Pearson BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings

Pearson BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

Specification

BTEC Specialist qualification

For first teaching September 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (QCF)

Edexcel BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (QCF)

The QNs remain the same.

Summary of Pearson BTEC Level 1 Award/Certificate in Introduction to Health, Social Care and Children's and Young People's Settings specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	5, 6
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5, 6
QCF references removed from unit titles and unit levels in all units	19-182
Guided learning definition updated	14

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings

Pearson BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

The Qualification Numbers for the qualifications in this publication are:

Pearson BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings	600/2418/5
Pearson BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings	600/2419/7

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 Pearson.

These qualifications are accredited by Ofqual as being a vocational component of Foundation Learning.

Welcome to the Pearson BTEC Level 1 Award and Certificate in Introduction to Health and Social Care and Children's and Young People's Settings

Focusing on the Pearson BTEC Level 1 Award and Certificate in Introduction to Health and Social Care and Children's and Young People's Settings

These qualifications aim to develop learner knowledge and awareness of health, social care and children's and young people's settings. They are aimed at learners in school or college. Learners will develop an understanding of the similarities and differences between these settings.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Skills for Care and Development SSC**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how these qualifications compare with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualifications with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 1 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.
Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 1 Award

The Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Pearson BTEC Level 1 Certificate

The Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding 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.

Key features of the Pearson BTEC Level 1 Award and Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

The Pearson BTEC Level 1 Award and Certificate in Introduction to Health, Social Care and Children's and Young People's Settings have been developed to give learners the opportunity to:

* engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

* develop their knowledge and awareness of health, social care and children's and young people's settings.

* develop an understanding of the similarities and differences between these settings

* achieve a nationally recognised level 1, vocationally-related qualification in health and social care

* progress to employment in the health and social care or children's services sectors

* progress to related general and/or vocational qualifications in health and social care or children's services.

National Occupational Standards

Where relevant, Pearson BTEC Level 1 qualifications are designed to provide some 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 NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 1 Award and Certificate in Introduction to Health, Social Care and Children's and Young People's Settings relates to the following NOS:

Health and Social Care

Childcare, Learning and Development

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for Pearson BTEC Level 1 qualifications

When combining units for the Pearson BTEC Level 1 Award or Certificate in Introduction to Health, Social Care and Children's and Young People's Settings, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings

1   Qualification credit value: a minimum of 10 credits.

2   Learners must complete two mandatory units (6 credits)

3   Learners must achieve a minimum of 4 credits from the optional units.

4   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

1   Qualification credit value: a minimum of 25 credits.

2   Learners must complete seven mandatory units (20 credits)

3   Learners must achieve a minimum of five credits from the optional units.

4   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings

The Pearson BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings is a 10-credit and 86-guided learning hour (GLH) qualification that consists of two mandatory units (6 credits) **plus** a minimum of four credits from the optional units.

The Total Qualification Time (TQT) for this qualification is 100.

Pearson BTEC Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings				
Unit	Unit reference	Mandatory units (6 credits)	Credit	Level
1	A/602/6187	Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare	3	1
2	J/602/6189	Understand the Principles and Values in Health and Social Care, Adults and Children and Young People, Early Years and Childcare	3	1
Unit	Unit ref	Optional units (a minimum of 4 credits)	Credit	Level
3	R/602/6194	Awareness of Protection and Safeguarding in Health and Social Care, Adults and Children and Young People, Early Years and Childcare	3	1
4	T/602/6205	Introduction to Communication in Health and Social Care, Adults and Children and Young People, Early Years and Childcare	2	1
5	R/502/9716	Introductory Awareness of Equality and Inclusion in Health, Social Care and Children's and Young People's Settings	3	1
6	Y/502/9717	Introductory Awareness of Health and Safety in Health, Social Care and Children's and Young People's Settings	4	1
7	D/502/9718	Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	2	1
8	H/502/9719	Introductory Awareness of Working with Others in Health, Social Care and Children's and Young People's Settings	2	1
9	Y/502/9720	Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults	3	1

Pearson BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

The Pearson BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings is a 25-credit and 212-guided learning hour (GLH) qualification that consists of seven mandatory units (20 credits) **plus** a minimum of five credits from the Optional units.

The Total Qualification Time (TQT) for this qualification is 250.

Unit	Unit ref	Mandatory units (20 credits)	Credit	Level
**Pearson BTEC Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings**				
1	A/602/6187	Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare	3	1
2	J/602/6189	Understand the Principles and Values in Health and Social Care, Adults and Children and Young People, Early Years and Childcare	3	1
3	R/602/6194	Awareness of Protection and Safeguarding in Health and Social Care, Adults and Children and Young People, Early Years and Childcare	3	1
4	T/602/6205	Introduction to Communication in Health and Social Care, Adults and Children and Young People, Early Years and Childcare	2	1
5	R/502/9716	Introductory Awareness of Equality and Inclusion in Health, Social Care and Children's and Young People's Settings	3	1
6	Y/502/9717	Introductory Awareness of Health and Safety in Health, Social Care and Children's and Young People's Settings	4	1
7	D/502/9718	Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	2	1
Unit	Unit ref	Optional units (5 credits)	Credit	Level
8	H/502/9719	Introductory Awareness of Working with Others in Health, Social Care and Children's and Young People's Settings	2	1
9	Y/502/9720	Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults	3	1
10	A/601/3407	Human Growth and Development	2	1
11	M/602/5022	Introduction to Disability Awareness	1	1

Unit	Unit ref	Optional units (5 credits)	Credit	Level

12	F/602/6207	Introduction to Children and Young People's Development	3	1
13	K/602/6301	Understand the Importance of Engagement in Leisure and Social Activities in Health and Social Care	3	1
14	H/602/6314	Introduction to the Physical Care of Babies and Young Children	3	1
15	K/602/6315	Introduction to the Development of Children and Young People Through Play	2	1
16	H/602/6328	Encourage Children and Young People to Eat Healthily	2	1
17	T/602/6303	Introduction to a Healthy Lifestyle	3	1
18	Y/602/6309	Introduction to Autistic Spectrum Condition	3	1
19	L/602/6310	Introduction to Learning Disability	3	1
20	R/602/6311	Introduction to Physical Disability	3	1
21	L/602/6372	Introduction to Sensory Loss	3	1
22	Y/602/6374	Introduction to Mental Health	3	1
23	D/602/6375	Introduction to Dementia	3	1

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

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

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment 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 different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

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

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- 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.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade*.*

In the Pearson BTEC level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- 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 regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 1 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for Pearson BTEC level 1 qualifications and units

- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of centre verification practice

- centre risk assessment by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 1 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to level 3 qualifications. 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 for the qualification through open or distance learning.

Learners studying for 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 experience of work and life that learners bring to the programme.

Resources

Pearson BTEC level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the 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 Pearson.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC level 1 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' experience.

Functional skills

Pearson level 1 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

Pearson'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 qualifications 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 successfully complete the programme of study 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 Pearson'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 higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 1 Award and Certificate in Introduction to Health, Social Care and Children's and Young People's Settings are accredited for learners aged 14 and above.

In particular sectors the 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.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) 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 Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: 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 so do not need to develop through a course of learning.

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

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit 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

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to 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 National Occupational Standards (NOS), where relevant. 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 unit.

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 should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of 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 criteria.

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 is content which 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 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).

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 to 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.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare

Unit reference number: **A/602/6187**

Level: **1**

Credit value: **3**

Guided learning hours: **26**

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of the range of services and roles within health and social care (adults and children and young people), early years and childcare.

Unit introduction

Developing a knowledge of the range of service provision within health and social care and the roles of service providers and their employees is important for all learners. Many learners studying this unit will eventually enter and follow a career in one of the health and social care sectors.

Learners will develop a knowledge of the types and purpose of provision, the difference between statutory and independent service provision and how voluntary and informal care contribute to service provision.

This unit also gives learners the opportunity to develop knowledge of the range of service provision available within health and social care for adults, children and young people. Learners will also develop their knowledge of the range and scope of job roles within the different health and social care sectors. Learners will consider the skills needed to fulfil these job roles and the career progression routes available to employees in the sector.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the range of service provision available in health and social care (adults and children and young people), early years and childcare	1.1	Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area
		1.2	Outline the purpose of provision offered by different types of service
		1.3	Give examples of who would access different types of service provision
		1.4	Outline the difference between statutory and independent service provision
		1.5	Outline how informal care contributes to service provision
2	Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare	2.1	Identify the range of job roles within different types of service
		2.2	Identify the knowledge and skills required to work in a job role in the sector
		2.3	Outline a range of progression routes for a worker within the sector

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Unit content

1 **Know the range of service provision available in health and social care (adults and children and young people), early years and childcare**

The range of service provision for health and social care (adults and children and young people), early years and childcare: statutory eg community-based services for adults, children and young people, domiciliary services for adults, children and young people, day services for adults, residential services for adults, children and young people, children's centres, respite care, pre-school settings, telecare, extra care, supported housing, supported employment, self directed support, acute hospital services, community hospitals, general practitioner services, pharmacy in hospitals and community, substance misuse services, complementary healthcare; independent eg voluntary, not for profit or third sector, private provision; informal eg family, friends, neighbours, community groups

The purpose of provision offered by different types of service: supporting the physical, intellectual, emotional and social development of individuals; building self-esteem; health maintenance and improvement; promoting growth and development; promoting independence; safeguarding children; meeting the outcomes of *Every Child Matters*; challenging discrimination; supporting older people and vulnerable groups eg the disabled and people with learning difficulties/disabilities

Examples of who could access different types of service provision: eg infants, children, adolescents, adults, people in later adulthood, people with specific needs

The difference between statutory and independent service provision: independent service provision eg voluntary, not for profit or third sector, private provision; differences – size, structure, organisation, funding, pricing; quality of service; statutory provision provided by government eg through NHS

How informal care contributes to service provision: care supplied by eg family, friends, neighbours, community groups; supporting and complementing the work of statutory agencies; physical support eg washing, cleaning, shopping; intellectual support eg children and reading; emotional support eg listening, sharing experiences, building and supporting self-esteem; social support eg visits, social events, holidays

2 **Know the range and scope of roles within health and social care (adults and children and young people), early years and childcare**

The range of job roles within different types of service: domiciliary services eg manager of residential home, care assistant; hospital services eg nurse, midwife, nursing assistant, doctor, paramedic, hospital play worker, medical receptionist, cleaner, porter; GP; dentist; optician; dietician; community services eg social worker, mobile meals staff, family support worker, assistant youth worker, counsellor; children's services eg childminder, early years practitioner, nanny, foster parent

The knowledge and skills required to work in a job role in the sector: personal attributes eg appearance/dress, attitude, confidence, punctuality, empathy ability to work with others; competence; qualifications; interpersonal skills; meeting basic needs; maintaining personal hygiene and mobility

The range of progression routes for a worker within a sector: career progression routes within different sectors eg NHS nursing (nursing assistant, trainee nurse, nurse, ward manager), teaching (work experience, trainee tutor, qualified tutor, head of department, senior manager)

Essential guidance for tutors

Delivery

Learners will find aspects of this topic challenging at level 1 and will need tutor input and support in developing their knowledge. The aim of the unit is to develop learner knowledge of the range of service provision available to meet people's needs and the roles of people who work with service users. Learners may benefit from the tutor explaining about the range of service provision. Learners will need to develop their knowledge of the differences between the statutory, private and voluntary sectors plus the roles and contribution made by informal carers. This could be through the use of a case study approach about one individual and how the different sectors contribute to meeting that individual's needs. Newspaper articles, professional magazines and adopting a group approach will all add to the process of enabling learners to understand the context of this unit.

