full library facilities including textbooks, journals/professional magazines, relevant newspaper articles, DVDs and recordings of suitable television documentaries and soap operas.

They will also require access to the internet, with tutor guidance to avoid inappropriate use.

Employer engagement and vocational contexts

Visits from guest speakers from different religious/secular groups would enhance the learning experience and delivery of this unit, and give learners the opportunity to engage with relevant organisations/professionals and practitioners.

Visits to places of worship and/or museums with an exhibition on culture/religion would also give learners the opportunity to investigate cultural diversity in society.

Each learner should have the opportunity to be able to work in/visit a health or social care setting to investigate the learning outcome for this unit, particularly learning outcomes 3 and 4.

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

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

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008) ISBN 9780435500900

Gresford P – *Case Studies in Health and Social Care* (Heinemann, 1997) ISBN 9780435452735

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Miller J – *Social Care Practice* (Hodder and Stoughton, 1996) ISBN 9780340655160

Moonie N, Bates A and Spencer-Perkins D – *Diversity and Rights in Care (Care Management Series)* (Heinemann, 2004) ISBN 9780435401269

Nolan Y – *S/NVQ Level 2 in Care: Student Handbook* (Heinemann, 2003) ISBN 9780435452216

Richards A – *The Complete A-Z Health and Social Care Handbook* (Hodder Arnold, 1999)
ISBN 9780340705575

Websites

www.doh.gov.uk	Department of Health
www.eoc.org.uk	Equal Opportunities Commission
www.equalityhumanrights.com	Equality and Human Rights Commission
www.rnib.org.uk	Royal National Institute for the Blind
www.rnid.org.uk	Royal National Institute for the Deaf
www.scie.co.uk	Social Care Institute for Excellence
www.skillsforcare.org.uk	Sector Skills Council for Social Care
www.skillsforhealth.org.uk	Sector Skills Council for Health
www.society.guardian.co.uk	The Guardian
www.who.int	The World Health Organization

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>IE1 researching and developing questions to ask guest speakers and/or whilst on a visit about what makes people different from each other and the beliefs and practices of individuals from two contrasting religious/secular groups [P1, P2]</p> <p>IE3 and IE4 enquiring about diversity in a health or social care setting and the appropriate legislation and codes of practice that support the rights of the individual within the setting [P4]</p>
Creative thinkers	<p>CT2 planning and reviewing their research and questions [P1, P2, P3, P4]</p>
Reflective learners	<p>RL1 and RL5 thinking about their experiences in life so far of discrimination and equality of opportunity [P3, P4]</p> <p>planning their research/investigation based on their experiences to date and/or what they have witnessed on the television and in the media [P3, P4]</p>
Team workers	<p>TW1 working in groups to research information for the assignment tasks and designing questions together to ask guest speakers [P1, P2]</p>
Self-managers	<p>SM3 organising their time and work load whilst researching and developing questions to ask guest speakers and/or whilst on a visit about what makes people different from each other and the beliefs and practices of individuals from two contrasting religious/secular groups</p> <p>planning and carrying out their investigation into factors that may influence the equality of opportunity for individuals, discriminatory practice and how it can be avoided, and the effects of discrimination [P3, P4]</p>
Effective participants	<p>EP1 and EP5 contributing to tutor-led class discussions, after watching appropriate documentaries/DVDs. [P1, P2, P4]</p>

● 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	investigating and researching cultural diversity and legislation
Manage information storage to enable efficient retrieval	saving their notes and write ups from their investigations and research
Follow and understand the need for safety and security practices	making a copy of their stored work onto a pen drive/CD and using a password for security
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using a variety of different websites in their research and investigations
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out a search for appropriate information/literature search
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including:	investigating and researching social trends
<ul style="list-style-type: none"> • text and tables • images • numbers • records 	
Bring together information to suit content and purpose	putting together their case study for Assignment 3 and presentation for Assignment 2
Present information in ways that are fit for purpose and audience	formatting information for presentation and handouts
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	involved in class discussions presenting their information for Assignment 3 listening to staff at their workplace learning setting listening to guest speakers and asking them questions
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing their case study for Assignment 3.

Unit 7:

Anatomy and Physiology for Health and Social Care

Unit code: F/600/6880

QCF Level 2: BTEC Firsts

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to introduce learners to the main structures of the body and to explore two body systems in more detail. Learners will practise taking routine measurements and observations of the two systems and explore the effects of a common disorder of each system.

● Unit introduction

The unit is designed to enable learners who wish to work in the health and social care sectors to develop knowledge and understanding of how the body works, the systems within the body and the processes that are necessary to keep us alive. This knowledge will help them to understand the routine and non-routine procedures that take place in health and social care environments, including the monitoring of body systems by recording, for example, temperature, pulse rate and blood pressure. The unit will develop understanding of these procedures, the reasons for carrying them out, and the importance of accuracy.

This unit introduces learners to the organisation of the human body and the major body systems. Learners explore the structure and function of two body systems in more detail. It also introduces the concept of homeostasis and the fact that body systems do not function in isolation but work together in maintaining the body as a whole, with the health of the individual depending on this. The unit allows learners to explore how and why routine observations and measurements are made on patients/service users in health and social care settings. Concepts of hazards and risk are introduced, and the importance of supporting health and safety. Finally, potential malfunctions of body systems are investigated and understanding of these is applied to exploring the subsequent care that patients/service users receive when something goes wrong.

This is a specialist unit in both the Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care. However, it is recommended that if centres are designing programmes of study to support learners intending to progress onto the Edexcel BTEC Level 3 National Diploma in Health and Social Care, they should include this unit in order to prepare learners for further study of the human body.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English, Mathematics, ICT, and personal, learning and thinking skills.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the organisation of the human body
- 2 Understand the structure, function and interrelationship of major body systems
- 3 Be able to carry out routine measurements and observations of body systems
- 4 Know the effects of malfunctions on body systems
- 5 Know routine care given to individuals with body malfunctions.

Unit content

1 Know the organisation of the human body

Organisation: cells; tissues; organs; systems

Location of organs in the body: skin; heart; lungs; brain; eye, ear; stomach, pancreas, intestines, liver; kidneys, bladder; ovaries/testes, uterus

2 Understand the structure, function and interrelationship of major body systems

Systems: cardiovascular; respiratory; nervous; endocrine; digestive; excretory; reproductive; musculo-skeletal

Body functions: maintenance of oxygen supply; coordination; digestion of food materials; transport and supply of materials to cells; eliminating waste products; support and locomotion; reception of information from the environment; reproduction

Interrelationships: homeostasis eg maintenance of body temperature; blood pressure, oxygen supply; blood glucose levels

3 Be able to carry out routine measurements and observations of body systems

Observations: as appropriate to body system eg skin colour and texture, evidence of sweat, temperature on touch; breathing rhythm and associated characteristics eg wheezing; other behaviours eg thirst, coughing

Routine physiological measurements: pulse rate; blood pressure; breathing rate; peak flow; body temperature; blood glucose levels

Health, safety and accuracy considerations: when taking measurements eg accuracy of equipment; duplicating readings; safety and wellbeing of individual during measurements; infection control

4 Know the effects of malfunction on body systems

Malfunctions: as relevant to body system eg heart attack, stroke, high blood pressure, asthma, emphysema, chronic bronchitis, diabetes, Crohn's disease, renal failure, osteoarthritis, Parkinson's disease, multiple sclerosis

Potential risk: factors eg lifestyle, environment, inherited, age

5 Know routine care given to individuals with body malfunctions

Routine care: monitoring of body systems: as appropriate for two malfunctions and systems eg lifestyle changes; use of aids; support for self-administered medication eg inhalers, in diabetes; monitoring; appropriate environment eg temperature; maintenance of mobility; controlling risks eg from infection, falls

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the organisation of the human body and the position of the main body organs [IE2, IE3, CT1, SM2, SM3, SM5]		
P2 illustrate the structure and function of two major body systems and how they interrelate [IE2, IE3, CT1, SM2, SM3, SM5]	M1 discuss, for each system, how its structure helps it to carry out its functions	D1 explain how systems interrelate to maintain homeostasis
P3 carry out routine measurements and observations used to monitor the two body systems [IE2, IE3, RL2, RL3, TW4, TW5, SM2, SM3, SM5]		
P4 outline a common malfunction in each of the two body systems [IE2, IE3, RL2, RL3, TW4, TW5, SM2, SM3, SM5]	M2 describe how the presence of the malfunction might affect routine measurements and observations of each body system	
P5 identify potential risk factors for each of the two malfunctions [IE2, IE3, CT1, SM2, SM3, SM5]		
P6 identify the routine care given for each malfunction. [IE2, IE3, RL2, RL3, TW1, TW2, TW4, TW5, TW6, SM2, SM3, SM5, EP1, EP4, EP5]	M3 describe the routine care for each malfunction.	D2 explain how the routine care given for each malfunction affects the body systems.

PLTS: This summary references where relevant, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

It is recommended throughout, that tutors maintain a focus on the way in which anatomical and physiological knowledge and understanding informs situations routinely encountered in health and social care. The first part of this unit focuses on key structures of the body and how they function in healthy individuals. Learners should have opportunity to investigate the nature of different parts of the body, using a range of media such as diagrams, anatomical models, observation of fresh specimens of tissue and microscope slides of tissues, interactive software, film etc. Quizzes, presentations and other activities could be used to encourage learners to pronounce and use the specialist terminology appropriate for the level of the programme but learners should be discouraged from using source material that is excessively detailed or medically oriented. The structure, functioning and interrelationships between all the systems should be taught and it is advised that understanding of the healthy functioning and interrelationships of systems selected for the assessment is secure before introducing malfunctions. Homeostatic principles could be introduced through teacher led activities.

For the practical work, it is strongly recommended that learners are guided to select the circulatory and respiratory systems as these systems lend themselves most readily to measurement and observation in classroom situations, given the ethical and safety constraints that usually apply. Under no circumstances should learners take measurements or observations of users of services, although where *Unit 5: Vocational Experience in a Health or Social Care Setting* is part of the programme, learners may be able to observe care workers taking such measurements and observations when in placements. Learners should take measurements using themselves or their peers as the subjects for the practical work, supervised in class by the tutor or an appropriately qualified individual. Learners should be made fully aware of Health and safety considerations throughout all practical work (see also *Unit 4: Ensuring Safe Environments in Health and Social Care*). Learners should take duplicate readings where appropriate and be aware of factors that might affect accuracy of readings eg self-awareness affecting respiration rate or moving affecting pulse rate. Learners could practice using language associated with care observations, and participation in an exercise activity might help illustrate how eg complexion and respiration may vary. Learners should be mindful of the confidentiality of data collected from their peers.