Primary research would be useful as an approach to enable learners to appreciate the range and scope of job roles within the health and social care sector. This could be achieved through the use of work placements, visits to organisations, inviting speakers into the learning environment and even completing case studies on relatives who have direct involvement with health and social care and early year services. In terms of progression routes within the sectors, learners are required to provide evidence for the routes available in only one sector.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit with an overview. Tutor-led discussion to highlight the range of services which exist in the area local to where learners live Paired work to identify the sort of job roles in the services the group have identified in the local area.
Learning outcome 1: **Know the range of service provision available in health and social care (adults and children and young people), early years and childcare** Small-group work – research into the local community, with whole-class feedback. Learners design a questionnaire to survey the local area to gain information about the local services and who commonly accesses them. Guest speaker outlines local provision. (This does not need to be a specialist but somebody who knows the area well, the available services and who uses them.) Tutor input – the distinction between the different sectors. Learners share experiences of what they may already do as informal carers and then consider how informal carers contribute to service provision.
Assessment for 1.1, 1.2, 1.3, 1.4 and 1.5 – learners produce an information pack identifying the range of service provision in their own area, outlining the purpose of the provision offered by different types of service provider and giving examples of who could access the types of provision. Learners must also outline the difference between statutory and independent service provision and also how informal carers contribute to service provision.
Learning outcome 2: Know the range and scope of roles within health and social care (adults and children and young people), early years and childcare. Group discussion – focused on the different types of services in the local area and the types of jobs within the identified services. Learners interview visitors about their job and the knowledge and skills they need to work in the sector. The interviewee could also be asked about the possible career progression routes in the sector they work in. Individual internet research about jobs in the sector. Learners research the knowledge and skills needed to carry out these jobs and the career paths available to employees in the sector. Individual learner findings fed back to the whole class for discussion.

Topic and suggested activities and assessment
Assessment for 2.1, 2.2 and 2.3 – Learners identify the range of job roles within different types of services and the knowledge and skills required to work in a job role in the sector. Learners outline the progression routes for an employee within a sector.

Assessment

Learners will need to present evidence to demonstrate their knowledge of the range of service provision available in health and social care. Learners will also need to know the range and scope of job roles within health and social care (adults and children and young people), early years and childcare.

Evidence can be presented in a range of different formats such as written materials, case studies or direct work based on health and social care services in the local community. The learner should be encouraged to use ICT to enhance their presentation skills.

To achieve 1.1 and 1.2 learners must identify the range of service provision for health and social care (adults and children and young people), early years and childcare in their own area and outline the purpose of this provision. To achieve 1.3 learners must give examples of who could access the different types of service provision. To achieve 1.4 learners must outline the difference between statutory and independent service provision and to achieve 1.5 they must outline how informal care contributes to service provision.

To achieve 2.1, 2.2 and 2.3 learners must identify a range of job roles within at least two different types of service, identify the knowledge and skills needed to work in a job role within the sector and outline the progression routes within one sector. The learner is only required to explore and identify the knowledge and skills required to work in one job role in the sector and consider the progression routes within that area, for example the knowledge and skills required to be a mental health nurse and the possible progression routes for an employee within that sector.

Essential resources

Learners will require 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* and *The Nursing Times*. Local and national newspaper articles also provide useful information.

Indicative resource materials

Textbooks

Asbridge L, Lavers S, Moonie N, Scott J, Stretch B – *BTEC First Health and Social Care: Student Book Revised Edition* (Heinemann, 2008) ISBN 978043550269

Hobart C and Frankel J – *A Practical Guide to Childcare Employment 2nd Edition* (Nelson Thornes, 2009) ISBN 9781408504857

Howarth and Ashton – *Edexcel GCSE Health and Social Care Student Book* (Heinemann, 2009) ISBN 9781846903731

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

Meggitt C and Bruce T – *Children and Young People's Workforce* (Hodder Arnold, 2011) ISBN 9781444135466

Squire G – *Children's Care, Learning and Development* (Heinemann, 2007) ISBN 9780435499099

Journals

Health Service Journal (Public Sector Management)
Community Care Magazine (Reed Business Information)
The Nursing Times (Emap)

Websites

www.ageuk.org.uk	Age UK
www.communitycare.com	Community Care Magazine online
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dh.gov.uk	Department of Health
www.kingsfund.org.uk	The King's Fund: minority concerns
www.macmillan.org.uk	Macmillan Nurses
www.mencap.org.uk	Learning disability voluntary group
www.nursingtimes.net	The Nursing Times Magazine online
www.scie.org.uk	Social Care Institute for Excellence
www.scie-socialcareonline.org.uk	Adult social care
ssia.wlga.gov.uk	Social Services Improvement Agency provides links to several other useful sites

Unit 2: Understand the Principles and Values in Health and Social Care, Adults and Children and Young People, Early Years and Childcare

Unit reference number:	**J/602/6189**
Level:	**1**
Credit value:	**3**
Guided learning hours:	**26**

Unit aim

The aim and purpose of this unit is to assess learner's understanding of the principles and values in health and social care, (adults, children and young people) early years and childcare.

Unit introduction

This unit will develop understanding of the principles and values that underpin health and social care. Learners will investigate the reasons for these principles and values and the benefits to individuals of all ages. Learners will identify the links between principles, values and care practice which places individuals, (adults, children and young people), at its centre.

In light of media coverage of events within the sector, it is essential that learners develop a full understanding of the need to provide support and care, that enables, empowers and promotes development in all users of the services.

Learners will examine confidentiality and the benefits to individuals who access the services of the health and social care sector

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare	1.1	Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare
		1.2	Identify guidance and standards that underpin the principles and values
2	Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare	2.1	Describe why those who access services should be valued as individuals
		2.2	Give examples of ways to value adults who access services
		2.3	Give examples of ways to value children and young people who access services
		2.4	Outline what is meant by person-centred practice or child-centred practice
		2.5	Define confidentiality in the context of the sectors
		2.6	Identify how confidentiality promotes respect for and values individuals

Unit content

1 **Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare**

Principles and values: right to life; social justice; anti-discriminatory approach; empathy; consideration of ethics; doing good and not harm; honesty; adherence to guidance, codes of practice and legislation relevant to the role; rights of users of the service eg respect, equal treatment, dignity, privacy, to be safeguarded and protected from harm; responsibilities of workers; paramountcy principle (children and young people)

Guidance and standards: Human Rights Act 2010; United Nations Convention on the Rights of the Child; General Social Care Council Codes of Practice; Code of Practice for NHS Employers (draft); health professional and regulatory bodies, eg Nursing and Midwifery Council Codes of Practice; Childcare Act 2006; Early Years Foundation Stage 2008

2 **Know ways to respect and value those who access services in health and social care (adults, children and young people), early years and childcare**

Valuing individuals: recognition of the individual; inclusion; anti-discriminatory practice; legal rights of the individual; person-centred approach; empowerment of the individual

Valuing adults and children: use of preferred method of communication; inclusive language; use of preferred names and titles; ensuring dignity and privacy; use of language at an appropriate level for the individual; promotion of choice; respecting decisions; involvement in the decision-making process; providing information at an appropriate level

Person-centred/child-centred practice: individual at the centre of the process; involvement of significant others where appropriate; supportive, non-threatening environment; accessible complaints procedure; incorporating the likes, wishes and needs of the individual where possible; use of positive verbal and non-verbal communication; use of active listening skills

Context of confidentiality: respecting confidence; disclosure of abuse in children and young people; gaining permission to share information with relevant personnel; not discussing matters with individuals outside of the setting; not promising to keep secrets where a client's wellbeing is being jeopardised

Benefits of confidentiality: supporting relationships; building up trust; safe environment; promotion of self-esteem

Essential guidance for tutors

Delivery

For learning outcome 1, learners will need a taught introduction as the topic may be unfamiliar to them. Tutors could open the discussion, referring to cases currently in the media and ask learners to apply principles and values appropriately. Visual aids such as newspaper clippings could be used. Case studies taken from professional magazines such as *Community Care* would also be useful. Learners will need access to relevant guidance and standards and tutors may wish to provide support during research sessions. Providing learners with a list of websites will support them at this level.

For learning outcome 2, an introductory thoughtshower could stimulate discussion on respect for and value of users of services of all ages. Some taught input will be required but it is important that tutors ensure that learners can apply knowledge to the various individuals. Learners could discuss their own experience of, for example, visits to the GP, asthma nurse or dentist. Tutors should be aware of any learners who have experienced negative attitudes from health and care personnel and the topic will need sensitive management. Learners will need taught input on person-centred and child-centred practice and the use of gapped handouts will enable learners to consider the information in detail.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the principles and values that underpin work in health and social care (adults, children and young people), early years and childcare Tutor input – PowerPoint presentation on the relevant principles and values. Discussion of cases in the media and application of principles and values by learners.
Assessment for 1.1 – a poster which identifies the principles and values which underpin work in the sector.
Relevant guidance and standards – learners complete gapped handouts by finding information on the internet. Class discussion on findings and to clarify understanding.
Assessment for 1.2 – a leaflet identifying the relevant guidance and standards that underpin the principles and values.
Learning outcome 2: Know ways to respect and value those who access services in health and social care, (adults, children and young people), early years and child care Thoughtshower – why respect and value? Learner feedback. Tutor input to add additional information with learners taking notes. Tutor input – ways of valuing children and adults, with learners taking notes. Learners to apply information to case studies and feedback to the class. Tutor input – person-centred practice. Short input with learners taking notes. Learners working in groups to apply the information to case studies and feeding back. Tutor input – child-centred practice. Short input with learners taking notes. Learners working in groups to apply the information to case studies and feeding back. Tutor input – context and benefits of confidentiality/when to speak up. Class discussion on relevant issues.
Assessment for 2.1-2.6 – an information pack on respecting and valuing users of the services, describing why those who access services should be valued as individuals, examples of ways to value adults and children and young people who access services, outlining what is meant by person-centred or child-centred practice, defining confidentiality in the context of the sectors and identifying how confidentiality promotes respect for and values citizens.
Review of unit and programme of assignments.

Assessment

Evidence for this unit may be generated in a variety of ways. For 1.1, learners could produce a poster which identifies the principles and values underpinning care delivery in the relevant sectors. Learners are only required to identify these principles and values and a full description is not required.

For 1.2, learners could produce a leaflet on the relevant guidance and standards. Learners should include four items from the relevant unit content and include a code of practice which is relevant to their own country.

For 2.1-2.6, learners could produce an information pack which has a separate sheet for each assessment criterion. For 2.1, the sheet should contain a description of why professionals should value individuals who use the services, for 2.2, four examples of how to value adults who use the services and for 2.3 four examples of how to value children who use the services. For 2.4 learners should outline what is meant by person-centred or child-centred practice. For 2.5, they should define confidentiality in the context of all relevant sectors and, for 2.6, there should be a sheet which identifies how confidentiality promotes respect for and values individuals. This final sheet should include four examples.

Tutors should ensure that learners understand that there are occasions when information should be passed on.

Essential resources

Learners will require full access to library resources including relevant textbooks, professional journals and magazines, current broadsheet newspapers, ICT and CD ROMs.

Indicative resource materials

Textbooks

Asbridge L, Lavers S, Moonie N, Scott J, Stretch B – *BTEC First Health and Social Care:Student Book Revised Edition* (Heinemann, 2008) ISBN 978043550269

Braye S, Preston-Shoot, *Empowering Practice in Social Care,* (Open University Press 2009). ISBN: 9780230543188

Green S – *Children's Care, Learning and Development* (Nelson Thornes, 2007) ISBN 9780748781973

Roots J, Tann L and Winter L – *BTEC Entry 3/Level1 Health and Social Care Student Book,* (Pearson, 2010) ISBN: 978846909191

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Squire G – *Children's Care, Learning and Development* (Heinemann, 2007) ISBN 9780435499099

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.communitycare.com	*Community Care* magazine online
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.nursingtimes.net	*The Nursing Times* online

Unit 3: Awareness of Protection and Safeguarding in Health and Social Care Adults and Children and Young People, Early Years and Childcare

Unit reference number: R/602/6194

Level: 1

Credit value: 3

Guided learning hours: 24

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of protection and safeguarding in health and social care (adults and children and young people), early years and child care.

Unit introduction

In this unit learners will explore what is meant by the protection and safeguarding of children and adults who are vulnerable. They will explore the different types of abuse and the signs to look for which may indicate that an individual is being harmed or abused. It is important that learners know what action to take if they have concerns about an individual's wellbeing including the boundaries of confidentiality. They will also explore the responsibilities of organisations to protect children and vulnerable adults and relevant sources of support and information.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare	1.1	Define 'protection of vulnerable adults'
		1.2	Define 'safeguarding children'
		1.3	Explain the term 'harm, abuse and neglect' in the context of: • protecting vulnerable adults • safeguarding children
		1.4	Give examples of the indicators of harm, abuse and neglect
		1.5	Identify what actions should be taken if there are concerns about harm, abuse and neglect
		1.6	Describe the boundaries of confidentiality and when to share information
		1.7	Explain who is responsible for protecting vulnerable adults and safeguarding children
		1.8	Identify what organisations should do to protect vulnerable adults and safeguard children
		1.9	Identify sources of support and information in relation to protection and safeguarding

Unit content

1 **Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare**

Definition of 'protection of vulnerable adults': individuals over 18 years of age who are vulnerable because of disability or illness or are unable to take care of themselves; protecting individual's health, wellbeing and human rights; working to keep vulnerable adults free from harm or neglect

Definition of 'safeguarding children': promoting children's wellbeing and development; preventing impairment of children's health or development; protecting children from maltreatment

Protecting vulnerable adults: all forms of maltreatment; physical abuse eg hitting, pushing; sexual abuse eg rape or unwanted sexual activity; neglect eg not giving help, support or medical care; emotional/psychological abuse eg shouting or threatening; financial abuse eg illegal or improper use of an individual's money or belongings; self-harm or neglect; discrimination eg racist, sexist because of disability or gender; institutional abuse

Safeguarding children: all forms of maltreatment of children; physical abuse eg manhandling, pushing, pulling, hitting, shaking; sexual abuse eg rape, showing child sexual images; neglect eg not meeting the physical or psychological needs of the child; emotional abuse eg telling the child they are unloved and worthless; bullying eg verbal intimidation or physical bullying; cyberbullying through internet, texting; self-harm; institutional abuse

Examples of the indicators of harm, abuse and neglect: behavioural indicators eg withdrawal, poor concentration, attention seeking behaviour, lack of confidence and self-esteem, not sleeping; signs of physical abuse eg unexplained bruising, grasp or finger marks; burns or scalds, frequent fractures; self-harm eg cuts and slashes on arms/wrists; neglect eg constant hunger, stealing food, inappropriate clothing; sexual abuse eg bruising around genitals, frequent urinary infections; financial abuse eg sudden inability to pay bills; loss of personal possessions, money being suddenly withdrawn from accounts

Actions to be taken if there are concerns about harm, abuse and neglect: what to do if you suspect vulnerable adult or child is at risk; the danger of making inappropriate judgements; concerns because of indicators or disclosure; listening to the individual; not questioning; reassuring; not promising to keep secret; reporting setting; who to report to eg line manager, or person with safeguarding responsibility in the setting; children or adult social care

The boundaries of confidentiality and when to share information: principles of the Data Protection Act 1998; knowing the circumstances when information may be passed on; sharing information with people on a 'need to know' basis

Responsibilities for protecting vulnerable adults and safeguarding children: shared responsibility: all those working with children or vulnerable adults; working with individuals and families; working in partnership with agencies eg adult or children's social services

What organisations should do to protect vulnerable adults and safeguard children: putting in place policies and procedures to ensure privacy, dignity and independence; appointing someone with safeguarding responsibilities; complaints, policy and procedures; reporting procedures; a positive environment to build trusting relationships; protection of human rights; recruitment of suitable staff; providing training for staff in safeguarding

Sources of support and information in relation to protection and safeguarding: support for the person disclosing harm or abuse and the person receiving and reporting; line manager; person with safeguarding responsibility in the setting, third sector organisations eg Society for the Prevention of Cruelty to Children (NSPCC), Action on Elder Abuse, Age UK; adult or children's social services

Essential guidance for tutors

Delivery

Tutors should be aware of the sensitive nature of this subject when delivering sessions and that some learners may be affected. Support should be available.

The knowledge and understanding needed for this unit is likely to be delivered through guest speakers and case studies. Learners should, initially, be introduced to the terminology that will be used within the unit. They could produce a glossary of terms for their folder or workbook to include child; vulnerable adult; safeguarding; harm; abuse; neglect.

Activities such as matching descriptions of abuse to each 'type' or missing word activities could support learner understanding. To develop their understanding of the indicators that abuse may be happening, learners could sort indicators into 'physical signs' and 'behavioural signs'. Learners could work in small groups, with each group focusing on a different type of abuse, to produce a leaflet or poster which identifies the indicators. Case studies could be used for learners to identify if abuse has taken place and the type of abuse that has happened. A quiz based on true/false answers can be useful to dispel common misconceptions about safeguarding.

Guest speakers, with responsibility for safeguarding, from an adult care and from a childcare setting could outline what actions staff must take if they have concerns about an individual's welfare. They could also refer to the boundaries of confidentiality. It is important that learners understand that abuse can be institutional. Case studies used in earlier activities could be used again here with learners going on to describe the actions that should be taken in different situations, where an individual has disclosed abuse and where signs have been observed. Scenarios could also be used for learners to identify whether information should or should not be passed on. Group discussions should follow with learners producing 'guidelines' for staff.

Learners must understand that those working with children and vulnerable adults have a shared responsibility for safeguarding their welfare. The person responsible for safeguarding in learners' own school or college could be invited to discuss their responsibility and that of others working in the setting, of families and of outside agencies such as social services. Learners could discuss these responsibilities in groups also identifying what organisations can do to protect individuals from harm or abuse. They might then produce a 'best practice' checklist for organisations. Learners could research organisations which provide support and information to individuals and people who work in the sector sharing their information with their peers.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare Tutor-led – information on sources of support/help for learners who may be anxious or concerned. Tutor-led – definitions of essential terminology. Learner activity – produce a glossary of terms.
Assessment for 1.1 and 1.2 – define the terms 'protection of vulnerable adults' and 'safeguarding children'.
Activity – 'missing words'. Activity – sorting indicators into signs of abuse. Group activity – produce poster. Case study – abuse of vulnerable adult/child. Quiz – true/false (misconceptions).
Assessment for 1.3 and 1.4 – an explanation of the terms 'harm', 'abuse', and 'neglect' and examples of the indicators of types of abuse.
Guest speaker – policies, procedures and confidentiality where there are concerns. Activity – confidentiality scenarios. Group activity – producing guidelines for new staff on actions to take if abuse is suspected.
Assessment for 1.5 and 1.6 – identification of actions that should be taken where there are concerns about harm, abuse and neglect and a description of the boundaries of confidentiality.
Tutor-led activity – responsibilities for safeguarding. Guest speaker – person with safeguarding responsibility within an organisation. Group discussion – what organisations should do. Group activity – produce guidelines for best practice. Research – organisations which provide support and information. Presentation – group presentations on organisations which provide support.
Assessment for 1,7, 1.8 and 1.9 – an explanation of those responsible for safeguarding and identification of what organisations should do to protect vulnerable adults. A list of sources of support and information
Review of unit and programme of assignments.

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Assessment

To achieve 1.1 and 1.2 learners must define 'protection of vulnerable adults' and 'safeguarding children'. They must demonstrate that they understand what is meant by 'vulnerable' and the age groups involved. They should also show that they understand that safeguarding is about promoting wellbeing as well as working to prevent abuse. For 1.3, learners must refer to the main types of harm, abuse or neglect in the context of protecting vulnerable adults and safeguarding children; physical abuse, sexual abuse, emotional abuse, neglect and, for vulnerable adults, financial abuse. Evidence could be generated through posters, booklets or a presentation.

A case study of a child and a vulnerable adult experiencing different types of abuse could be used to generate evidence for 1.4, 1.5 and 1.6. To achieve 1.4 learners must give examples of the indicators that each individual may show including at least four physical and three behavioural indicators. Learners must then identify the actions that should be taken if they are concerned (1.5). They must show that they understand the importance of listening, reassuring and reporting concerns. They should also show that they understand they must not question further or promise to keep information secret. Learners must describe the boundaries of confidentiality including an understanding that information must be passed on to an appropriate person if there are concerns that an individual is being harmed or may be at risk of harm. If case studies are not used evidence could be captured in a booklet for learners to refer to in future.

For 1.7, learners must explain who is responsible for protecting vulnerable adults and safeguarding children. They must include three examples. Evidence could be through a poster or by completing information on a table – identifying those responsible with an explanation of their responsibilities against each one. To achieve 1.8 learners must identify at least four things that organisations should do to protect vulnerable adults and safeguard children. Evidence could be through a presentation to the group or learners could produce an advice leaflet for organisations. For 1.9, learners must identify at least five sources of support and advice. These should be listed with information on ways to contact, for example telephone numbers or web addresses. At least two sources should be related to safeguarding children and two to protecting vulnerable adults.

Essential resources

There are no special resources required for the unit.

Indicative resource materials

Textbooks

Bickerton S – *Principles of Safeguarding and Protection for Learning Disability Workers* (Learning Matters Ltd, 2011) ISBN 9780857255068

Lindon J – *Safeguarding Children and Young People: Child Protection 0-18 ye*ars (Hodder Education, 2008) ISBN 9780340947401

Guidance Documents

No Secrets Guidelines (Department of Health, 2000)

Safeguarding Disabled Children – Practice guidance (www.education.gov.uk, 2009)

Working Together to Safeguard Children (www.education.gov.uk, 2010)

What to do if You're Worried a Child is Being Abused (www.education.gov.uk, 2006)

Journals

Community Care magazine (Reed Business Publishing)

Disability Now magazine

The Nursing Times (Emap)

Websites

www.ageuk.org.uk	Age UK – Charity for older people
www.beatbullying.org	Information on and support for bullying
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dh.gov.uk	Department of Health
www.ceop.police.uk	Child Exploitation and Online Protection Centre – information about safety online for parents, children and professionals
www.elderabuse.org.uk	Charity to prevent abuse and support older people
www.keepingchildrensafe.org.uk	Keeping Children Safe – toolkit for supporting those working in child protection
www.kidscape.org.uk	Kidscape – charity established to prevent bullying and child sexual abuse
www.nspcc.org.uk	National Society for the Prevention of Cruelty to Children

Unit 4: Introduction to Communication in Health and Social Care, Adults and Children and Young People, Early Years and Childcare

Unit reference number: T/602/6205

Level: 1

Credit value: 2

Guided learning hours: 19

Unit aim

The aim of this unit is to assess the learner's knowledge of communication in health and social care (adults, children and young people) early years and childcare.