Learners could work in groups to research common malfunctions before working individually on just two malfunctions, one for each of the two systems and include the risk factors for each. Learners could be introduced to how measures and observations are affected by malfunctions through discussing given data presented in tables and charts. This could lead to consideration of possible variations in observations that might be made in individuals affected by malfunctions. Risk factors for the malfunctions could be related to *Unit 3: Individual Needs in Health and Social Care*. Routine care would be that associated with day-to-day care as for example, support for mobility because of impaired heart or respiratory functioning in individuals with heart attack or emphysema respectively. Straightforward case studies could be helpful to stimulate discussion of the effects of malfunction on routine care and could be supplemented by knowledge gathered informally from family members or possibly from placements, subject to confidentiality considerations. The effects of care on the two systems could include relief from symptoms such as using an inhaler for asthma, reduction of risk of developing symptoms, for example, medication to reduce risk of blood clots, insulin, diet and medication to regulate blood glucose, or making the malfunction worse, for example, remedial dietary change with cessation of smoking or body functioning being maintained sufficiently for everyday activities such as assistance with mobility and eating. Learners should be encouraged to consider how routine care takes account of the value base of care.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit with an overview. A brief discussion of links to vocational practice and the skills which can be developed.
Learning outcome 1
Know the organisation of the human body
Research cells, tissues and organs within the body
Identification of main organs and their functions
Undertake further research
Learning outcome 2
Understand the structure, function and interrelationship of major body systems
Buzz group and identification of organs within main body systems
Research two of these systems in more depth
Discussion linking structure to function within body systems
Buzz group to demonstrate interrelationship of systems
Undertake further research
Assignment 1: Body Overview (P1)
Annotated diagrams identifying the position of the main body parts and tissues
Assignment 2: Two Systems (P2, M1, D1)
Prepare a training pack, with diagrams which illustrate the structure and function of two major body systems, a discussion on how the structure of each system helps it to carry out its function and an explanation of how the two systems interrelate to perform a particular function
Learning outcome 3
Be able to carry out routine measurements and observations of the body
Research routine observations and measurements using a range of resources
Practise carrying out routine measurements and observations on peers
Buzz group
Research malfunctions of body systems and link to vocational context
Undertake further research
Assignment 3: Practical (P3)
A report which records the findings from routine measurements and observations
Learning outcome 4
Understand care that should be given to patients or service users with bodily malfunctions
Research a given workplace scenario and the appropriate care which should be given
Undertake further research
Assignment 4: Malfunction and Body Systems (P4, P5, M2, M3)
Prepare a supplement for the training pack which looks at one common malfunction for each body system

Topic and suggested assignments/activities/assessment

Assignment 5: Malfunctions and Care (P6, M3, D2)

Prepare a supplement for the training pack which considers the care strategies for individuals with the malfunction

Unit and assessment review

Assessment

Visual material, for example, diagrams and charts are likely to feature in evidence for most tasks in this unit. Evidence for P1 could be based on learners labeling and annotating diagrams and assessed under controlled conditions. If interactive activities are involved (for example using new media) successful completion should be recorded by a witness testimony, preferably supported by a print out or similar to denote achievement. Tutors should satisfy themselves that learners are sufficiently confident in their knowledge before being assessed, especially if assessment is under controlled conditions. For P2, it is strongly recommended that learners are encouraged to select the respiratory and circulatory systems. Evidence could also involve diagrams either carefully annotated or supplemented by written evidence of the interrelationship between the two chosen systems using straightforward explanations of homeostasis. For M1, evidence should include consideration of structural features of each system that enable it to perform its functions, such as the elastic nature of alveolar tissue and the features of the thoracic cavity enables rapid expansion and intake of air on inhalation. For D1, learners will demonstrate stronger understanding of homeostasis and feedback principles in explaining how systems work together to perform an overall body function. For example, increases in carbon dioxide levels in the blood stimulate the respiratory system to work harder to supply more oxygen and why this is beneficial (to maintain brain function).

P3 requires practical work and learners should present their results systematically, ie in tables and charts, accompanied by short statements explaining the steps taken to ensure safe working. This can be linked to Unit 4: *Ensuring Safe Environments in Health and Social Care* and accurate measurements must be supported by witness testimony from the tutor to confirm safe practice in carrying out the practical work.

For P4, each malfunction should be outlined in language appropriate for the level of the programme and the role of a care worker in a support role. For M2, learners should describe for each malfunction how measurements and observations may differ from normal values. P5 requires learners to identify risk factors for each of the two malfunctions, restricting these to the most common risk factors.

Routine care for P6, M3 and D2 should relate throughout to the two malfunctions described in P4. Routine care should include consideration of the role of routine monitoring of body systems through measurements and observations. Examples might include restrictions on, or requirements for, everyday life such as rest, activity and mobility or diet, eating and exercise. First aid care could be considered, for example propping up a casualty with suspected heart attack. Learners could indicate where medication may be an aspect of care. For D2, learners should be able to link the care to the effects of the malfunction, for example reduction in saturated fat intake and cessation of smoking reduces fatty deposits in blood vessels, but greater medical detail is not appropriate.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Body Overview	Training session for new care assistants	Naming body parts and tissues, demonstrating their position and location within the body as a whole under controlled conditions.
P2, M1, D1	Two Systems	Training pack for care assistants	For two body systems, diagrams labeled and annotated to explain how the two work together. To include discussion for each system of how its structure helps it to carry out its functions (M1) and to work together to maintain homeostasis (D1).
P3	Practical	Measuring and observing skills	Carry out routine measurements and observations used to monitor the two body systems. Record findings and add notes to indicate how worked safely and accurately.
P4, M2 P5	Malfunctions and Body Systems	Training pack Supplement	Task 1 For each system, outline one common malfunction (P4) and describe how routine measurements and observations could be affected by the malfunction (M2). Task 2 For each of the two systems, identify risk factors for the malfunction identified (P5).
P6, M3, D2	Malfunctions and Care	Training pack Supplement (cont)	For each of the two malfunctions, identify the routine care given to individuals with the malfunction (P6), describe the detail of this (M3) and explain how the routine care given for each malfunction affects the body (D2).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the Health and Social Care sector:

Level 1	Level 2	Level 3
Society, Health and Development Diploma Foundation Level Health, Wellbeing and Lifestyle	Vocational Experience in a Health or Social Care Setting	Fundamentals of Anatomy and Physiology for Health and Social Care
	Society, Health and Development Diploma Higher Level Patient-Centred Health	Physiology of Fluid Balance

Level 1	Level 2	Level 3
		Physiological Disorders
		Physiology of Co-Ordination
		Mobility and Exercise for Health and Social Care

Essential resources

Learners need access to full library facilities including textbooks, journals/professional magazines, relevant newspaper articles and to accurate diagrams/models of the human body.

They will also require access to the internet, with tutor guidance to avoid inappropriate use.

Employer engagement and vocational contexts

Visits from guest speakers from different health and care settings, for example a nurse or similarly qualified professional, would enhance learners' experiences and facilitate delivery of this unit. If learners are able to participate in a vocational placement this would also enhance their learning experience.

Visits to appropriate health and care settings would give learners the opportunity to link knowledge to practice.

Tutors are encouraged to investigate other opportunities for learners to access information from other relevant organisations.

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

Indicative reading for learners

Textbooks

Ashbridge L, Lavers S, Moonie N and Scott J – *First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Journal

Nursing Times (Emap)

Websites

www.bbc.co.uk/schools/gcsebitesize/biology	BBC bitesize biology
www.bbc.co.uk/science/humanbody	BBC science website
www.biologyguide.net	Biology guide
www.biology-innovation.co.uk	Biology innovation
www.le.ac.uk/pa/teach/va/anatomy/frmst.html	The Virtual Autopsy
www.s-cool.co.uk/alevel/biology.html	Educational biology

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	IE2, IE3 independently researching and building on material from class sessions and input [P1, P2, P3, P4, P5, P6]
Reflective learners	RL2, RL3 reviewing results of measurements and repeating if necessary [P3, P4, P6]
Creative thinkers	CT1 presenting of completed work to include diagrams as appropriate linking case studies to theoretical concepts [P1, P2, P5]
Team workers	TW4, TW5 working with others either in a vocational context or a scenario to demonstrate practical skills [P3]
Self-managers	SM2, SM3, SM5 completing assessed work by the completion date researching individually to meet learning outcomes. [P1, P2, P3, P4, P6]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Manage information storage to enable efficient retrieval	preparing assignment work researching independently for assignment work
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching material for assignment work
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	completing assessed work
Present information in ways that are fit for purpose and audience	preparing images and text for assessment
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	observing and performing measurements
Identify the situation or problem and the mathematical methods needed to tackle it	observing and producing measurement data
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking accuracy of observation and assessment data
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	carrying out assignment 3
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in class discussions contributing to vocational settings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	carrying out individual research and learning preparing of written assignments
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing written assignment for assessment.

Unit 8: Human Lifespan Development

Unit code: R/600/6883

QCF Level 2: BTEC Firsts

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to develop a knowledge and understanding of different aspects of human growth and development across the main life stages. Learners can explore some of the different positive and negative influences which can affect development. This will help them understand and be able to work with people who use health and social care services more effectively.

● Unit introduction

Knowledge of development through the life stages is important for learners who are considering careers in health and social care because it will help their understanding of the differing needs of individuals. It will broaden their perspective of the different influences on an individual's development and how this relates to the care needs of people who use services. Learners are encouraged to be reflective during the study of this unit and to relate theoretical study to their own life experiences.

This unit provides a broad overview of human growth and development and explores some of the different aspects of physical, intellectual, emotional and social development that occur across the main life stages. It also encourages learners to consider some of the positive and negative influences on human growth and development and the impact these can have on the development of an individual's self-concept. Learners should be able to take account of these factors when considering the changing care needs of individuals at different life stages. The unit gives learners opportunities to apply their knowledge in practical caring situations, which should be encouraged wherever possible.

This specialist unit is strongly recommended for those learners planning to progress studying in health and social care at Level 3.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know developmental changes that occur at different life stages
- 2 Know positive and negative influences on individuals at different life stages
- 3 Know factors that can influence an individual's self-concept
- 4 Understand different care needs of individuals at different life stages.

Unit content

1 Know developmental changes that occur at different life stages

Life stages: conception, birth and infancy (0-3 years); childhood (4-10 years); adolescence (11-18 years); adulthood (19-65 years); old age (65+)

Key aspects of development: physical eg growth, changes at puberty, menopause, ageing; intellectual – throughout life; rapid learning in early years (language, moral development, problem solving); possible effects in older people; emotional eg attachment/bonding; independence, self-confidence; social/cultural eg cooperation; teamwork; relationships; beliefs; norms

2 Know positive and negative influences on individuals at different life stages

Socio-economic factors: influences of, eg income, expenditure, housing, environment, family, friends, peer pressure, media, culture, gender, discrimination, education, access to services

Life events: predictable/unpredictable eg birth, birth of sibling, going to nursery/school, moving house, employment, redundancy, serious injury, marriage, divorce, parenthood, retirement, ageing, bereavement, abuse

3 Know factors that can influence an individual's self-concept

Self-concept: self-image; self-esteem; factors that influence self-concept eg age, appearance, gender, culture, relationships, abuse, family, income, media, education, emotional health and wellbeing, socialisation, environment

4 Understand different care needs of individuals at different life stages

Issues around life stages: changing care needs at different life stages; identifying care assessment and planning

Providing for care: considerations, eg recognition of diversity, active support, promotion of independence, promotion of choice, treating individuals with respect and dignity, safeguarding, work of multidisciplinary teams, formal and informal care provision

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria			
To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	
P1 identify key aspects of physical, intellectual, emotional and social development at each of the life stages [IE1, SM2, SM3]		M1 outline key aspects of physical, intellectual, emotional and social development at each of the life stages	
P2 state positive and negative influences on growth and development [IE3, IE5, SM2, SM3]			
P3	state factors that influence an individual's self-concept [IE3, IE5, CT4, SM2, SM3]	M2 outline how factors can influence the development of an individual's self-concept	D1 describe how factors can influence the development of an individual's self-concept
P4	explain potential differences in care needs of individuals at different life stages. [CT1, CT2, SM2, SM3]	M3 discuss potential differences in the care needs of individuals at different life stages.	D2 justify care provided to an individual at their different life stages.