Unit introduction

This unit will give learners knowledge of a range of communication methods and how these may be used to overcome barriers to communication. Learners will investigate how these methods are used and also the factors which promote communication, meeting the needs, wishes and preferences of individuals to promote overall wellbeing within the sector.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know different methods of communication	1.1	Identify a range of communication methods
2	Understand how to communicate with individuals	2.1	Outline how to identify an individual's communication and language needs, wishes and preferences
		2.2	Identify a range of barriers to communication
		2.3	Identify factors that promote communication and overcome barriers

Unit content

1 **Know different methods of communication**

Methods of communication: verbal; non-verbal eg eye contact, posture, gestures, appropriate use of touch; Makaton; communication passports; British Sign Language; Braille; use of signs and symbols; written

2 **Understand how to communicate with individuals**

Identifying communication needs: use of personal histories; involvement of the individual; involvement of family, friends and carers

Barriers to communication: environmental eg seating, lighting, external noise, situation of the setting; emotional issues eg shyness, low self-esteem; social; psychological eg mental ill health, results of abuse, neglect; sensory, hearing and sight impairment; speech and language barriers following strokes; cerebral palsy; cultural eg related to gender, inappropriate use of gestures; English as an additional language

Promotion of communication: use of preferred language including British Sign Language; use of human aids, interpreters, translators; use of technological aids, hearing aids, induction loops, Braille software; cultural awareness; active listening skills; the need to give individuals time to respond; speech and language therapy

Essential guidance for tutors

Delivery

For learning outcome 1 an introductory PowerPoint presentation would give learners a basic understanding of the focus of the unit. A guest speaker who could talk to learners about the use of an alternative method of communication, for example Makaton, would enhance learning. The use of case studies to enable learners to identify communication needs will give them a realistic focus.

For learning outcome 2, tutors are advised to include the use of training DVDs such as those obtainable from Mulberry House (**www.mulho.com**) to enhance delivery. Tutors may also wish to discuss issues of communication and barriers to communication with learners. Learner input about negative experiences, for example not understanding professionals or unclear and complicated information leaflets, could be used to set the scene for a discussion on barriers to communication. Learners would also benefit from conducting independent research on the barriers experienced by individuals who have learning disabilities. Information may be accessed, for example, from the Down's Syndrome Association at **www.downs-syndrome.org.uk** .

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know different methods of communication Tutor input – PowerPoint presentation on different methods of communication. Learners to take notes. Guest speaker – use of Makaton with individuals who have learning disabilities. Question and answer session. Learners working with case studies to identify the communication needs of individuals.
Assessment for 1.1 – a poster identifying methods of communication.
Learning outcome 2: Understand how to communicate with individuals Tutor input – identifying communication needs. Learners to make notes. Class discussion. Barriers to communication – learners to conduct independent research and present their findings in groups. Class discussion. Learners work with case studies to identify barriers to communication and match ways of overcoming these. Tutor input – use of communication training video; promoting communication. Class to complete gapped handout. Class discussion. Learners develop their listening skills; activity where learners practise listening to each other.
Assessment for 2.1, 2.2 and 2.3 – a portfolio of evidence on meeting communication needs including an outline of how to identify an individual's communication and language needs, wishes and preferences, identifying a range of barriers to communication and ways to overcome these barriers.
Review of unit and programme of assignments.

Assessment

Evidence for this unit may be generated in a variety of ways. For 1.1, learners could produce a poster, which identifies methods of communication. Learners must include four examples of communication methods.

For 2.1, 2.2 and 2.3, learners could produce a portfolio of evidence over a period of several weeks. It is suggested that tutors assess this portfolio formatively, providing ongoing feedback and annotation of work. Learners should be given a date for summative assessment. Evidence should include an outline of how to identify an individual's communication and language needs, wishes and preferences; one from each of the following types of barrier: environmental, psychological, emotional, social, speech and language issues, cultural and use of English as an additional language in order to demonstrate the learner's full understanding of communication barriers. Learners must also identify four factors which promote communication and overcome barriers. Learners should link at least three of these factors with the barriers stated in 2.2, to demonstrate their understanding of how the two are linked.

Essential resources

Learners will require full access to library facilities including relevant text books, professional journals and magazines, ICT and CD ROMS. The communication training DVD available from Mulberry House is recommended (www.mulho.com/)

Indicative resource materials

Textbooks

Burgess C, Pritchatt N and Shaw C – *Easy Steps S/NVQ Health and Social Care Level 2,* (Heinemann, 2007) ISBN: 9780435465278

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN: 9781846909191

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Journals

Community Care Magazine (Reed Business Publishing)

Nursing Times (Emap)

Websites

www.downs-syndrome.org.uk	the Down's Syndrome Association
www.literacytrust.org.uk	National Literacy Trust
www.makaton.org	Makaton Charity
www.mulho.com	Mulberry House – suppliers of training materials/DVDs
www.ukconnect.org/ communicationdisability.aspx	Charity which supports individuals with aphasia

Unit 5: Introductory Awareness of Equality and Inclusion in Health, Social Care and Children's and Young People's Settings

Unit reference number: R/502/9716

Level: 1

Credit value: 3

Guided learning hours: 25

Unit aim

The aim of this unit is to develop learners' awareness and knowledge of equality and inclusion in health, social care, children and young people's settings.

Unit introduction

This unit will introduce learners to the concepts of equality and inclusion in health, social care, children and young people's settings. Learners will define relevant terms and apply them to the principles and values which underpin support and care.

Learners will also consider discrimination and how this may create barriers for individuals. In addition, learners will consider how these barriers may be overcome and the behaviours which could contribute to this.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of equality and inclusion within health, social care and children's and young people's settings	1.1	Define the terms 'equality' and 'inclusion'
		1.2	Outline how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings
2	Know the effects of discriminatory attitudes and behaviours on individuals	2.1	Identify discriminatory attitudes
		2.2	Give examples of how discriminatory attitudes can affect individuals
		2.3	Identify discriminatory behaviours
		2.4	Give examples of how discriminatory behaviours can affect individuals
3	Know the factors that affect equality and inclusion of individuals	3.1	Identify social and physical barriers that may prevent equality and inclusion
		3.2	Outline how barriers to equality and inclusion may be overcome
		3.3	Outline behaviours that may promote equality and inclusion

Unit content

1 **Know the importance of equality and inclusion in health, social care and children and young people's settings**

Definition of terms: equality – availability to everyone, of the same rights, access and opportunities, regardless of status, gender, culture, ethnicity, religious belief, ability, age or sexual orientation; inclusion – taking account of the needs and views of all; taking steps to overcome barriers which prevent this

Principles and values of settings: promotion of rights; promotion of choice; taking account of wishes, needs, likes and dislikes; respect for difference; valuing difference; Equality Act 2010

2 **Know the effects of discriminatory attitudes and behaviours on individuals**

Discriminatory attitudes: low regard for individuals; assumptions of inability; ascribing little worth to an individual, their rights, opinions, needs and wishes

Discriminatory behaviours: non-inclusion; restricting or preventing access and participation; ignoring an individual; preparing activities which do not take account of an individual's needs; restricting or preventing choice; use of offensive language when describing an individual; not addressing an individual directly

Effects of discriminatory attitudes and behaviours: low self-esteem; disempowerment of individuals; prevention of self-actualisation; frustration; anger/aggression; withdrawal; depression; refusal to communicate

3 **Know the factors that affect equality and inclusion in individuals**

Social barriers: emotional; psychological; use of discriminatory language; prejudice; lack of understanding of issues by others; financial; cultural issues eg use of eye contact, inappropriate physical contact

Physical barriers: inappropriate transport; lack of access due to eg no ramps, restricted access for wheelchairs, no facilities for Braille or induction loops, broken lifts

Overcoming barriers: education and information; financial support; adaptation of the physical environment; consultation with individuals with regard to their requirements; consultation with family and carers

Behaviours which promote equality and inclusion: recognition of individuality; seeking approval before taking actions concerning an individual; use of inclusive language; assessing environments to ensure access; making eye contact with all members of the group; offering choices; including individuals in activities

Essential guidance for tutors

Delivery

This unit needs to be delivered by a suitably qualified and experienced tutor, with an understanding of the issues involved. Although learners will require taught input, they also need opportunities to explore the relevant issues and discuss their own attitudes in a safe environment. Learners should be supported sensitively to examine their own prejudices and why they hold these. Guest speakers from organisation such as Disability Living Centres will enhance the learner experience.

For learning outcome 1, tutors are advised to deliver a brief input on the definitions of equality, diversity and inclusion, giving learners a gapped handout to support note taking. Learners would then benefit from a class discussion on relevant issues which could include clarification of any misunderstandings held by learners. Learners would benefit from the use of case studies to allow them to match definitions to the relevant principles and values. Thoughtshowers would enable learners to consider their own rights and those of others which are embedded in principles and values, and support their understanding of difficult concepts.

For learning outcome 2, tutors could use a training DVD to enable learners to gain some understanding of discrimination and its effects on individuals. This should be followed by a class discussion to consolidate learner knowledge. Learners could be supported to discuss any incident of discrimination they have observed and their thoughts on the event. A thoughtshower to identify the effects of discriminatory behaviour on individuals would stimulate useful discussion.

For learning outcome 3, tutors could provide some initial, taught input on social barriers. Learners could then work in groups to identify the social barriers presented in case studies. A visit to a Disability Living Centre will give learners insights into issues surrounding physical barriers many individuals encounter on a daily basis. Following the visit, learners could conduct an internet search on ways in which barriers may be overcome.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the importance of equality and inclusion in health, social care and children and young people's settings Tutor input – defining equality, diversity and inclusion. Learners taking notes using a gapped handout. Learners to discuss the definitions with the tutor as a group.
Assessment for 1.1 – a poster which defines 'equality' and 'inclusion'.
Tutor input – principles and values in relevant settings. Thought shower, 'what are my rights?' 'what are the rights of others?' Class discussion on principles and values. Learners work with case studies to apply the definitions to lists of principles and values provided by the tutor. Class discussion.
Assessment for 1.2 – a handout containing an outline of how equality and inclusion underpin the principles and values in the relevant settings.
Learning outcome 2: Know the effects of discriminatory behaviour and attitudes and behaviours on individuals Tutor input – learners to watch *Diversity, Equality and Inclusion* DVD available from www.mulho.com. Class plenary. Tutor to define discriminatory attitudes and behaviour, learners take notes. Learner thoughtshower; the effects of discriminatory behaviour and attitudes on individuals; class discussion.
Assessment 2.1, 2.2, 2.3 and 2.4 – a poster identifying discriminatory attitudes and behaviour and examples of their effects on individuals.
Learning outcome 3: Know the factors that affect equality and inclusion of individuals Tutor input – lecture on social barriers; learners work with case studies to identify social barriers. Visit to a Disability Living Centre to learn about physical barriers. Learners to make notes, with permission from the centre coordinator. Class plenary – overcoming barriers; supported internet research to obtain more information.
Assessment for 3.1, 3.2 and 3.3 – a booklet identifying social and physical barriers to equality and inclusion, outlining how these barriers may be overcome and outlining behaviours that may promote equality and inclusion.
Review of unit and programme of assignments.

Assessment

Evidence for this unit can be presented in a variety of forms. For 1.1, learners could produce a poster which defines equality and inclusion. Learners may wish to produce this using ICT to support development of functional skills in IT.

For 1.2, learners could produce a handout which outlines the ways in which equality and inclusion underpin the principles and values applied in all settings. Learners may need considerable support in understanding these concepts, and tutors may wish to include the production of the handout, in their scheme of work so that learners produce this in class.

For 2.1-2.4. learners could produce a large poster to cover all of the assessment criteria. Learners will need to take care to only include essential information to avoid overcrowding. The poster should contain four discriminatory attitudes and four discriminatory behaviours and an example for each attitude and behaviour identified, of how they can affect individuals.

For 3.1-3.3, learners could produce a booklet on barriers to equality and inclusion; the booklet should identify three social and four physical barriers to equality and inclusion and an outline of how each of these barriers can be overcome. The booklet should also contain an outline of four behaviours which can promote equality and inclusion.

Essential resources

Learners need access to library resources, including textbooks, professional journals and magazines, ICT and CD-ROMs.

Indicative resource materials

Textbooks

Burgess C, Pritchatt N and Shaw C – *Easy Steps S/NVQ Level 2 Health and Social Care*, (Heinemann, 2007) ISBN: 9780435465278

Malik M – *A Practical Guide to Equal Opportunities 3rd Edition* – (Nelson Thornes, 2009) ISBN: 9781409504826

Pritchard J – *Training Manual for Working with Older People in Residential and Day Care Settings* (Jessica Kingsley Publishers, 2003) ISBN: 9781843101239

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.adviceguide.org.uk	Citizens Advice Bureau
www.mulho.com	Mulberry House from which the DVD *Equality, Diversity and Inclusion* may be obtained.
www.nursingtimes.net	*The Nursing Times* online
www.raceequalityfoundation.org.uk	Race Equality Foundation

Unit 6: Introductory Awareness of Health and Safety In Health, Social Care and Children's and Young People's Settings

Unit reference number: **Y/502/9717**

Level: **1**

Credit value: **4**

Guided learning hours: **36**

Unit aim

The aim of this unit is to develop learner's awareness and knowledge of health and safety in health, social care and children's and young people's settings.

Unit introduction

The aim of this unit is to prepare learners for work in the health, social care or children and young people's sector so they understand their own responsibilities and those of the employer. Learners must recognise the importance of identifying risks in relation to health and safety and the steps to take to minimise them. Learners will explore the key areas of health and safety they may come across in a range of settings, including their own personal hygiene as a factor in spreading infection, their own security and that of others, the importance of moving and handling principles, and how to identify when individuals are ill or have had an accident.

Learners must also consider how infection is spread and how to reduce it. They will consider their own responsibility for effective handwashing and the use of protective equipment.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings	1.1	Outline key areas of health and safety related to a work setting
		1.2	Outline employers' responsibilities for health and safety
		1.3	Outline workers' responsibilities for health and safety
		1.4	Give examples of health and safety training required in the work setting
2	Understand the importance of assessing risk in relation to health and safety	2.1	Outline what is meant by risk
		2.2	Give examples of hazards and their associated risks
		2.3	Outline the purpose of a risk assessment
		2.4	Identify occasions when a risk assessment is necessary
3	Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings	3.1	Outline the importance of protecting your own security and the security of others in the work setting
		3.2	Outline the importance of safe moving and handling principles
		3.3	Identify accidents and sudden illness that may occur in a health, social care, children's or young people's setting
		3.4	Identify who might deal with accidents and sudden illness in the work setting
4	Know what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings	4.1	Describe how infection is spread
		4.2	Identify methods that reduce the spread of infection
		4.3	Describe the standard method of washing hands
		4.4	Identify when personal protective equipment should be used

Unit content

1 **Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings**

   Key areas of health and safety related to a work setting: fire safety; moving and handling; first aid; security; storage and disposal of hazardous substances; storage and administration of medication; infection prevention and control

   Employers' responsibilities: safety and welfare of staff, people using services and visitors to the workplace; compliance with legislation; developing policy and procedures for health and safety; providing training; providing and maintaining safe equipment

   Workers' responsibilities: responsibilities for self and others in the work setting; compliance with health and safety policies and procedures of the setting; responsibility for own personal hygiene; procedures for recording and reporting concerns; not to misuse anything provided for health and safety purposes

   Health and safety training: requirements of the work setting eg basic first aid, food handling, fire safety, handwashing, moving and handling, storage and administration of medication, disposal of bodily fluids, use of health and safety equipment

2 **Understand the importance of assessing risk in relation to health and safety**

   Risk: definition of risk eg the likelihood that someone will be harmed by the hazard

   Hazards and associated risks: hazards eg slippery or uneven floors or stairs, doors, using tools and equipment, electricity, poor lighting, uncovered ponds, fumes, fire, hot liquids, low temperatures, infection, lifting or moving, access by unauthorised persons; risks associated with hazards eg trips, slips or falls, electrocution, burns or scalds, breathing difficulty, poisoning, drowning, musculoskeletal problems, injury

   Purpose of risk assessment: identify the hazard; assess risk relating to the age and ability of the individual; identify those who may be harmed; identify ways to minimise the risk

   When risk assessment is necessary: assessment of indoor and outdoor environments eg the layout, furniture, flooring, equipment, lighting, heating; assessment of duty or activity eg lifting, using materials or equipment, travelling, preparing food

3 **Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings**

Importance of protecting own security and that of others: secure access arrangements; signing in procedures; knowing who is permitted to take child or vulnerable adult home; dangers of unauthorised access to setting to persons and property; violence

The importance of safe moving and handling principles: reduce the likelihood of musculoskeletal problems; to reduce the risk of injury to adults, children or young people who require support with movement

Identifying accidents and sudden illness: basic first aid; accidents eg choking, bleeding, fractures, burns, cuts and grazes, unconsciousness; illness eg pallor, headache, vomiting, rashes, breathing difficulty; the need to be aware of an individual's allergies, allergic reactions

Identifying who deals with accidents and sudden illness: roles and responsibilities in setting; lines of reporting; appointed first aiders; when to call emergency services

4 **Know what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings**

Ways infection spreads: direct; indirect; cross-contamination from eg hands, cloths, food preparation boards or areas, toilet facilities; contaminated equipment eg clinical, utensils; uncovered cuts or grazes

Methods to reduce the spread of infection: cleaning, disinfection and sterilisation routines; personal hygiene; food hygiene; safe disposal of bodily fluids; safe disposal of clinical waste

Handwashing: when to wash hands; alcohol hand rub; stages of handwashing, cleaning nails, removal of rings

When personal protective equipment should be used: equipment eg gloves; aprons, gowns, eye protection, masks*;* food handling; personal care routines; disposing of bodily fluids; dealing with laundry; cleaning; dealing with clinical waste

Essential guidance for tutors

Delivery

For learning outcome 1 tutors could use information on roles, responsibilities and health and safety policies and procedures from the school, college or training organisation.

To achieve learning outcome 2 learners must understand the role of risk assessment in health and safety. Visiting a health, social care or children and young people's setting will enable learners to identify hazards. These could be recorded in writing, through illustrations or digital photography. Learners could share their observations in small groups, going on to discuss and identify the associated risks. Reflecting on the visit will also give learners an insight into the types of activity that take place which require a risk assessment.

Learning outcome 3 requires learners to explore four key areas of health and safety. Different strategies might be used, for instance group work with each group investigating a different area of health and safety followed by a presentation of their findings. Guest speakers from different types of setting would provide real examples of security issues and/or the importance of safe moving and handling. Although learners do not need to demonstrate their first aid skills, basic first aid training would support their understanding of how to recognise accidents and illness.

To achieve learning outcome 4 learners will need to know what is meant by infection and how it may be spread before considering what can be done to reduce the spread. The use of pictures, illustrations or DVDs could stimulate discussion. Learners could produce advice leaflets or posters for use in an identified setting.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments. **Learning outcome 1: Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings** Group discussion – identifying key areas of health and safety in: a) an adult health and social care setting b) a children's and young people's setting. Group work – to identify and present information on employer or employee responsibility for health and safety. Interview – interview an employee in a health, social care or children's and young people's setting and note the health and safety training they have experienced.
Assessment for 1.1, 1.2, 1.3 and 1.4 – produce leaflet for new member of staff in a residential care home or nursery which contains: an introduction outlining the key areas of health and safety, an outline of the employer's responsibilities, an outline of the workers' responsibilities, examples of health and safety training required.
Learning outcome 2: Understand the importance of assessing risk in relation to health and safety Visit – to a health or social care setting or childcare setting. Group discussions – on the risks based on observations of hazards – using photographs from the environment. Tutor-led discussion – purpose of risk assessment. Case study – identifying the potential hazards of carrying out an activity eg taking a group of children to the park, supporting an older person to make a cup of tea.
Assessment for 2.2 – produce an A4 sheet with four photographs or illustrations of hazards. Next to each one write the possible risks associated with hazard. **Assessment for 2.1, 2.3 and 2.4** – complete a work sheet which includes: a) a sentence outlining the term 'risk'. b) an outline of the purpose of a risk assessment c) a list of occasions when a risk assessment is necessary.

Topic and suggested activities and assessment
Learning outcome 3: Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings Research – the security of own setting (eg school/college) asking questions of those responsible for security. Group discussion – to identify reasons for the security arrangements in place. Group discussion – response to news article – example of where security has been breached and consequences for workers and people using the services. Guest speaker – to discuss and answer questions about the importance of safe moving and handling principles. Pairs/small group activity – gather information on signs/symptoms of accident and sudden illness then present findings to the whole group. Visit – gather information in a health, social care or children's and young people's setting to find who is responsible for dealing with accidents or emergencies.
Assessment for 3.1, 3.2, 3.3 and 3.4 – written assignment to: a) outline the importance of protecting own security and that of others in own setting b) outline the importance of safe moving and handling principles A logbook which can be used as a reference tool when working in a health or social care setting which: a) identifies illness and accidents that might occur in a health and social care setting b) identifies those who deal with accidents or illness in a work setting.
Learning outcome 4: Know what contributes to the reduction of the spread of infection in health, social care and children's and young people's settings Visit or DVD – observe activities in a health, social care or children's and young people's setting which may result in the spread of infection. Small-group work – discussion of health issues and presentation to whole group. Tutor-led discussion – stages of handwashing and when this should happen. Practise handwashing techniques – taking digital photographs of each stage. Ordering activity – stages of handwashing.

Topic and suggested activities and assessment
Assessment for 4.1, 4.2 and 4.4 – produce a handout to support the presentation which includes: a) how infection is spread   b) the methods that can be used to reduce the spread   c) the personal protective equipment which should be used.   **Assessment for 4.3** – produce a sequence of illustrations or photographs taken during a group activity to show each stage of handwashing
Review of unit and programme of assignments.

Assessment

To achieve 1.1 learners must outline at least four key areas of health and safety. For 1.2 and 1.3, they must go on to outline three employer responsibilities and two responsibilities of workers in relation to health and safety. For 1.4 learners should provide a list of at least four health and safety training requirements for a health, social care or children's and young people's setting. Evidence could be an information leaflet or poster aimed at new staff or through a presentation.