PLTS: This summary references where relevant, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Learners could be introduced to this unit by working in small groups to investigate specific life stages and then presenting their findings to the whole group. Videos, followed by worksheets or class discussions, will help to develop understanding. Case study materials or biographies reflecting people's life experiences (for example reviews of the lives of well-known role models) could be used as a starting point for class discussions, as could surveys of people across the life stages.

Having explored the key aspects of physical, intellectual, emotional and social development that takes place through the life stages, learners need to examine factors that influence development, including the development of self-concept. This could be introduced through case studies, posters, or discussion around, for example, characters in TV soap operas. Care should be taken when discussing certain issues in class not to personalise them for learners, although relating theoretical knowledge to their own life experiences should be encouraged.

If work experience is available, learning can be reinforced by observing or talking to individuals at different life stages in care settings, such as nurseries or residential care homes. If these observations or discussions form part of the learner's assessment evidence, care must be taken to ensure confidentiality. Changing care needs at different life stages could also be introduced through the use of case studies.

Guest speakers can provide valuable expertise in specialist areas, and offer additional insight helping learners to gain maximum benefit from the unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment

Introduction to unit with an overview. A brief discussion of links to vocational practice and the skills which can be developed.

Learning outcome 1

Know developmental changes that occur at different life stages

Clarification of differences between growth and development.

Identification of main life stages. Discussion of ages and stages. This could be illustrated with a wheel of life pie chart showing the proportions of each stage or by a timeline.

Small group work to cover each aspect of PIES across the lifespan with the production of posters followed by presentations to the rest of the group.

Introduction to some of the main theorists such as Piaget and Erikson – especially useful for those who hope to progress to Level 3.

Assignment 1: Developmental Changes at Different Life Stages (P1, M1)

Magazine article – in the form of a booklet supported by images.

Learning outcome 2

Know positive and negative influences on individuals at different life stages

Topic and suggested assignments/activities/assessment
Socio-economic factors influencing development could be addressed through the use of mini case studies or TV soap operas. Small group work with presentations to the rest of the group for each factor.
Predictable life events could be illustrated on a timeline with unpredictable events added.
Assignment 2: Factors Affecting Growth and Development (P2)
Produce a report on a case study
Learning outcome 3
Know factors that can influence an individual's self-concept
The portrayal of self-image and individual self-concept could be developed through the use of the media. There are some good illustrations of the public's perceptions of adolescents in the press and on Teachers' TV, for example.
Media presentation of disability, older people, weight and mental health are all useful tools with which to start discussions.
Assignment 3: Self-concept (P3, M2, D1)
Produce a report on self-concept using a case study
Learning outcome 4
Understand different care needs of individuals at different life stages
Care needs for different groups of individuals could be introduced through the use of case studies. This could also be useful as preparation for work placement if available.
Visiting speakers are useful in introducing learners to the work of multidisciplinary teams.
Care provision is, ideally, addressed through work experience or visits to different care settings. If this is not possible the use of case studies is suitable.
Assignment 4: Care Needs and Provision (P4, M3, D2)
Produce a report on care needs
Unit and assessment review

Assessment

Learners need to present evidence to demonstrate their knowledge of physical, intellectual, emotional and social growth and development across all the main life stages. Initial small group investigations into a specific life stage will need to be supplemented by further individual work to ensure that each learner fulfils this requirement. A range of positive and negative influences on growth and development needs to be considered, including life events and socio-economic factors, with these being developed through the merit and distinction criteria.

Case studies could be used to provide evidence of understanding of factors that can influence the development of an individual's self-concept. These could be linked to the meeting of potential care needs at different life stages and could, therefore, allow achievement at merit or distinction level. If a case study is extracted from a real-life setting, it is important to obtain consent from the individuals concerned, and to respect confidentiality.

Evidence could be generated in the form of written reports, recorded interviews, where learners describe their evidence received, and group discussions. Some learners may wish to interview family members and recount their experiences.

To achieve P1, learners need to identify key aspects of all areas of development at each life stage (PIES). This is Assignment 1 and learners will have the opportunity to achieve M1 by outlining these key aspects once they have been identified for P1. Evidence for P1 and M1 could be in the form of a magazine or booklet.

Assignment 2 could be in the form of a case study and report which states positive and negative influences on growth and development. This will cover P2.

P3 is within Assignment 3 and, again, this can be evidenced by a case study and report. To achieve P3, learners should state factors that influence an individual's self-concept. M2 can also be achieved in Assignment 3 by outlining how factors can influence the development of an individual's self-concept. If learners also describe how factors can influence the development of an individual's self-concept they can achieve D1.

P4 in Assignment 4 can be evidenced by a care needs report. To achieve P4, learners need to explain different common care needs for an individual at different life stages. M3 can be achieved by discussing the nature of these needs in detail. Learners will also have the opportunity to achieve D2 by justifying the care provided for a particular individual at different stages of their life.

Learners may like to carry out their plans and investigations/research in small friendship groups, this is acceptable but final evidence for assessment must be individually produced pieces of work.

Tutors are encouraged to embed personal, learning and thinking skills (PLTS) in as many opportunities as is appropriate within classroom-based activities, applied learning/contextualised activities and assessment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Assignment 1: Developmental Changes at Different Life Stages	You have been asked by a popular health magazine to prepare a series of articles for publication which explores the key aspects of physical, intellectual, emotional and social development.	Magazine pages in the form of a booklet supported by images
P2	Assignment 2: Factors Affecting Development	You are working for a children's charity and have been asked to visit a family (case study provided) to determine the various factor that are influencing the children's growth and development.	Case study and report
P3, M2, D1	Assignment 3: Self-Concept	Focus on five factors that can influence the development of a person's self-concept, based on a provided case study.	Case study and report
P4, M3, D2	Assignment 4: Care Needs and Provision	Explore the potential different care needs for an individual you have worked with whilst on placement or for an individual in a provided case study. Be sure to include several aspects of care. This could be in the form of a care plan.	Care needs report

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the health and social care sector:

Level 1	Level 2	Level 3
Developing Skills in Health and Social Care	Cultural Diversity in Health and Social Care	Development through the Life Stages
Looking after Children	Individual Needs in Health and Social Care	Personal and Professional Development
Images of People	Vocational Experience in a Health or Social Care Setting	Caring for Children and Young People
		Supporting and Protecting Adults
		Caring for Older People

Essential resources

Department for Education and Skills – *Skills for Life, Teachers Reference Pack, Family Health* (DfES)
ISBN 1844782816

Employer engagement and vocational contexts

Learners would benefit from being given the opportunity to carry out work experience in a health and social care setting.

Guest speakers who work in settings as part of multidisciplinary teams would enhance learners understanding of how theoretical information is applied to real-life situations.

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Clarke L – *Edexcel Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Fisher A, Seamons S, Wallace I and Webb D – *GCSE Health and Social Care: Student Book* (Folens Publishers, 2003) ISBN 9781843033646

Gresford P – *Case Studies in Health and Social Care* (Heinemann, 1997) ISBN 9780435452735

Lindon J – *Early Years Care and Education* (Thomson Learning, 2002) ISBN 9781861527226

Mackean D G and Jones B – *Introduction to Human and Social Biology* (John Murray, 1987)
ISBN 9780719541674

Mackean D G – *Human Life* (John Murray, 1988) ISBN 9780719545009

Meggitt C and Bruce T – *Child Care and Education* (Hodder Arnold, 2002) ISBN 9780340846285

Meggitt C and Sunderland D – *Child Development: An Illustrated Guide* (Heinemann, 2000)
ISBN 9780435420567

Meggitt C and Thomson H – *Human Growth and Development for Health and Social Care* (Hodder Arnold, 1997) ISBN 9780340683620

Meggitt C – *A Special Needs Handbook for Health and Social Care* (Hodder Arnold, 1997)
ISBN 9780340683606

Minett P – *Child Care and Development* (John Murray, 2001) ISBN 9780719586101

Page M (editor) – *The Human Body* (Dorling Kindersley, 2005) ISBN 9780751335149

Walsh M and De Souza J – *Collins Health and Social Care for Intermediate GNVQ* (Collins Educational, 2000)
ISBN 9780003291032

Walsh M – *Health and Social Care for GCSE: Teacher's Resource Pack* (Collins Educational, 2002)
ISBN 9780007138142

Windsor G and Moonie N (editor) – *GNVQ Health and Social Care: Intermediate Compulsory Units with Edexcel Options* (Heinemann, 2000) ISBN 9780435456009

Wright D – *Human Physiology and Health* (Heinemann, 2000) ISBN 9780435633042

Wright D – *Human Physiology and Health for GCSE: Resource Pack* (Heinemann, 2001) ISBN 9780435633035

Journals

Child Care, Health and Development (Blackwell Publishing)

Health Service Journal (Public Sector Management)

Websites

www.breakthrough-uk.com	Breakthrough UK
www.communitycare.co.uk	Community care – for everyone in social care
www.cqc.org.uk	The Quality Care Commission
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dh.gov.uk	Department of Health
www.learner.org/discoveringpsychology/ development	Lifespan development
www.nhs.uk	The National Health Service
www.nursingtimes.net	The Nursing Times

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>IE1 deciding which areas to highlight for their magazine articles [P1]</p> <p>IE3 exploring issues relating to influences on growth and development and self-concept and considering these from perspectives other than their own. This is a skill that is essential for work in health and social care [P2, P3]</p> <p>IE5 factors influencing both growth and development as well as self-concept in relation to the circumstances, beliefs and feelings of others. This is necessary for all work in health and social care [P2, P3]</p>
Creative thinkers	<p>CT1 generating ideas about activities and exploring possibilities in assessing care needs at different life stages [P4]</p> <p>CT2 asking questions and extending thinking about the relevance of care provision [P4]</p> <p>CT4 questioning own and others' assumptions when investigating self-concept [P3]</p>
Self-managers	<p>SM2 working towards goals, showing commitment and perseverance [P1, P2, P3, P4]</p> <p>SM3 organising time and resources, prioritising actions. [P1, P2, P3, P4]</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching for their assessments, selecting information from a variety of sources
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching for their assessments using search engines and assessing the relevance of the information they retrieve
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing their magazine articles, importing images
Bring together information to suit content and purpose	producing their magazine articles, organising the information in different ways
Present information in ways that are fit for purpose and audience	producing their written work and proofreading to ensure accuracy producing their report on positive and negative factors that influence an individual's growth and development using an accepted convention
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting information on different aspects of physical, intellectual, emotional and social development identifying socio-economic factors that can influence an individual's growth and development in presentations and contributions to group discussions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	identifying different aspects of physical, intellectual, emotional and social development, summarising the information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing their magazine articles, using an appropriate style of writing producing a report which identifies positive and negative factors that can influence an individual's growth and development, punctuating it accurately and ensuring the correct use of grammar.

Unit 9:

Creative and Therapeutic Activities in Health and Social Care

Unit code: D/600/6885

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This aim of this unit is to enable learners to develop the knowledge, understanding and essential skills so they can plan and carry out creative and therapeutic activities in a health or social care environment. Learners will investigate legislation and regulations relevant to the implementation of creative and therapeutic activities and understand the role of the professional in supporting individuals who undertake these. Learners will also have the opportunity to plan and implement creative and therapeutic activities.

● Unit introduction

Understanding the benefits of creative and therapeutic activities is important for all those working in, or considering a career in, health and social care. Learners must appreciate the range of knowledge, skills and personal attributes, professionals need, to ensure that planned activities are implemented safely and meet the individual needs of people who use services. Learners will also consider the importance of being responsive to the interests and wishes of the individual when planning activities.

This is a specialist unit within the Edexcel BTEC Level 2 First Diploma in Health and Social Care, but could be an introduction for learners who are considering careers such as occupational therapy, playwork or hospital play therapy.

It has close links with *Unit 5: Vocational Experience in a Health or Social Care Setting* as learners must develop their knowledge and skills by implementing their plans within a health or social care environment. Both *Unit 4: Ensuring Safe Environments in Health and Social Care* and *Unit 2: Individual Needs in the Health and Social Care Sectors* will provide a good foundation of knowledge and understanding, helping learners to consolidate their learning when planning and implementing activities to meet the needs and interests of groups or individuals.

Learners will be introduced to the range of creative and therapeutic activities, appropriate to individuals across the age ranges and with different needs. They will go on to explore the holistic benefits of creative and therapeutic activities and the role of the professional in ensuring that activities are appropriate and safe. Learners will be able to draw on their knowledge and understanding in order to plan and carry out an activity in a health or social care environment.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

Learning outcomes

On completion of this unit a learner should:

- 1 Know different creative and therapeutic activities and their benefits
- 2 Know legislation and regulations relevant to the implementation of creative and therapeutic activities
- 3 Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities
- 4 Be able to implement appropriate creative and therapeutic activities.

Unit content

1 Know different creative and therapeutic activities and their benefits

Creative and therapeutic activities: used in health and social care settings, eg expressive art, craft, photography, gardening, music, dance, movement, drama, music, dance, cookery, exercise, games, sport, swimming, horse riding, quizzes, ICT, yoga, massage, multi-sensory stimulation, animals as therapy

Health and social care setting: pre-school; day care; residential care; domiciliary care; community groups; independent living; hospitals

Physical benefits: maintain and/or improve movement, strength, coordination, dexterity, hand-eye coordination; reduce symptoms

Cognitive benefit: memory; problem solving; communication; organisation

Emotional benefits: motivation; self-concept; develop new interests

Social benefits: interaction with others; development of relationships and social networks

2 Know legislation and regulations relevant to the implementation of creative and therapeutic activities

Legislation, regulations, codes of practice: relevant sections from appropriate legislation eg Health and Safety at Work Act 1974, The Food Standards Act 1999, The General Food Regulations 2004, The Manual Handling Operations Regulations 1992, Control of Substances Hazardous to Health Regulations, 2002 (COSHH), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), organisational policies and codes of practice

3 Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities

Principles and values: anti-discriminatory practice; equality of opportunity; empowering; ensuring dignity, promoting independence; confidentiality; respecting diversity, culture, beliefs

Supporting inclusion: development of friendships; methods of communication; encouraging new experiences

Support activities: motivate; supporting enjoyment; offer practical help; provide resources; being available; health; safety; security

4 Be able to implement appropriate creative and therapeutic activities

Factors affecting choice of activities: eg potential benefit, interests, preferences, age, ability, physical ability, intellectual ability, communication skills, culture, gender

Needs of the individual: eg physical, sensory, social isolation, learning disability, depression, developmental, communication

Plan creative and therapeutic activities: needs of individual; timing; resources eg materials, equipment; space/setting; barriers; health and safety

Resources: eg art and craft materials, games, music; equipment eg digital cameras, recording equipment, computer, cooking ingredients, gardening equipment

Specialist resources: eg large print games, cards, texts, easy grip scissors or tools, talking books, grips, non-slip mats, computer touch pad or screens

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify creative and therapeutic activities for people using health and social care services [IE3, TW1, SM3]		
P2 identify the benefits of creative and therapeutic activities for individuals using health and social care services [IE3, TW1, SM3]	M1 outline the benefits of creative and therapeutic activities for individuals using health and social care services	
P3 identify legislation, guidelines and policies relevant to the implementation of creative and therapeutic activities [IE2, SM3]	M2 outline legislation, guidelines and policies relevant to the implementation of creative and therapeutic activities	D1 describe the importance of relevant legislation, guidelines and policies relevant to the implementation of creative and therapeutic activities
P4 explain the role of the professional when planning creative and therapeutic activities in a health and social care environment [IE2, IE3, SM3]		
P5 plan a creative or therapeutic activity for an individual using health or social care services. [IE2, CT1, CT5, RL4, SM3, EP3]	M3 carry out a planned creative or therapeutic activity in a health or social care environment.	D2 present an evaluation of the effectiveness of your planned activity to meet the holistic needs of an individual.

PLTS: This summary references where relevant, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Successful delivery of this unit will depend on centres having close links with local health and social care organisations.

The unit can be introduced by facilitating a range of creative or therapeutic activities in the classroom, encouraging learners to take part and reflect on how they have benefited personally. It is important to challenge learners to think more widely and creatively to preclude stereotypical ideas for activities. Group visits to different health or social care organisations will give learners opportunities to broaden their knowledge by observing the use of activities with individuals and groups. Visiting speakers, such as a hospital play therapist or occupational therapist, would be a valuable resource by providing examples, explaining the benefit for different individuals, and the role of the professional in providing safe and appropriate activities. Opportunities to speak to individuals using services and taking part in activities will allow learners to appreciate the importance of appropriate and effective planning from different viewpoints.

Before planning and carrying out their creative activity learners must gain underpinning knowledge of health and safety legislation, guidelines and the policies of the setting where they will undertake their activity. Learners could apply their knowledge by carrying out risk assessments of different types of activity undertaken in the classroom.

It is essential that learners consider the individual needs of people using the services and understand the importance of taking individual preferences and choices into account. When focusing on the role of the professional, learners should be introduced to the values of the sectors which empower individuals by viewing them at the centre of planning and delivery of services. Learners could produce questionnaires which would develop their knowledge of the range of interests of people at different ages.

Learners could practise planning activities for their peers, giving them the opportunity to reflect on and improve their skills. Planning should include an introduction to the needs of the individual and the potential benefits of the activities. Details on timing, resources, location and health and safety considerations should also be included. Tutors may provide a template or proforma, which would prompt learners to consider all aspects of planning. An introduction to the cyclical nature of planning will develop learner understanding of the importance of observation, reflection and review in order to improve activities. Where possible, learners should seek permission to carry out their activity within their work placement setting. Alternatively, the activity may be carried out during an arranged visit or series of visits to a health or social care setting. It is likely that learners will carry out their plan within a social care or pre-school setting. However, learners must demonstrate that they are able to produce a plan appropriate for the selected age ability and needs of the individual.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Unit introduction
Learning outcome 1 Know different creative and therapeutic activities and their benefits Explore a range of creative and therapeutic activities Work placement/home activities – observe and discuss activities
Assignment 1: Creative and Therapeutic Activities and Their Benefits for People Using Health and Social Care Services (P1, P2, M1) Identify a range of creative and therapeutic activities and explore the benefits to individual service users
Learning outcome 2 Know legislation and regulations relevant to the implementation of creative and therapeutic activities List the relevant legislation and guidelines relating to creative and therapeutic activities
Learning outcome 3 Understand the role of professionals supporting individuals who undertake creative and therapeutic activities Class and workplace activity – explore policies from different health and social care organisations Explore benefits in relation to all areas of development Relate activities to benefits Further research on principles and values of the sector Explore ways that professionals apply principles and values when planning Consider risks to health and safety of a range of activities
Assignment 2: The Role of the Professional and the Legislation, Guidelines and Policies Which Govern Their Work (P3, P4, M2, D1) A handout which: a) explores the relevant health and safety legislation, guidelines and policies b) explains the role of the professional in planning, implementing and supporting activities
Learning outcome 4 Be able to implement appropriate creative and therapeutic activities Explore different ideas for creative and therapeutic activities Discuss needs and preferences with individual or group Draft plans for an activity for both an individual and group and discuss with individuals, supervisor/manager and tutor. Review plans and make amendments
Assignment 3: Planning for a Creative or Therapeutic Activity – a Planning Document (P5) Discuss and agree final plan with tutor and manager/supervisor Seek and organise appropriate resources Implement activity and review within a health or social care environment

Topic and suggested assignments/activities/assessment

Assignment 4: Carry out a Creative or Therapeutic Activity and Review Outcome – carry out and review one activity including recommendations for improvements and an evaluation of the holistic benefits for the individual (M3, D2)

Unit and assessment review

Assessment

Knowledge and understanding from the four learning outcomes provides a foundation for learners to develop their skills in planning and carrying out effective activities. An integrated assignment, with a common theme, will enable learners to recognise the relationship between their research and practice when planning and carrying out their activity.

P1 and P2 may be met through individual or group investigation of the range of activities and the benefits for individuals using health or social care services. Much of the evidence will be generated through learner observations within a health or social care environment, supported by secondary research. Where group work takes place, individual contributions should be clearly documented to authenticate evidence of achievement. Evidence presented orally should be supported by witness testimony and learners' planning notes. A copy of the presentation and/or any handouts produced should also be included. For M1, learners will need to outline the benefits in more detail.

To achieve P3, learners only need to identify relevant legislation, guidelines and policies which govern health and safety. For M2, they must give a more detailed outline of these. To achieve D1, learners need to describe the importance of legislation, guidelines and policies in assuring safety in creative activities.

P4 requires learners to explain employee responsibilities in relation to health and safety and the potential risks to health and safety when planning creative activities.

For P5, planned activities should be detailed and include an initial assessment of the needs and abilities of all individuals involved. The aims, in terms of the holistic benefits to individuals, should be stated. Plans should be clearly laid out including timing, location, resources to be used, support needs and risk assessment. Evidence that learners have discussed and agreed their plans and any subsequent amendments with their tutor should be available. Activity plans, to be carried out within the chosen organisation, must also be agreed with the manager or supervisor. Learners must demonstrate that they adhere to the principles and values of the sector. A witness testimony, from a suitably qualified health or social care worker, should be included with evidence of activity implementation for M3. D2 should be evidenced by an evaluation of the success or otherwise of the planned activity, indicating where things could be improved if the activity was to be repeated.

Programme of suggested assignments

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Assignment 1: Creative and Therapeutic Activities and Their Benefits for People Using Health and Social Care Services	You work as part of a creative and therapeutic activities team in your local hospital. You have been asked to speak to a group of young people who are considering a career in health and social care.	A presentation covering a range of different types of activities and the holistic benefits for people using health or care services.
P3, P4, M2, D1	Assignment 2: The Role of the Professional and the Legislation, Guidelines and Policies Which Govern Their Work	Your brief also includes a request to demonstrate one planned activity within a health or social care environment.	A handout which: a) explores the relevant health and safety legislation, guidelines and policies b) explains information on the role of the professional in planning, implementing and supporting activities.
P5	Assignment 3: Planning for a Creative or Therapeutic Activity		A planning document
M3, D2	Assignment 4: Carry out a Creative or Therapeutic Activity and Review Outcome		Carry out and review one activity including recommendations for improvements and an evaluation of the holistic benefits for the individual.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the Health and Social Care sector:

Level 1	Level 2	Level 3
BTEC Introductory Diploma Health and Social Care	BTEC First Diploma in Health and Social Care	BTEC National Diploma in Health and Social Care
Developing Skills in Health and Social Care	Vocational Experience in a Health or Social Care Setting	Health, Safety and Security in Health and Social Care
Society, Health and Development Foundation Level	Communication in Health and Social Care	Caring for Older People
Is it Safe?		
	Ensuring Safe Environments in the Health and Social Care Sectors	Caring for Individuals with Additional Needs

Level 1	Level 2	Level 3
	BTEC First in Children's Care Learning and Development Supporting Children's Play and Learning	BTEC National Diploma in Children's Care learning and Development Children's Learning Activities and Play
	Society, Health and Development Higher Level Principles, Values and Personal Development	Society, Health and Development Advanced Level Principles and Values in Care

Essential resources

Art and craft materials, sensory materials, games, ICT software, cooking ingredients, music.