For 2.1, learners must provide a brief definition of the concept of 'risk'. To achieve 2.2 they should give at least four examples of hazards from a health, social care or children's and young people's setting. Against each hazard they must identify the associated risks. Digital photographs of hazards could be used which learners then annotate to identify the associated risks. Learners must outline the reasons for risk assessment (2.3) and identify three different occasions when a risk assessment is necessary in an identified setting (2.4). Tutors could provide a worksheet to support learners in capturing evidence for 2.3 and 2.4.

Evidence for learning outcome 3 could be generated through three tasks. In the first task learners could choose to reflect on security in an adult health or social care setting or a children's and young people's care setting (3.1). They must outline two reasons why security is important for themselves and for others, suggesting the consequences where security is not in place. In the second task, learners must identify the importance of following the principles of moving and handling inanimate objects or persons safely (3.2). They should include two examples of the effects on health for employees and people who need support with moving where these are not followed.

To achieve 3.3 and 3.4 learners could record information in a logbook, complete a pre-prepared worksheet or a poster identifying four examples of accidents and four examples of sudden illness which may occur in an a health, social care or children and young people's setting. They must also include information on who might deal with accidents and illness in the setting. They should not include names of people involved but their roles such as appointed first aider or manager.

Learning outcome 4 can be achieved in two tasks. Learners could generate evidence for 4.1, 4.2 and 4.4 through a presentation, leaflet or poster. They should include at least four ways in which infection is spread and for each give information on methods that can be used to reduce the spread. Information should include when personal protective equipment should be used.

In the second task (4.3) learners should provide evidence that they know the method for effective handwashing. This could be through a sequence of illustrations showing each stage of handwashing with a description against each stage. Alternatively, learners could carry out a handwashing routine giving a commentary on each stage. Evidence could then be through a tutor witness testimony or audio recording.

Essential resources

Learners will need access to a health, social care or children's or young peoples' setting or DVD of settings.

Indicative resource materials

Textbooks

Sprenger R A and Farrar D – *Essentials of Health and Safety (General)* (Highfield, 2007) ISBN 9781906404567

Sprenger R A – *Hygiene Sense L1 Food safety* (Highfield, 2009)
ISBN 9781906404604

DVD

Life. Live It. – Basic First Aid (British Red Cross)

Websites

www.direct.gov.uk/en/Employment/ healthandsafetyatwork	Advice on health and safety in the workplace and responsibilities
www.foodgov.uk	Food Standards Agency – information on hygiene
www.pre-school.org.uk	The Pre-School Learning Alliance
www.redcross.org.uk	British Red Cross
www.suzylamplugh.org	Training, information and awareness of personal safety
www.workingforhealth.gov.uk	Focuses on health and wellbeing of people at work

Unit 7: Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings

Unit reference number: D/502/9718

Level: 1

Credit value: 2

Guided learning hours: 18

Unit aim

The aim of this unit is to develop learners' awareness and knowledge of person-centred support in health, social care and children and young people's settings.

Unit introduction

This unit will enable learners to investigate the nature of a person-centred approach in health, social care and children's and young people's settings. Learners will examine the benefits of this approach, together with its potential for empowering and enabling individuals within relevant settings. Learners will gain some knowledge of person-centred tools and how they can used to enrich environments for individuals and improve their quality of life.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand what is meant by person-centred support in health, social care and children's and young people's settings	1.1	Define person-centred support
		1.2	Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes
		1.3	Give examples of how to provide person-centred support when supporting individuals in day-to-day activities
2	Know the importance to individuals of person-centred support in health, social care and children's and young people's settings	2.1	Outline the benefits to an individual of person-centred support
		2.2	Give examples of how individuals can be in control of their care needs
		2.3	Outline how assessing risk can assist person-centred support

Unit content

1 **Understand what is meant by person-centred support in health, social care, children and young people's settings**

Person-centred support: the individual at the centre of the process; involvement of family, friends and carers; support which takes account of the needs, wishes, likes and dislikes of an individual; use of personal histories in designing support; respect for culture and beliefs

The importance of personal details: matching support to the individual; reduction of conflict; provision of a supportive atmosphere; recognition of personhood; individual support plans; promoting inclusion

Person-centred approach to activities: use of inclusive language; use of preferred method of communication; use of preferred names and titles; activities which use current strengths and abilities; adaptation of equipment/environment

2 **Know the importance of person-centred support to individuals in health, social care and children and young people's settings**

Benefits of a person-centred approach: promotion of individuality; promotion of wellbeing; empowerment; enabling involvement and inclusion

Individuals in control of own care needs: involvement in care plans; use of person-centred tools eg decision-making agreements; communication charts; sorting important to/for, sorting what is working/not working; matching key staff to individuals; involving individuals in selection of key staff

Assessment of risk: enabling and empowering decisions; promoting choice; acceptable/non-acceptable risk; giving back responsibility to individuals; supporting individual plans

Essential guidance for tutors

Delivery

For learning outcome 1, tutors will need to begin with a definition of a person-centred approach and the differences between this and other approaches, to give learners a relevant perspective. A guest speaker discussing the use of personal histories would enhance understanding and provide an opportunity for learners to ask questions. Learners could be provided, in the following session, with case studies to enable them to plan relevant activities for individuals.

For learning outcome 2, tutors could begin with a short PowerPoint presentation on the benefits of a person-centred approach to individuals, followed by a class discussion to clarify learner understanding. Learners will need to see examples of person-centred tools and discuss their use. Learners could apply this approach to their own personal development, to enable them to see the relevance of the approach. The concept of individuals being in control of their own care may be new to some learners, and a plenary could be used to enable learners to consider the reasons why this may be of value to individuals. Learners are also required to consider the need to assess risks when planning support and what are acceptable and non-acceptable risks. Tutors could begin by asking learners to consider what they see as acceptable and non-acceptable risks for themselves and then for individuals presented in case studies.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand what is meant by person-centred support in health, social care, children and young people's settings Tutor input – defining a person-centred approach. Class discussion on the benefits. Guest speaker – using personal histories when planning support. Question and answer session. Tutor input – using the approach to plan activities; learners to work with case studies to plan activities.
Assessment for 1.1, 1.2 and 1.3 – a PowerPoint presentation on a person-centred approach, defining person-centred support, outlining the importance of finding out an individual's history, needs, wishes, likes and dislikes, and examples of how to provide person-centred support when supporting individuals in day-to-day activities.
Learning outcome 2: Know the importance of person-centred support to individuals in health, social care, children and young people's settings Tutor input – use of PowerPoint presentation – the benefits to individuals within settings. Plenary. Tutor input – individuals in control of their own support; use of person-centred tools to facilitate it. Learners to examine exemplars of various tools and then discuss their use with individuals from case studies. Tutor input – assessment of risk and its use when planning support; class discussion.
Assessment for 2.1 2.2 and 2.3 – a booklet outlining the benefits to an individual of person-centred approach with examples of how individuals can be in control of their care needs, and how assessing risks can benefit person-centred support.
Review of unit and programme of assignments.

Assessment

Evidence for this unit could be generated in a number of ways. Learners could include evidence for 1.1, 1.2 and 1.3 could all be included in a PowerPoint presentation. The presentation should define person-centred support, outline the importance of finding out an individual's personal history, needs, wishes, likes and dislikes when providing support and give three examples of how this approach can be used when supporting individuals in day-to-day activities. Some learners may find the idea of presenting to be daunting and may prefer a one-to-one setting with the tutor, rather than an audience which includes their peers.

For 2.1, 2.2 and 2.3, learners could produce a booklet which outlines the benefits of a person-centred approach to individuals, with three examples of how individuals can be in control of their own care needs within the relevant settings, and how assessing risk can support a person-centred approach. The use of ICT is not essential but will support learners in developing functional skills in ICT.

Essential resources

Learners need access to library resources, including relevant textbooks, professional magazines and journals, ICT and CD ROMs. Guest speakers with experience in using a person-centred approach will enhance learning.

Indicative resource materials

Textbooks

Holburn S, Gordon A and Vietz P – *Person-centred Planning Made Easy* (Paul H Brookes Publisher, 2007) ISBN: 9781557668530

Sanderson H, Coyle D and Lunt J – *Person-centred Planning with People who use Mental Health Services* (HSA Press, 2010) ISBN: 9781906514006

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.bacpa.org.uk/	British Association for the Person-centred Approach to Care
www.macintyrecharity.org./	A charity which supports individuals with a learning disability

Unit 8: Introductory Awareness of Working with Others in Health, Social Care and Children's and Young People's Settings

Unit reference number: **H/502/9719**

Level: **1**

Credit value: **2**

Guided learning hours: **16**

Unit aim

The aim of this unit is to develop the learner's awareness of partnership working in health, social care and children's and young people's settings.

Unit introduction

This unit will introduce learners to the concept and value of partnerships in the relevant sectors. Learners will consider ways of working with members of teams, including families, carers and communities, with which individuals are involved. The benefits of partnerships are examined, together with positive and negative ways of working with others. This unit will develop learner understanding of government-led, integrated workforce agendas which seek to unite professionals in delivering quality provision for individuals.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know how to work together with others	1.1	Outline why it is important to work with others
		1.2	Outline ways of working together with others
		1.3	Give examples of ways that work well when working with others
		1.4	Give examples of ways that do not work well when working with others
2	Understand partnership working in health, social care and children's and young people's settings	2.1	Outline what partnership working means in health, social care and children's and young people's settings
		2.2	Give examples of who partners might be
		2.3	Outline the benefits of partnership working in health, social care and children's and young people's settings

Unit content

1 **Know how to work together with others**

The importance of working with others: improving support for individuals by increasing coordination of services; uses time more efficiently; supports appreciation and understanding between team members; models good practice to users of services; supports a harmonious environment for individuals within the setting; providing support for new/inexperienced members of staff

Ways of working with others: completing practical tasks; sharing essential information; mentoring colleagues; participating in activities with individuals in the setting

Positive work methods: seeking agreement with others to arrive at the best decision; giving and receiving constructive feedback about behaviour and performance; seeking to resolve conflict; listening carefully and respectfully to the opinions of others; participating in discussions to find solutions to problems and issues

Barriers to working together effectively: not sharing information; refusing advice; unwillingness to support colleagues; not using active listening skills; giving destructive feedback to others; unwillingness to receive constructive feedback

2 **Understand partnership working in health, social care and children's and young people's settings**

Partnership within the sectors: multi-disciplinary, multi-agency approaches; cross sector working; communication across disciplinary and organisational boundaries; sharing information/communication with relevant partners; joint training initiatives; working in virtual teams

Partners: individuals; unpaid carers eg families, friends; professionals eg care workers, GP, dentist, advocate, social worker; communities eg religious organisations, social networks; recreational eg connected with the interests and hobbies of individuals; user-led groups eg resident forums, networks; Children's Centres

Benefits of partnership working: increased professional satisfaction empowering individuals to achieve their potential; using time more efficiently through cooperation; enabling workers to learn new skills and approaches from colleagues; potential for more efficient delivery of support and care; workers feel supported

Essential guidance for tutors

Delivery

For learning outcome 1, tutors could begin by introducing a thoughtshower to enable learners to identify why it is important to work with others. Learners could produce a display to be placed in the classroom, based on the thought shower. Tutor input will be required in order to give learners the knowledge required for assessment. The use of gapped handouts and other sources of information, for example recommended textbooks will support learner understanding.