Specialist resources to support individuals with particular needs for example large print games, specialist tools and equipment, ICT programmes.

Access to the internet.

Employer engagement and vocational contexts

Organisations which offer appropriate work experience.

Visiting speakers, such as hospital play therapist, occupational therapist, workers from day centres for older people or people with learning disabilities.

Local health or social care organisations which offer opportunities for group visits.

Indicative reading for learners

Textbooks

Agar K – *How to Make Your Care Home Fun: Simple Activities* (Jessica Kingsley, 2008) ISBN 9781843109525

Banks B W – *Activities for Older People* (Butterworth Heinemann, 2000) ISBN 9780750647410

Beckerley T – *Fun with Messy Play Ideas and Activities for Children with Special Needs* (Jessica Kingsley, 2008) ISBN 9781843106418

Bowden A, Lewthwaite N – *The Activity Year Book* (Jessica Kingsley, 2009) ISBN 9781843109631

Bruce T – *Cultivating Creativity in Babies, Toddlers and Young Children* (Hodder and Stoughton, 2004) ISBN 9780340814673

Hobart C, Frankel J – *A Practical Guide to Activities for Young Children, Third Edition* (Nelson Thornes, 2005) ISBN 9780748792528

Lloyd P – *Lets All Listen Songs for group work in settings that include students with learning difficulties and autism* (Jessica Kingsley, 2007) ISBN 9781843105831

Rio R – *Connecting through Music with People with Dementia* (Jessica Kingsley, 2009) ISBN 9781843109051

Sonnet H, Taylor A – *Activities for Adults with Learning Disabilities* (Jessica Kingsley, 2009) ISBN 9781843109754

Booklets

Activities in Care Homes for People with Dementia (www.pssru.ac.uk/pdf/MCpdfs/Activities_factsheet.pdf, 2005)

No Cook Cooking (NAPA publications, www.napa-activities.co.uk)

What is Important to You? (Mental Health Foundation, 2004) ISBN 1 903645 55 7

Journals

Care and Health Magazine (PSSRU publications)

Child Education Plus+ (Scholastic Limited)

Community Care Magazine (Reed Business Information)

Creative Steps (Bubbles publishing Limited)

Disability Now (Disability Now)

Nursery World (Haymarket Publishing Limited)

Websites

www.ccwales.org.uk

Council for Wales

www.cot.co.uk

College of Occupational Therapists

www.cwd.council.org.uk

Children's Workforce Development Council

www.learningdisabilities.org.uk

Foundation for people with learning disabilities

www.mencap.org.uk

Mencap (for people with learning disabilities)

www.napa-web.co.uk

National Association of Providers of activities for
Older People

www.niscc.info

Northern Ireland Social Care Council

www.petsastherapy.org

Pets as therapy

www.rda.org.uk

Riding for the Disabled

www.rnib.org.uk

Royal National Institute of Blind People

www.rnid.org.uk

The Royal National Institute for Deaf People

www.skillsforcare.org.uk

Sector Skills Council for Social Care

www.skillsforhealth.org.uk

Sector Skills Council for Health

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	IE2 planning, observing and researching legislation, the role of the professional and ideas for activities [P3, P4, P5] IE3 exploring activities and their benefits for different individuals, and the role of professionals [P1, P2, P4]
Creative thinkers	CT1 generating ideas and exploring possibilities for creative and therapeutic activities [P5] CT5 trying out different ideas when planning activities [P5]
Reflective learners	RL4 discussing, reviewing and improving plans [P5]
Team workers	TW1 collaborating with others to work towards common goals [P1, P2]
Self-managers	SM3 organising their time and resources in order to meet deadlines for assessment and carrying out the activity [P1, P2, P3, P4, P5]
Effective participants	EP3 proposing ideas for an activity and breaking down planning and implementation into manageable steps. [P5]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing relevant websites to research information on different health and social care organisations and services they offer
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	summarising and organising information for assessment
Present information in ways that are fit for purpose and audience	presenting information for assessment eg presentation slides, leaflets, assignment, planning documents
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	negotiating plans for creative and therapeutic activities discussing plans and communicating with individuals when implementing activities
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching and selecting ideas for activities and the benefits for individuals
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing extended writing document for assessments producing activity planning documents and reviewing activity.

Unit 10: Health and Social Care Services

Unit code: H/600/6886

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to gain knowledge and understanding of how health and social care services are provided and develop an insight into government policies which underpin service delivery. Learners will also explore the requirements of job roles in the sector.

● Unit introduction

This unit enables learners to understand the rationale behind current partnerships and government initiatives across sectors, and the essential nature of multidisciplinary/interagency working.

The unit provides an insight into the barriers encountered by some groups of people who use services and the principles of partnership required to overcome these.

This unit will help to prepare learners who wish to proceed onto the Edexcel BTEC Level 3 National Diploma in Health and Social Care (Health and Social Care routes) and also those learners who prefer to enter the workforce on completing the qualification.

The unit is linked with *Unit 2: Individual Rights in Health and Social Care, Unit 3: Individual Needs in Health and Social Care, Unit 5: Vocational Experience in a Health or Social Care Setting and Unit 6: Cultural Diversity in Health and Social Care*.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and personal, learning and thinking skills.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know key elements of health and social care services
- 2 Know barriers to accessing health and social care services
- 3 Understand principles of partnership in health and social care
- 4 Understand requirements for job roles in health and social care.

Unit content

1 Know key elements of health and social care services

Provision: statutory, voluntary, private, informal; social services, NHS; Strategic Health Authorities; Primary Care Trusts; NHS Trusts; primary health care; secondary healthcare; tertiary health care; mental health trusts; children's trusts

Health and social care settings: key elements of eg hospitals, hospices, fostering arrangements, residential homes, day centres, Sure Start, domiciliary support; how different settings provide different support according to need

2 Know barriers to accessing health and social care services

Barriers: financial; geographical location; disability; ethnicity; culture; individual preferences; social class

3 Understand principles of partnership in health and social care

Examples: multidisciplinary/interagency working; users of services forums; voluntary and statutory sector liaison; integrated workforce agenda

Purposes: holistic approach; identification of common aims; promotion of integration; reduction of duplication; pooling of resources; maximisation of expertise; ensuring of a consistent approach

4 Understand requirements for job roles in health and social care

Job roles: requirements of eg nurse, mental health nurse, midwife, health visitor, nursing assistant, doctor, dentist, optician, pharmacist, dietitian, paramedic, hospital play worker, occupational therapist, physiotherapist, medical laboratory technician, medical receptionist, cleaner, porter, social worker, manager of residential home, care assistant, community workers, mobile meals staff, family support worker, assistant youth worker, counsellor, childminder, nursery nurse, nanny, foster parent, operating department practitioner

Care skills: principles of good care practice; active support; interpersonal skills; meeting basic needs; maintaining personal hygiene and mobility

Requirements: personal attributes eg appearance/dress, attitude, confidence, punctuality, empathy, ability to work with others; competence; qualifications; registration

Workforce development: requirements and regulations of Sector Skills Councils; induction; continuing professional development (CPD); transition; National Occupational Standards; monitoring performance

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the key elements of health and social care services [IE2, RL5, TW1, SM2, EP2]		
P2 identify the main barriers to accessing health and social care [IE1, CT1, RL5, SM2, EP2]	M1 describe how barriers to accessing health and social care may be overcome	
P3 explain the benefits of interagency partnerships [CT1, CT3, CT4, CT5, RL5, SM2, EP2]	M2 discuss the ways in which agencies work together to benefit individuals	D1 assess factors that could prevent these organisations working together
P4 explain the skills required for two different job roles in health and social care. [CT3, CT4, CT5, RL5, SM2, EP2]	M3 compare the skill requirements of the two different job roles in health and social care.	D2 assess potential workforce development activities for the two job roles.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Learners will require tutor input as the topics within the unit will be unfamiliar to many of them. However, learners will also benefit from access to case studies, textbooks, newspaper articles and professional magazines, as a focus for tutor-led discussions and group work. These will enable learners to see the unit in the context of 'real-life care'. Learners would also benefit from a period of vocational experience, to provide a relevant context for the unit. If this is not possible, visits from guest speakers or visits to vocational settings, for example a residential setting or a Disability Living Centre, would enhance learning. In addition relevant television documentaries and appropriate DVDs will add interest for learners. Information from voluntary organisations, such as Age Concern, community projects and self-help groups would also contextualise the subject area.

Learners should also be encouraged, where appropriate, to draw on their own experience of health or social care, at the tutor's discretion. The unit should be delivered to reflect current policy, guidance and workforce development strategies.

Learners should be encouraged at all times to be reflective and to develop an awareness of their feelings, thoughts and experiences.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Unit introduction
Learning outcome 1
Know key elements of health and social care services
Introduction of the unit/buzz group about the different health and social care services
Small-group research into health and social care services in the local area
Small-group review of the area, with maps, to chart local health and social care provision
Group presentation of reviews; tutor-led discussion
Taught sessions on the key elements of health and social care services
Assignment 1: Key Elements of Health and Social Care (P1)
Produce a chart which identifies the different health and social care provision and settings available to individuals who need services
Learning outcome 2
Know barriers to accessing health and social care services
Buzz group on barriers to health and social care/tutor-led discussion
Guest speaker from self-help group to inform learners about their experience of barriers to health and social care/question and answer session
Group work identifying barriers to accessing health and social care, using case studies and the information gained from the guest speaker
Supported internet search, investigating barriers to accessing health and social care

Topic and suggested assignments/activities/assessment

Assignment 2: Barriers to Accessing Health and Social Care (P2, M1)

Produce a set of information sheets which identify and describe:

The main barriers to accessing health and social care and how these barriers may be overcome

Learning outcome 3

Understand principles of partnership in health and social care

Taught session on the types of partnership in health and social care

Tutor-led discussion on the purposes and principles of partnership in health and social care

Group work with case studies, considering the benefits of working in partnership

Assignment 3: Partnerships in Health and Social Care (P3, M2, D1)

Produce a report which:

- a) explains and discusses the support and benefits for an individual who receives services from statutory and voluntary agencies working in partnership
- b) assesses the factors which could prevent partnerships working

Learning outcome 4

Understand requirements for job roles in health and social care

Taught session on care skills

Buzz groups to plan support for individuals, using case studies; class plenary session

Guest speaker from a health or social care agency: their job role, qualifications and skills, own continuing professional development

Visit to a health or social care setting/question and answer session

Visit to voluntary agency, for example Age Concern or a MacMillan Nursing centre

Internet research to obtain information on job roles within health and social care

Library session, researching relevant text, newspaper articles and professional journals; tutor-led review of findings

Assignment 4: Job Roles and Requirements (P4, M3, D2)

Produce an information pack for care assistants which:

- a) explains the skills required for two different job roles
- b) compares the two different job roles and the skills required
- c) assesses potential workforce development activities for the two job roles

Unit and assessment review

Assessment

Assignment 1 covers assessment criterion P1. Learners could produce a chart identifying the key elements of health and social care services, using ICT to enhance presentation. This would also contribute towards the achievement of Functional Skills in ICT at Level 2.

Assignment 2 covers assessment criteria P2 and M1 and could be presented as an information sheet, identifying the main barriers to accessing health and social care (P2) with more-able learners extending the description of these barriers (M1).

Assignment 3 covers assessment criteria P3, M2 and D1. Learners will need to research the interagency work of one statutory and one voluntary organisation, and apply their findings to explain the benefits to one particular individual for P3. Learners who then provide a more detailed discussion of the ways in which the agencies benefit that individual will meet assessment criterion M2. An assessment of factors that could prevent these organisations working together meets assessment criterion D1.

For P4, learners will need to explain the different skills required for the two chosen jobs. A comparison of the skills required for these job roles will need to be completed for M3 and an assessment of potential workforce development activities for the two job roles will achieve D2.

For P4, M3 and D2 learners could present the evidence as an information pack for prospective health and social care workers.

It is suggested that tutors use current workers within the health and social care sectors as guest speakers to provide guidance and that learners have the opportunity and support to prepare questions to ask the practitioners to provide guidance about their job roles, skills requirements and continual professional development (CPD).

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Assignment 1: Key Elements of Health and Social Care	You are on placement at a health centre which provides support for visitors to your country. As the practice nursing assistant, you have been asked to produce a chart which identifies the health and social care provision which may be accessed.	Chart
P2, MI	Assignment 2: Barriers to Accessing Health and Social Care	Your tutor has asked you to produce a set of information sheets, which identify the main barriers to accessing health and social care, for a new group of learners who are going on work experience.	Information sheets
P3, M2, D1	Assignment 3: Partnerships in Health and Social Care	You have started work as a social work assistant. Your supervisor has asked you to produce a report on multi-agency support for an individual who has several health and social care needs.	Report

Criteria covered	Assignment title	Scenario	Assessment method
P4, M3, D2	Assignment 4: Job Roles and Requirements	Your tutor has asked you to produce an information pack for prospective health and social care workers considering details of job roles, skills requirements and CPD.	Information pack

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the Health and Social Care sector:

Level 1	Level 2	Level 3
BTEC Foundation	BTEC First	BTEC National
Starting Work in Health and Social Care	Individual Rights in Health and Social Care	Equality Diversity and Rights in Health and Social Care
Working in Health and Social Care	Individual Needs in Health and Social Care	Values and Planning for Health and Social Care
	Vocational Experience in a Health or Social Care Setting	Caring for Individuals with Additional Needs
	Cultural Diversity in Health and Social Care	Caring for Older People

Essential resources

Learners will require full access to library and ICT facilities. Recordings of relevant television documentaries and appropriate DVDs would enhance learning.

Learners would benefit from access to appropriate publications such as *Community Care Magazine* or *The Nursing Times*. Local and national newspaper articles also provide useful information.

Employer engagement and vocational contexts

Learners would benefit from a period of vocational experience in a health or social care setting, to put the unit in a vocational context. Visits to vocational settings would be beneficial, as would visits from professionals.

Learners should be encouraged to take note of any health or social care issues local to their area, for example the opening of a new GP ‘super surgery’ or the closing down of facilities for older people, to add relevance to the subject. Links with the Careers Advisory Service/Connexions would be useful to help learners in their research into appropriate job roles in health and social care.

Indicative reading for learners

Textbooks

Clarke L – *Edexcel Health and Social Care GSCE* (Nelson Thornes, 2002) ISBN 9780748770724

Lavers S, Moonie N, Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 9780435463328

Journals

Community Care Magazine (Reed Business Information)

The Nursing Times (Emap)

Newspapers

The Independent newspaper

The Guardian newspaper

Local newspapers

Websites

www.ageconcern.org.uk

Age Concern

www.dh.gov.uk

Department of Health

www.kingsfund.org.uk

The Kings Fund: minority concerns

www.macmillan.org.uk

Macmillan Nurses

www.mencap.org.uk

Learning Disability voluntary group

www.scie.org.uk

Social Care Institute for Excellence

www.scie-socialcareonline.org.uk

Adult social care

www.ssia.wlga.gov.uk

Social Services Improvement Agency

Provides links to several other useful sites

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	IE1 identifying the main barriers to accessing health and social care asking questions of visiting speakers conducting research on the main barriers to accessing health and social care [P2] IE2 identifying the key elements of health and social care services conducting surveys of the local area to identify health and social care services participating in buzz groups and group discussions [P1]
Creative thinkers	CT1 identifying the main barriers to accessing health and social care asking questions of visiting speakers conducting internet searches to obtain relevant information considering barriers which they may have experienced [P2, P3] CT3, CT4, CT5 discussing how an individual who uses services may be supported by one statutory and one voluntary organisation working in partnership considering the difficulties inherent in partnership collaboration; finding solutions [P3, P4]
Reflective learners	RL5 evaluating visits to relevant centres and using the information in assessment tasks [P1, P2, P3, P4]
Team workers	TW1 discussing case studies as preparation for tasks preparing questions to ask visiting speakers planning routes to identify local health and social care services [P1]
Self-managers	SM2 working towards goals, showing commitment and perseverance when completing assessment tasks [P1, P2, P3, P4]
Effective participants	EP2 contributing to class discussion in preparatory tasks. [P1, P2, P3, P4]

● 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	conducting research into the key elements of health and social care services barriers to accessing health and social care and the requirements of the health and social care role
Manage information storage to enable efficient retrieval	saving relevant information and incomplete work
Follow and understand the need for safety and security practices	storing relevant information onto a pen drive and using a password for security
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	investigating a variety of websites to provide information for the assessment tasks
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using a variety of websites and evaluating their relevance for the assessment tasks
ICT – Develop, present and communicate information	
Present information in ways that are fit for purpose and audience	presenting the assessment tasks
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	emailing organisations to obtain relevant information
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in group discussions and buzz groups questioning visiting speakers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	consulting a variety of sources to obtain relevant information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing the assessment tasks.

Unit 11: The Impact of Diet on Health

Unit code: M/600/6888

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to gain knowledge and understanding of diets and their impact on health. Learners will be able to explore the importance of a balanced diet, the effects of diet on health, the dietary needs of individuals and food safety and hygiene.

● Unit introduction

This unit has been designed to introduce learners to diet and its impact on health. This topic is covered frequently by the media for example television programmes about being too thin or overweight and magazines covering real-life experiences of the effects of a bad diet and/or poor food hygiene and safety standards on health. Initially learners will consider the dietary needs of individuals at different life stages, including stages such as pregnancy and breast feeding. The components of a balanced diet will be considered as will the exploration of the effects of an unbalanced diet on individuals. Learners will focus on the dietary needs of two service users with different medical conditions and produce a two-day diet plan to meet these individuals' needs. The important area of food safety and hygiene will also be explored.

This is a specialist unit in both the Edexcel BTEC Level 2 First Certificate and First Diploma in Health and Social Care. It will provide useful preparation for working in the health and social care sectors and also for learners intending to progress on to the Edexcel BTEC Level 3 National Diploma in Health and/or Social Care or the BTEC National Diploma in Children's Care, Learning and Development.

This unit gives learners the opportunity to develop and apply Level 2 Functional Skills in English and ICT, and also personal, learning and thinking skills.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know dietary needs of individuals at different life stages
- 2 Understand effects of unbalanced diets on the health of individuals
- 3 Know specific dietary needs of service users
- 4 Understand principles of food safety and hygiene.

Unit content

1 Know dietary needs of individuals at different life stages

Life stages: infancy (0-3 years); childhood (4-10 years); adolescence (11-18 years); adulthood (19-65 years) including pregnancy and breast feeding; old age (65+ years)

Concept of balanced diet: intake; needs; energy balance; dietary reference values; nutrient deficiencies; malnutrition

The balance of good health: relative proportions of five food groups: meat, fish and alternatives; milk and dairy food; fruit and vegetables; foods containing fat/sugar; bread, other cereals and potatoes

Components of a balanced diet: carbohydrates, proteins, fats and oils; vitamins; minerals; role in diet; variations in need according to eg age, activity, lifestyle

Carbohydrates: simple (sugars), complex (starch and non-starch polysaccharides (fibre))

Proteins: animal and plant sources, essential amino acids; importance of varied diet for vegetarians/vegans

Fats and oils: animal fats, vegetable oils, fish oils; saturated, unsaturated and polyunsaturated

Vitamins: A; B (complex); C; D; E and K

Minerals: calcium; iron; sodium

Diet variation during life stage development: babies; children and adolescents; adults

Babies: breast feeding, formula feeding, weaning

Children and adolescents: to support growth and higher energy needs; weight management

Adults: activity levels eg variations according to occupation, lifestyle; decrease in energy needs; weight management; pregnancy and breastfeeding

Factors influencing the diet of individuals: examples religion/culture, social class, personal preferences, peer pressure, the media, position in family, geographic location, availability of food and financial resources

2 Understand effects of unbalanced diets on the health of individuals

Medical conditions related to unbalanced diets: malnutrition; over-nutrition eg coronary heart disease, obesity, type 2 diabetes; under-nutrition eg kwashiorkor, marasmus; specific nutrient deficiencies eg anaemia, rickets, tooth decay, night blindness, beriberi and scurvy

3 Know specific dietary needs of service users

Conditions with specific dietary requirements: eg coronary heart disease, obesity, type 2 diabetes, lactose intolerance, gluten/wheat intolerance, food allergies, genetic disorders eg phenylketonuria

Religion/culture: eg Hindus, Jews, Muslims, Buddhists, vegetarians, vegans

Two-day plan: breakfast; midday meal; evening meal; snacks; beverages

4 Understand principles of food safety and hygiene

Safe practices of food preparation, cooking and service: hygiene control; temperature control; pest control

Effects of unsafe practices: types of food contamination eg chemical, physical, biological; bacterial food poisoning eg Clostridium Perfringens, Staphylococcus Aureus, Campylobacter, Bacillus Cereus, Salmonella species; E coli; sources of food poisoning bacteria; symptoms of food poisoning

Legislation, regulations and codes of practice: relevant sections from eg Food Safety Act 1990, Food Safety (General Food Hygiene) Regulations 1995, Food Safety (Temperature Control) Regulations 1995, Hazard Analysis Critical Control Point (HACCP)

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the components of a balanced diet [IE4, IE5, CT1, CT2, RL1, TW1, SM2, SM3]	M1 discuss how the components of a balanced diet contribute to an individual's health at different life stages	
P2 identify different dietary needs at each life stage [IE3, CT2]		
P3 explain two medical conditions related to unbalanced diets [RL1, TW1, SM2, SM3, EP2]		
P4 identify two service users with specific dietary needs [RL1, TW1, SM2, SM3, EP4]	M2 outline a two-day diet plan for two service users with specific dietary needs	D1 justify how the two-day diet plan meets the dietary needs of the two service users
P5 outline relevant legislation relating to preparing, cooking and serving food [IE4]	M3 discuss the effects of unsafe practices when preparing, cooking and serving food in a health or social care setting.	D2 assess the effectiveness of safe practices when preparing, cooking and serving food in a health or social care setting.
P6 explain safe practices necessary in preparing, cooking and serving food in a health or social care setting. [RL1, RL2, TW1, SM2, SM3, EP2, EP4]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Learners need to develop an awareness of how diet impacts on health. They will also need to develop a good understanding of the components of a balanced diet and its importance for individuals at different life stages. Learners will have different levels of knowledge about diet and how this impacts on a person's health, and they will have had different experiences of food and food practices based on their own background for example cultural background and food preferences.