For learning outcome 2, tutors might want to introduce this learning outcome by delivering a taught input on what partnership means within the relevant sectors. The use of PowerPoint presentations and gapped handouts will help. However, class discussion on partnership working and an input from a guest speaker will also enhance learning. Reference to high profile cases in the media, where a partnership has been inadequate or absent, will help learners to place the information in context. The use of case studies to enable learners to identify partnership working will also underpin their understanding.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know how to work together with others Tutor introduction – thoughtshower to consider why it is important to work with others. Groups to feedback and produce a display for the classroom from the results of their thoughtshower. Tutor input – ways of working together with others; learners to give examples of ways that work/do not work from personal experience.
Assessment for 1.1-1.4 – a magazine article which examines ways of working with others including an outline of why it is important to work with others, ways of working together with others, and examples of ways that work well and ways that do not work well when working with othes.
Learning outcome 2: Understand partnership working in health, social care and children's and young people's settings Tutor input – the meaning of partnership in the relevant sectors using a PowerPoint presentation. Learners to take notes. Learner internet research – partners in the relevant sectors. Discussion of results of research. Video clip on working with others in the sectors. Guest speaker – the benefits of partnership working; question and answer session.
Assessment for 2.1, 2.2 and 2.3 – a leaflet on the meaning of partnerships in health and social care, children and young people's settings including an outline of what partnership working means and its benefits in health, social care and children and young people's settings and examples of who partners might be.
Review of unit and programme of assignments.

Assessment

Evidence for this unit can be generated in a number of ways. For 1.1-1.4, it is suggested that learners produce a piece of work which may be divided into sections. Learners could produce a magazine article which refers appropriately to the requirements of each assessment criterion in turn. If learners would find this too challenging, then it is suggested that an information pack is produced with each page covering a separate assessment criterion. For either form of evidence, it is essential that formative marking occurs to support learners and prevent them from becoming discouraged.

For 2.1 2.2 and 2.3, learners could produce a leaflet on the meaning of partnerships in health and social care, children and young people's settings. Learners should refer to at least four types of partnership, the benefits of partnership working, and one example each from all of the following partnerships; individuals, professionals, communities, recreational-related to hobbies or interests and user-led groups. It is important that the correct command verbs 'outline' and 'give examples' are included in all assessments in order to direct the learners accurately.

Essential resources

Learners will require access to library resources including relevant textbooks, professional journals and magazines, ICT and CD ROMs. Relevant video clips from internet sources such as You Tube and the BBC Learning Zone Class Clips will enhance learning.

Indicative resource materials

Textbooks

Hobart C and Frankel J – *A Practical Guide to Working with Parents 2nd Edition* (Nelson Thornes, 2009) ISBN 9781408504802

Robins A and Callan S – (Editors) – *Managing Early Years Settings: Supporting and Leading Teams* (Sage, 2009) ISBN: 9781847843194

Roots J, Tann L and Winter L – *Entry 3/Level 1 BTEC Health and Social Care Student Book* (Pearson, 2010), ISBN: 9781846909191

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Journals

British Journal of Healthcare Assistants

Community Care Magazine (Reed Business Publishing)

Websites

www.bbc.co.uk/learningzone/clips	BBC Learning Zone
www.cqc.org.uk	Care Quality Council
www.particpationworks.org.uk	Partnerships between six children and young people's charities

Unit 9: Introductory Awareness of The Importance of Healthy Eating and Drinking for Adults

Unit reference number: Y/502/9720

Level: 1

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit is to develop the learner's awareness and understanding of the importance of healthy eating and drinking for adults.

Unit introduction

This unit introduces learners to the importance of healthy eating and drinking for adults using health and care services. Learners will explore what is considered to be a healthy, balanced diet. Learners will need to find out how a balanced diet can contribute to health and the potential effects on individuals when their diet is not balanced.

Learners will also consider the importance of adults drinking sufficient fluids, and understand the recommended amounts. They will need to explore the health risks to an individual who is not drinking enough fluids and to recognise the signs.

Learners will need to consider the responsibility of the worker to inform individuals about eating a balanced diet and drinking sufficient fluid to maintain their health.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the importance of healthy eating	1.1	Outline what is meant by a balanced diet
		1.2	Give examples of the effects on health if a diet is not balanced
		1.3	Give examples of ways that food can contribute to helping an individual to stay healthy
		1.4	Outline ways to inform individuals to eat a balanced diet
2	Understand the importance of drinking enough to stay healthy	2.1	State the recommended daily fluid intake to stay healthy
		2.2	Outline how drinking enough can help to stay healthy
		2.3	Identify the effects to health of not drinking enough
		2.4	Give examples of signs of not drinking enough
		2.5	Outline ways to encourage individuals to drink enough to stay healthy

Unit content

1 **Understand the importance of healthy eating**

What is meant by a balanced diet: five food groups; essential vitamins and minerals; proportions; regular meals and snacks

The effects on health if a diet is not balanced: obesity; loss of weight; increased risk of eg coronary heart disease, cancer, type 2 diabetes; constipation and bowel problems; anaemia; calcium loss from bones; tooth decay

Ways that food can contribute to helping an individual to stay healthy: supports overall wellbeing; helps to fight infection; promotes healing and the repair of muscle tissue; boosts the immune system; maintains physical fitness; helps to maintain independence

Ways to inform individuals to eat a balanced diet: giving choice; encouraging healthy eating; as part of the individual's care plan; providing written and verbal information; taking individual needs into account eg preferences, cultural, religious

2 **Understand the importance of drinking enough to stay healthy**

Recommended daily fluid intake to stay healthy: Food Standards Agency recommendations; guidelines depending on body weight; issues with fluids containing sugar, additives, caffeine, alcohol

How drinking enough can help to stay healthy: hydrates body; aids digestion; importance of water to wash out toxins; helps to maintain healthy kidneys; helps blood circulation

The effects to health of not drinking enough: dehydration; formation of kidney stones; constipation; cholesterol problems

Signs of not drinking enough: physical signs eg dry mouth and lips, dark concentrated urine, headache, rapid heartbeat, fever; behavioural signs eg drowsiness, confusion

Ways to encourage individuals to drink enough to stay healthy: provide support with drinking; give regular drinks; provide information on the benefits of drinking regularly; monitor fluid intake

Essential guidance for tutors

Delivery

Learners could be introduced to this topic by reflecting on their own diet and fluid intake, discussing their views on whether they have a balanced diet. They could also interview older members of their own family to research different diets and dietary needs and preferences. Although fluid intake is dealt with in learning outcome 2 it is important that learners consider this as part of a balanced diet rather than a separate topic.

For learning outcome 1, learners should be introduced to the 'eatwell plate' produced by the Food Standards Agency. Learners could sort pictures of foods into the five food groups. They could then produce and display posters of their own version of the plate using pictures of foods from leaflets and magazines. Learners could design a menu for a day for different individuals, for instance a young adult recovering from surgery and/or an older person in a residential home who has difficulty chewing. Learners could be challenged further by case studies of individuals which include information on dietary needs due to, for example preferences, religious beliefs or health needs.

A dietician could be invited to speak to learners about the different needs of people using health and care services. Learners would also benefit from a visit to a residential home, a day centre or health setting. To explore appropriate ways of informing individuals about a balanced diet, learners could take part in role play. They might also produce information leaflets which could be given to people using health or social care services.

There has been a great deal of publicity about insufficient fluid intake, particularly of older people using health services. For learning outcome 2, a news report or case study about an individual whose health has been affected because of lack of drinks could be used to stimulate discussion. Learners could then work in pairs to find out the signs to look for which may indicate insufficient fluid intake and the effects on an individual's health and wellbeing. In groups, learners could discuss how to encourage individuals to drink enough of the right fluids. Each group might then develop one idea, for instance designing a fruit drink, producing an information poster, or producing a short advertisement for the radio or a magazine.

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Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments. **Learning outcome 1: Understand the importance of healthy eating** Activity – reflect on own diet and fluid intake. Independent research – interview an older family member about their diet. Tutor-led activity – eatwell plate. Group activity – sorting foods into five key groups. Pair activity – producing 'eatwell plate' poster. Guest speaker – dietician or practising nurse. Visit – to residential home for people with learning disabilities or for older people. Paired activity – produce information leaflet. Role play – informing an individual about a balanced diet.
Assessment for 1.1 1.2, 1.3 and 1.4 – outline information on the guidelines for a balanced diet with examples of the effects on people when a diet is not balanced and the importance of a balanced diet for health and wellbeing. Learners must outline how individuals can be informed about a balanced diet.
Learning outcome 2: Understand the importance of drinking enough to stay healthy Group discussion – case study or news report. Paired research – signs that indicate that individuals have insufficient fluid intake. Tutor input – the health implications of lack of fluid and the need to avoid fluids containing sugar, additives, caffeine, alcohol. Group discussion – ways to encourage individuals to drink enough fluid. Pair/group activity – developing ideas on ways to encourage individuals and presenting to whole group.
Assessment for 2.1, 2.2, 2.3, 2.4 and 2.5 – learners state the current government guidelines on recommended daily fluid intake for adults and outline the benefits of drinking sufficient fluid and the effects if they do not. Learners give examples of physical or behavioural signs that health or social care workers should look for which may indicate that individuals have insufficient fluid intake and outline ways to encourage adults to drink sufficient appropriate fluid.
Review of unit and programme of assignments.

Assessment

To achieve 1.1 learners must outline what is meant by a balanced diet. They should identify the five food groups and indicate the proportions for each. Evidence could be generated by producing an 'eatwell plate' poster and providing a brief description of each food section. To achieve 1.2 learners should give at least four examples of the effects on an individual's health if their diet is not balanced. For 1.3, learners should give three examples of how food helps individuals to stay healthy. Evidence can be generated in different ways, for instance as a poster, a presentation or case studies of two individuals; one with a suitable diet and one with an unbalanced diet. For some learners it may be helpful to give them a worksheet with headings which they can then complete. To achieve 1.4 learners should outline at least two appropriate ways to inform people using health and social care services about a balanced diet. Evidence could be written or through reflecting on their role play.

To achieve 2.1 learners must clearly state the current recommended fluid intake for adults. To achieve 2.2 learners should outline how fluid helps individuals to stay healthy including at least two examples. Evidence for 2.1 and 2.2 could be an advice leaflet for a particular group, for instance people in hospital or older people in residential homes. To achieve 2.3 and 2.4 learners must identify at least three effects of insufficient fluid intake and the four signs to look for. Evidence could be generated on a worksheet or by using an outline of a body which learners annotate with supporting written information. To achieve 2.5 learners must outline two ways to encourage adults using health or social care services to drink fluids. Evidence could be generated through a written response to a case study or through role play.

Essential resources

Information on current government guidelines for a balanced diet and fluid intake is essential for this unit.

Indicative resource materials

Textbooks

Asbridge, L. et al – *BTEC First Health and Social Care* (Heinemann, 2008)
ISBN 9780435 50026 9

Websites

www.britishnutrition.org.uk	Information on healthy eating
www.eatwell.gov.uk	Information on diet and nutritional needs
www.foodstandardsagency	Recommended fluid intake
www.nhs.uk	Health issues and symptoms related to diet and nutrition
www.h4initiative.com/home/	Hydration for health initiative
www.patient.co.uk	Information on diet and nutrition

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Unit 10: Human Growth and Development

Unit reference number: **A/601/3407**

Level: **1**

Credit value: **2**

Guided learning hours: **18**

Unit aim

The unit introduces the main stages and patterns of growth across the human lifespan. Learners will explore the factors and events in individuals' lives which may affect their growth and development.

Unit introduction

Knowledge and understanding of human growth and development is important for all learners considering a career in health and social care. It will help their understanding of the different needs of individuals at each life stage.