Initially, learners could receive the necessary theoretical information and knowledge via DVDs and internet and book research. Additionally, a visit by a nutritionist or dietician to talk with learners, and for learners to ask questions they have planned for the visit, would be a good start to the unit.

Learners could reflect initially on their own diet and food preferences before exploring the needs of service users in relation to diet and health.

Discussion and simulation activities in the classroom could be developed to encourage the application of diet to health and social care environments.

If facilities are available, practical cookery lessons and food preparation sessions could also be included to reinforce learner knowledge and practice.

Work-based learning experiences/visits to health or social care settings for example a residential home for the elderly, is encouraged so that learners can experience first hand areas such as food storage, preparation and cooking practices, kitchen health and safety, service user-needs and preferences.

If learners are able to gain a food hygiene qualification this will provide much of the knowledge needed to underpin the food safety and hygiene aspects of the unit.

Questionnaires to investigate the diversity of food needs and preferences of people across different life stages could also be developed and used as part of a small-scale survey.

Learners may wish to investigate this topic and the learning outcomes through small group work and present their findings as a display/presentation.

Much of this unit could be explored through the use of the media. Newspapers, magazines and television programmes can be a great source of current material which could be used.

The use of case studies is also recommended.

Learners should be encouraged at all times to be reflective practitioners.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and induction activities
Guest speaker: for example a dietician or nutritionist
Learning outcome 1
Know dietary needs of individuals at different life stages

Topic and suggested assignments/activities/assessment
Buzz group and discussion on dietary needs of individuals at different life stages
Case studies on different individual's dietary needs and their effects on individuals
Investigation on factors influencing the diet of individuals eg religion/cultural needs – questionnaire
Research on balanced diet and nutrients
Learning outcome 2
Understand effects of unbalanced diets on the health of individuals
Internet research and development of questions for visits/guest speakers on the different effects of unbalanced diets on the health of individuals
Class discussions and presentations
Guest speakers from health sector to talk about obesity/coronary heart disease/type 2 diabetes/questions and answers
Case studies of children with malnutrition and specific nutrient deficiencies
Assignment 1: Balanced and Unbalanced Diets and Associated Medical Conditions (P1, P2, P3, M1)
Produce a display and report covering:
<ul style="list-style-type: none"> • the identification of the components of a balanced diet and dietary needs at each life stage • a discussion of how the components of a balanced diet contribute to an individual's health at different life stages • an explanation of two medical conditions related to unbalanced diets.
Learning outcome 3
Know specific dietary needs of service users
Class discussion on learners/their family and/or friends' diets and dietary needs
Case studies on different diets because of different conditions and requirements
Small-scale survey on factors influencing the diet of individuals eg religion/cultural needs/vegetarianism – questionnaire
Share findings from surveys
Plan schedule/research for case studies in Assignment 2
Assignment 2: Dietary Adjustments and Diet Plan (P4, M2, D1)
Two 'case studies' – each case study covering:
<ul style="list-style-type: none"> • identification of why specific dietary needs require dietary adjustment for two health or social care service users • an outline of a two-day diet plan for two service users with specific dietary needs • justification of how the two-day diet plan meets the dietary needs of the two service users
Learning outcome 4
Understand principles of food safety and hygiene
Assignment 3: Safe and Unsafe Food Practices (P5, P6, M3, D2)
Outline relevant legislation in relation to safe practices in preparing, cooking and serving food
Investigate safe practices and discuss the effects of unsafe practices in different health and social care settings
Assess the effectiveness of safe practices for food preparation, cooking and serving
Development of questions for visits or guest speakers on food safety and hygiene
Guest speakers from different health and social care settings/questions and answers
Visits to various health and social care settings/questions and answers

Topic and suggested assignments/activities/assessment

Lecture followed by a class discussion on various relevant legislation, codes of practice regarding food safety and hygiene

Workplace setting research on food safety and hygiene practices

Unit and assessment review

Assessment

This unit should be delivered and assessed with as much employer engagement/workplace learning opportunities as are appropriate and relevant.

Learning outcomes can be met through three different assignments where learners are asked to present their evidence using a variety of methods.

Tutors may choose to photograph displays produced as evidence for P1 and P2 and P3. For M1 learners need to discuss the contribution of elements of a balanced diet towards a chosen person's health and two medical conditions that may occur as a result of unbalanced diets. P4 requires learners to complete and present two written case studies, ideally from their workplace setting. Learners must ensure confidentiality and ethical considerations for example consent is maintained at all times. If learners are unable to access a workplace setting and/or service users to study they can use people they already know who have specific dietary needs or use examples given by their tutor in case studies. M2 requires learners to provide an appropriate two-day diet plan for the same two individuals referred to in P4. For D1, learners need to give reasons for their chosen diets, indicating how the chosen food suits the dietary needs of the chosen individuals.

P5 requires learners to outline the main details of legislation relating to safe practice in preparing, cooking and serving food. To achieve P6, learners must explain safe practices which need to be followed when dealing with food in a health and social care setting. For M3, learners need to discuss the likely effects of unsafe practices. D2 requires learners to assess how effective safe practices can be in avoiding the effects mentioned for M3.

The use of guest speakers is encouraged, as are visits to appropriate venues. The kitchens at the school/college could be a good starting point to introduce learners to issues of food safety and hygiene, as would talking with dinner ladies/kitchen staff about their roles regarding health and safety and providing a healthy diet for the school/college staff and learners. Learners will get the most out of these opportunities by being given time beforehand to plan and design questions, based around the learning outcomes.

Use of the internet and television programmes, for example documentaries on diet and food safety and hygiene, is encouraged to make the learning experience more applied and contextualised for learners. However, this should not be in place of workplace learning opportunities, visits and guest speakers which are to be encouraged as the main method of both delivery and for generating assessment evidence.

Learners may like to carry out their plans and investigations/research in small friendship groups and may wish to use the same service users with specific dietary needs, this is acceptable but final evidence for assessment must be individually produced pieces of work.

Tutors are encouraged to embed personal, learning and thinking skills (PLTS) in as many opportunities as is appropriate within classroom-based activities, applied learning/contextualised activities and assessment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1	Assignment 1: Balanced and Unbalanced Diets and Associated Medical Conditions	As a dietitian you have been invited to a local primary school to contribute to a staff training day on diet, diet plans and food hygiene and safety.	Display and report
P4, M2, D1	Assignment 2: Dietary Adjustments and Diet Plan		Two case studies
P5, P6, M3, D2	Assignment 3: Safe and Unsafe Food Practices		Food safety and hygiene booklet

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite. This unit has particular links with the following in the Health and Social Care sector:

Level 1	Level 2	Level 3
Society, Health and Development Diploma Foundation Level 1 Is it Safe?	BTEC First Health and Social Care Individual Needs in Health and Social Care	BTEC National Health and Social Care Health, Safety and Security in Health and Social Care
Health, Wellbeing and Lifestyle	Ensuring Safe Environments in Health and Social Care	Development Through the Life Stages
Meeting Needs	Vocational Experience in a Health or Social Care Setting	Public Health
Growth and Development	Cultural Diversity in Health and Social Care	Nutrition for Health and Social Care
	Human Lifespan Development	Caring for Individuals with Additional Needs
	GCSE in Health and Social Care Promoting Health and Wellbeing	Infection Prevention and Control

Level 1	Level 2	Level 3
	Health, Social Care and Early Years in Practice	Society, Health and Development Diploma Advanced Level Safeguarding and Protecting Individuals and Society
	Society, Health and Development Diploma Higher Level Safeguarding and Protecting Individuals	
	Growth, Development and Healthy Living	
	Needs and Preferences	

Essential resources

Learners will need access to full library facilities including textbooks, journals/professional magazines, relevant newspaper articles and DVDs, and recordings of suitable television documentaries and soap operas.

They will also require access to the internet, with tutor guidance to avoid inappropriate use.

Employer engagement and vocational contexts

Visits from guest speakers from different health and social care settings, particularly a dietitian or nutritionist or someone who is responsible for aspects of diet and food at their workplace, would enhance the learning experience and delivery of this unit, and give learners the opportunity to engage with relevant organisations/professionals and practitioners.

Visits to different health and social care settings to look at food hygiene and safe food practices, and how they have put positive actions in place to reduce the hazard and risk of food poisoning, would also give learners the opportunity to investigate matters in a contextualised way.

Each learner should have the opportunity to be able to work/visit a health or social care setting to investigate issues for all four learning outcomes of this unit.

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

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

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008) ISBN 9780435500900

Haworth E and Ashton A – *Health and Social Care GCSE* (Pearson, 2009) ISBN 9781846903472

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Learning and Skills Council – *Standards for Health and Safety*

Websites

www.bohs.org	British Occupational Hygiene Society
www.csci.org.uk	Commission for Social Care Inspection
www.doh.gov.uk	Department of Health
www.foodstandards.gov.uk	Food Standards Agency
www.hse.gov.uk	Health and Safety Executive

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>IE3 exploring dietary needs for each life stage [P2]</p> <p>IE4 analysing and evaluating information on the components of a balanced diet, judging its relevance and value to individuals' health at different life stages [P1, P5]</p> <p>IE5 considering the influence of circumstances, beliefs and feelings on decisions about the components of a balanced diet [P1]</p>
Creative thinkers	<p>CT1 generating ideas and exploring possibilities about how the components of a balanced diet contribute to an individual's health at different life stages [P1]</p> <p>CT2 asking questions to extend their thinking on the components of a balanced diet [P1, P2]</p>
Reflective learners	<p>RL1 setting goals with success criteria for their development and work towards their evidence for submission, covering all learning outcomes [P1, P3, P4, P6]</p> <p>RL2 reviewing their progress and acting on the outcomes eg research and investigation into food safety and hygiene [P6]</p>
Team workers	<p>TW1 collaborating with others to work towards common goals eg group research into diet planning and planning for service users questions to ask the visiting dietician [P1, P3, P4, P6]</p>
Self-managers	<p>SM2 working towards goals, showing initiative, commitment and perseverance across the weeks of research and investigation into diets and food safety and hygiene and the putting together of task evidence [P1, P3, P4, P6]</p> <p>SM3 organising time and resources and prioritising actions across all learning outcomes and the three different tasks [P1, P3, P4, P6]</p>

Skill	When learners are ...
Effective participants	<p>EP2 presenting a persuasive case for action with reference to a healthy diet and how to follow safe food practices [P3, P6]</p> <p>EP4 identifying improvements that would benefit others as well as themselves, with reference to dietary needs and safe food practices. [P4, P6]</p>

● 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	investigating and researching nutrition and diets
Manage information storage to enable efficient retrieval	saving their notes and write ups from their investigations and research
Follow and understand the need for safety and security practices	making a copy of their stored work onto a pen drive/CD and using a password for security
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using a variety of different websites in their research and investigations
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out a search for appropriate information/literature search
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none">• text and tables• images• numbers• records	investigating and researching nutrition statistics
Bring together information to suit content and purpose	putting together their case studies for Assignment 2
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	involved in class discussions presenting their display for Assignment 1 listening to staff at their workplace learning setting listening to the guest speakers and asking them questions
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing their case studies for Assignment 2.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linney.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Skills for Health

2nd Floor Goldsmiths House

Broad Plain

Bristol BS2 0JP

Telephone: 0117 9221155

Email: office@skillsforhealth.org.uk

Fax: 0117 9251800

Website: www.skillsforhealth.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel BTEC qualification framework for the health and social care sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		BTEC Higher Nationals in Health and Social Care		
4				NVQ in Health and Social Care
3	GCE Health and Social Care	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care Higher Diploma in Society, Health and Development		NVQ in Health and Social Care
2	GCSE (Double and Single Award) in Health and Social Care	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care Advanced Diploma in Society, Health and Development		NVQ in Health and Social Care
1		Foundation Diploma in Society, Health and Development		
Entry		Foundation Learning Tier (Health and Social Care)		

Annexe B

Grading domains: Level 2 BTEC generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem <i>understand or know</i>)	<ul style="list-style-type: none">• Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis).• Apply and/or select relevant concepts.• Apply knowledge to different contexts.• Apply knowledge to non-routine contexts (ie assessor selection).• Make comparisons.• Show relationships between pass criteria.	<ul style="list-style-type: none">• Synthesise knowledge and understanding across pass/merit criteria.• Evaluate concepts/ideas/actions.• Analyse/research and make recommendations.• Judges implications of application of knowledge/understanding.• Applies knowledge and understanding to complex activities/contexts.
Development of practical and technical skills (Learning outcome stem <i>be able to</i>)	<ul style="list-style-type: none">• Use advanced techniques/processes/skills successfully.• Act under limited supervision/demonstrate independence (note: pass cannot require support).• Apply to non-routine activities.• Demonstrate within time and/or resource constraints.• Produce varied solutions (including non-routine).• Modify techniques/processes to situations.	<ul style="list-style-type: none">• Demonstrate creativity/originality/own ideas.• Apply skill(s) to achieve higher order outcome.• Select and use successfully from a range of advanced techniques/processes/skills.• Reflects on skill acquisition and application.• Justifies application of skills/methods.• Makes judgements about risks and limitations of techniques/processes.• Innovates or generates of application of techniques/processes for new situations.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
Application of generic skills (Any learning outcome stem)	<ul style="list-style-type: none"> • Communicates using appropriate technical/professional language. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Select and justify solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a typical audience. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generate new or alternative solutions to specified problems.

Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.

For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Team workers

Self-managers

Independent enquirers

Reflective learners

Creative thinkers

Effective participants

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11-19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:
	Level of success 1 = low, 5 = high
Independent enquirers	
Identify questions to answer and problems to resolve	1 2 3 4 5
Plan and carry out research, appreciating the consequences of decisions	1 2 3 4 5
Explore issues, events or problems from different perspectives	1 2 3 4 5
Analyse and evaluate information, judging its relevance and value	1 2 3 4 5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1 2 3 4 5
Support conclusions, using reasoned arguments and evidence	1 2 3 4 5
Creative thinkers	
Generate ideas and explore possibilities	1 2 3 4 5
Ask questions to extend their thinking	1 2 3 4 5
Connect their own and others' ideas and experiences in inventive ways	1 2 3 4 5
Question their own and others' assumptions	1 2 3 4 5
Try out alternatives or new solutions and follow ideas through	1 2 3 4 5
Adapt ideas as circumstances change	1 2 3 4 5
Reflective learners	
Assess themselves and others, identifying opportunities and achievements	1 2 3 4 5
Set goals with success criteria for their development and work	1 2 3 4 5
Review progress, acting on the outcomes	1 2 3 4 5
Invite feedback and deal positively with praise, setbacks and criticism	1 2 3 4 5
Evaluate experiences and learning to inform future progress	1 2 3 4 5
Communicate their learning in relevant ways for different audiences	1 2 3 4 5

Team workers	1	2	3	4	5
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers	1	2	3	4	5
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participants	1	2	3	4	5
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit										
	1	2	3	4	5	6	7	8	9	10	11
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Team workers	✓		✓	✓	✓	✓	✓		✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participants		✓	✓	✓	✓	✓	✓		✓	✓	✓
✓ – opportunities for development											

Annexe D

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 Firsts in Health and Social Care gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel BTEC Level 2 Firsts in Health and Social Care makes a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The qualification contributes to an understanding of:

- spiritual issues – for example how moral and ethical issues relate to both communications and human lifespan development
- social and cultural issues – for example the impact of inequality on health and different dietary requirements found in different cultures.

Citizenship issues

Learners undertaking the Edexcel BTEC Level 2 Firsts in Health and Social Care will have the opportunity to develop their understanding of citizenship issues, for example the rights and needs of individuals in different communities.

Environmental issues

Learners undertaking the Edexcel BTEC Level 2 Firsts in Health and Social Care will have the opportunity to develop their understanding of environmental issues, for example different types of health issues that arise in different parts of the country.

European developments

Much of the content of the Edexcel BTEC Level 2 Firsts in Health and Social Care applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The Edexcel BTEC Level 2 Firsts in Health and Social Care are practically based and health and safety issues are encountered in *Unit 4: Ensuring Safe Environments in Health and Social Care* and *Unit 9: Creative and Therapeutic Activities in Health and Social Care*.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel BTEC Level 2 Firsts in Health and Social Care.

Wider curriculum mapping

Level 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Spiritual	✓	✓	✓	✓	✓	✓		✓		✓	
Moral and ethical	✓	✓	✓	✓	✓	✓				✓	
Social and cultural	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Citizenship issues		✓	✓			✓		✓		✓	✓
Environmental issues				✓	✓				✓	✓	
European developments		✓				✓		✓		✓	
Health and safety considerations				✓	✓						
Equal opportunities issues	✓	✓	✓	✓		✓		✓		✓	✓

Annexe E

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care against the underpinning knowledge of the Level 2 NVQ in Health and Social Care, Health and Social Care SSC National Occupational Standards.

KEY

- ✓ indicates that the Edexcel BTEC Level 2 Firsts cover all of the underpinning knowledge of the NVQ unit
- # indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

BTEC First unit	1	2	3	4	5	6	7	8	9	10	11
NVQ unit and element number											
Unit HSC21											
HSC21a	✓				✓	#					
HSC21b	✓				✓	#					
HSC21c	✓				✓	#	#	✓	✓		
HSC21d	#										
Unit HSC22											
HSC22a				✓	#		#		#		
HSC22b				✓	#		#		#		#
HSC22c			#								
Unit HSC23											
HSC23a	#	#	#	#	✓		#		✓		
HSC23b	✓	#	#	✓	✓	#	#	#	✓	#	#
Unit HSC24											
HSC24a	✓	#	#	#	✓	#		✓	#		
HSC24b	✓	#	#	#	✓	#		✓	#		
HSC24c	✓	#	#	#	#			✓			

Annexe F

Unit mapping overview

BTEC First in Health and Social Care legacy (specification end date 31/08/2010)/new QCF versions of the BTEC First qualifications in Health and Social Care (specification start date 01/09/2010) – the Level 2 BTEC Certificate in Health and Social Care, Level 2 BTEC Extended Certificate in Health and Social Care and the Edexcel BTEC Level 2 Diploma in Health and Social Care.

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit 1	P								
Unit 2	P								
Unit 3		P							
Unit 4		P							
Unit 5			F						
Unit 6				F					
Unit 7					F				
Unit 8						F			
Unit 9							F		
Unit 10								F	
Unit 11									F

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit mapping in depth

BTEC First in Health and Social Care legacy (specification end date 31/08/2010)/new QCF versions of the BTEC First qualifications in Health and Social Care (specification start date 01/09/2010) – the Edexcel BTEC Level 2 Certificate in Health and Social Care, Edexcel BTEC Level 2 Extended Certificate in Health and Social Care and the Edexcel BTEC Level 2 Diploma in Health and Social Care.

New units		Old units		Mapping / comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 1	Communication in Health and Social Care	1	Communication and Individual Rights within the Health and Social Care Sectors	LOs 1 and 2 from old unit covered in new unit
Unit 2	Individual Rights in Health and Social Care	1	Communication and Individual Rights within the Health and Social Care Sectors	LOs 3 and 4 from old unit covered in new unit
Unit 3	Individual Needs in Health and Social Care	2	Individual Needs within the Health and Social Care Sectors	LOs 1 and 2 from old unit covered in new unit
Unit 4	Ensuring Safe Environments in Health and Social Care	2	Individual Needs within the Health and Social Care Sectors	LOs 3 and 4 from old unit covered in new unit
Unit 5	Vocational Experience in a Health or Social Care Setting	3	Vocational Experience in a Health or Social Care Setting	Full mapping across between old and new units
Unit 6	Cultural Diversity in Health and Social Care	4	Cultural Diversity in Health and Social Care	Full mapping between old and new units
Unit 7	Anatomy and Physiology for Health and Social Care	5	Anatomy and Physiology for Health and Social Care	Full mapping between old and new units
Unit 8	Human Lifespan Development	6	Human Lifespan Development	Full mapping between old and new units
Unit 9	Creative and Therapeutic Activities in Health and Social Care	7	Creative and Therapeutic Activities in Health and Social Care	Full mapping between old and new units
Unit 10	Health and Social Care Services	8	Health and Social Care Services	Full mapping between old and new units
Unit 11	The Impact of Diet on Health	9	The Impact of Diet on Health	Full mapping between old and new units

Annexe G

Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

Points available for credits achieved at different QCF levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the ‘qualification grade’ table below will achieve the qualification merit or distinction or distinction* grade.

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85–94	95–99	100 and above
BTEC Level 2 Extended Certificate	170–189	190–199	200 and above
BTEC Level 2 Diploma	340–379	380–399	400 and above

Example 1

Achievement of pass qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the credit required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Pass		80

Example 2

Achievement of merit qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Merit		85

Example 3

Achievement of distinction qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Qualification grade totals		15	Distinction		95

Example 4

Achievement of merit qualification grade

A learner completing a 30-credit Edexcel BTEC Level 2 Extended Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
Qualification grade totals		30	Merit		175

Example 5

Achievement of merit qualification grade

A learner completing a 60-credit Edexcel BTEC Level 2 Diploma achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
Qualification grade totals		60	Merit		360

Annexe H

Mapping to Knowledge and Skills Framework

The following grid maps the knowledge covered in the Edexcel BTEC Level 2 First in Health and Social Care against the underpinning knowledge of the NHS Knowledge and Skills Framework.

Units	1	2	3	4	5	6	7	8	9
NHS Knowledge and Skills Framework Core Dimensions									
Core Dimension 1: Communication	✓	✓	✓	✓			✓	✓	
Core Dimension 2: Personal and People Development	✓	✓	✓	✓	✓	✓	✓	✓	✓
Core Dimension 3: Health, Safety and Security		✓	✓		✓		✓		✓
Core Dimension 4: Service Improvement									
Core Dimension 5: Quality			✓						
Core Dimension 6: Equality and Diversity	✓		✓	✓		✓	✓		✓



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