This unit gives learners an understanding of the main stages of growth and development across the human lifespan and explores what is meant by physical, intellectual, emotional and social development. Learners will develop knowledge of the factors which affect human growth and development, outline how life events affect an individual's emotional and social wellbeing and consider the effects of ageing in the later stages of life.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about human growth and development	1.1	Identify the main stages of growth and development across the human lifespan.
		1.2	Outline what is meant by physical, intellectual, emotional and social development.
2	Know factors which affect human growth and development	2.1	Identify factors which may affect physical growth and development.
		2.2	Outline circumstances or life events which may affect an individual's emotional and social wellbeing.
		2.3	Outline the effects of ageing in the later stages of life.

Unit content

1 **Know about human growth and development**

Life stages: infancy (0-3 years); childhood (4-10 years); adolescence (11-18 years); adulthood (19-65 years); later adulthood (65+); the difference between 'growth' and 'development'

Aspects of development: physical eg growth, fine and gross motor skills, puberty, menopause, ageing; intellectual eg language acquisition, problem solving; emotional eg attachment and bonding, building self-esteem; social eg cooperation, relationship building, team working, developmental changes linked to life stages

2 **Know the factors which affect human growth and development**

Factors which affect physical growth and development: inherited genes; diet; exercise; lifestyle choices eg smoking, drugs, personal injury; environment eg rural/urban living, culture

Life events which affect an individual's emotional and social wellbeing: bonding with parent/carer; relationship with siblings; friendships; starting school; employment; redundancy; unemployment; marriage, civil partnership or cohabitation; divorce; parenthood; retirement, abuse, bereavement

The effects of ageing in later stages of life: joints/bones/muscles; sensory decline eg sight, hearing, taste; short/long-term memory; energy levels

Essential guidance for tutors

Delivery

Learners could be introduced to this topic either through tutor input or through working in pairs or groups. The aim would be to develop knowledge and understanding of the physical, intellectual, emotional and social changes which happen in each life stage and why this knowledge is useful for healthcare professionals. If group work is used, each group could focus on one of the life stages and present their findings to the class.

Knowledge and understanding of the factors which affect human growth and development might best be introduced to the group through tutor input. The effects of ageing in later life stages will also need to be considered explicitly. The range of factors could be introduced through the use of case studies or examples of individuals who are currently high profile in the media, for example sports or film stars. Learners could then select a range of factors or life events and show how these affect a person's development across their life.

It may be possible for learners to take part in work experience and complete a case study on a specific individual. If this does happen care must be taken to ensure confidentiality. It might be more practical for learners to select a family member/friend and consider how a range of factors or life events have affected their development.

Outline Learning Plan

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

Topic and suggested activities and assessment
Introduction to unit with an overview.
Group or paired discussion – how humans grow and develop and the factors affecting growth and development. (This will give tutors a chance to assess what the learners already know).
Learners produce a mind map of the factors they have identified and how these might affect growth and development.
Learning outcome 1: Know about human growth and development
Identification of the life stages.
Tutor-led input – the life stages and the major changes related to each life stage eg bonding/fine motor skills/gross motor skills/self-esteem.
Small group research into each life stage and why the life course is split up in this way.
Class presentations about specific life stages.
The difference between growth and development.
Tutor-led input – the PIES (physical/intellectual/emotional and social development).

Topic and suggested activities and assessment
Paired or group work – how humans grow and develop and the factors affecting growth and development.
Paired work – the major developments and changes which happen in each life stage. Each pair in the class focuses on one life stage.
Learners design a questionnaire to be given to young people about adolescence and the things they have found most difficult about becoming an adult.
Learners interview a young adult about the effects of major life changes, such as starting work, and how it has affected their growth and development.
Assessment for 1.1 and 1.2 – learners identify the main stages of growth and development across the human lifespan and outline what is meant by physical, intellectual, emotional and social development.
Learning outcome 2: Know the factors which affect human growth and development Tutor input – the effect of genes and the environment on human growth and development.
Learners each research one inherited disease which people have to live with for life. Presentation to the whole class about how it impacts on human growth and development.
Class discussion about lifestyle factors which impact on human growth and development.
Paired work – learners research specific lifestyle choices, eg smoking, living in a city, taking recreational drugs. Presentation to the class.
Case study work based on newspaper/magazine articles presented by the tutor.
Tutor-led discussion – types of life events which affect an individual's emotional and social development. Explanation of the difference between predictable and unpredictable life events.
Learners may share their experiences of the factors which have affected their own growth and development.
Individual learners each research one factor and write a brief passage/or record a video about how this factor might affect the growth and development for a newspaper article.
Consideration of the effect of ageing in later life stages – learners interview a person in later adulthood and how ageing has impacted on their life.
Assessment for 2.1, 2.2 and 2.3 – learners identify factors which may affect physical growth and development. Learners outline the circumstances of life events which may affect an individual's emotional and social wellbeing and the effects of ageing in the later stages of life.

Assessment

Learners need to present evidence to demonstrate their knowledge about human growth and development and the factors which affect human growth and development. This can be through a range of different ways.

After classroom-based discussions and activities learners generate PowerPoint presentations or use case studies to demonstrate their knowledge. Some learners may wish to base their evidence on family members, people they have met on work placement or personal/family friends. This is acceptable as long as confidentiality issues are addressed by the learner in their study and write-up of evidence.

Evidence can be presented in a number of forms such as written or recorded interviews.

Learners need to meet all the assessment criteria. Learner need to identify all five life stages correctly and the ages that are attached to each life stage. (1.1) Learners must also outline what is meant by physical, intellectual, emotional and social development (1.2).

Learners must identify at least three factors which affect human growth and development (2.1). Learner must outline the circumstances of life events which can affect an individual's emotional and social wellbeing, (2.2) and show how a minimum of three life events may affect an individual's emotional and social development. Learners must also outline the effects of ageing in the later stages of life (2.3).

Essential resources

Department for Education and Skills – *Skills for Life, Tutors Reference Pack, Family Health* (DfES, 2004) ISBN 1844782816

Indicative resource materials

Textbooks

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

Howarth and Ashton – *Edexcel GCSE Health and Social Care Student Book* (Heinemann, 2009) ISBN 9781846903731

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

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 Care Quality Commission
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dh.gov.uk	Department of Health
www.nhs.uk	The National Health Service
www.nursingtimes.net	*The Nursing Times*

Unit 11:   Introduction to Disability Awareness

Unit reference number: **M/602/5022**

Level: **1**

Credit value: **1**

Guided learning hours: **8**

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and understanding of the social and medical models of disability and how these may be implemented.

Unit introduction

This unit will raise learner awareness of issues surrounding disability and discrimination. Learners will investigate barriers to access created by society, together with ways of overcoming these. They will also consider the social and medical models and the reasons why they may be applied.

The use of inclusive language and its role in overcoming barriers is examined to support learners who intend to work with individuals who have a disability.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the difference between the terms 'disability' and 'impairment'	1.1	Identify what 'disability' means
		1.2	Outline conditions which cause disability
		1.3	Identify what impairment means
2	Know how key legislation protects people who have a disability	2.1	List current disability related legislation
		2.2	Outline the rights of disabled people in line with current disability related legislation
3	Understand attitudes and barriers faced by people who have a disability	3.1	Outline the types of difficulties faced by disabled people, including: • social and financial issues • negative attitudes • physical barriers • institutional barriers
4	Understand the social model of disability and how it is put into practice	4.1	Identify what is meant by the 'social model' of disability
		4.2	Explain key differences between the 'medical model' of disability and the 'social model' of disability
		4.3	Outline the reasons why the social model focuses on 'disability' and not 'impairment'
		4.4	Outline the type of 'language' used when applying the social model
		4.5	Explain how the social model of disability can be used in practice

Unit content

1 **Know the difference between the terms 'disability' and 'impairment'**

Definitions of disability: medical conditions, labels and definitions; a concept defined by society and individuals; a concept which has different meanings for different people; an abstract concept; lack of ability; referring to physical, mental or sensory differences in ability; containing social and individual elements; concerned with the attitudes and barriers faced by people with an impairment

Conditions which cause a disability: physical eg as a result of trauma, due to chronic conditions such as arthritis, asthma, heart disease; cognitive eg Alzheimer's disease; sensory conditions eg visual impairment, hearing impairment; emotional eg phobias, depression, anxiety states; developmental eg cerebral palsy, Down's syndrome; progressive conditions eg cancer, HIV, multiple sclerosis, motor neurone disease

Impairment: mental aspects; physical aspects; sensory aspects

2 **Know how key legislation protects people who have a disability**

Legislation: relevant sections of eg The Disability Discrimination Act 2005, The Equality Act 2010, The Human Rights Act 1998, The Mental Capacity Act 2005 and Codes of Practice

Rights of individuals: not to be discriminated against or harassed when accessing everyday services; health and social care services; education; employment

3 **Understand attitudes and barriers faced by people who have a disability**

Social and financial issues: related to historical restrictions on working in factories or heavy industry; emphasis on the additional costs in providing support; support services linked with specific impairments causing competition for resources; inadequate structuring of the benefit system

Attitudes: opinions regarding abortion of impaired foetuses; insensitive staring at individuals; insensitive staring at behaviours; inaccurate beliefs about the ability to live a fulfilled life; mistaken views on mental capacity

Physical barriers: expectations with regard to the use of stairs; poor planning resulting in lack of elevators, inaccessible facilities, public transport; inaccessible services due to lack of communication; inaccessible car parking

Institutional barriers: misunderstanding about housing provision; disregard/ignorance of the social model; preference for care delivery based on the medical model; decisions regarding access to treatment and assessment based on risk or budgetary concerns; interprofessional differences associated with 'health' and 'social care'

4 **Understand the social model of disability and how it is put into practice**

Social model of disability: differentiation between 'disability' and 'impairment'; concept of disability created by barriers in society; barriers and discrimination because of impairment; developed by the disabled community; addresses issues raised by individuals with a disability; focuses on disability not impairment

Key differences between models: medical model, refers to the medical diagnosis, determines what people can and cannot do (eg sight loss, hearing loss, epilepsy); details a person's needs in order to function adequately; the individual as the problem; social model, focuses on societal and environmental barriers; constructed by society as a whole; prevents people with disabilities from equal participation; disabling environments; disabling society

Reasons for the social model: focuses on the person rather than the impairment; ensures the centrality of the person; impairments may not be disabling; disabling situations created by society eg physical barriers, negative attitudes

Language: takes account of the difficulties experienced; focuses on the disability not the impairment; positive; non-discriminatory; person-centred

Using the social model: planning with the individual; taking account of needs, wishes, likes and dislikes; promoting choice; use of inclusive language; linking support to take a holistic approach; enabling; empowering

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Essential guidance for tutors

Delivery

For learning outcome 1, the use of video clips on living with disability will enhance learning and several clips may be found on You Tube. Tutor input to define disability and impairment will be required, however learners will need the opportunity to discuss issues, clarify their understanding and challenge their own stereotypes and prejudices in a safe environment. Independent research using the internet will enable learners to obtain further information. The two websites listed could be a starting point.

For learning outcome 2, learners will require considerable tutor input with regard to relevant legislation, and how this links with the rights of individuals. It is essential that any independent research is supported by tutors so that learners can access sites which contain the relevant sections rather than the full Acts of Parliament.

For learning outcome 3, some underpinning information will be required from tutors, however learners could also be enabled to gather much of the information by alternative means. A visit to a Disability Living Centre would allow learners to discuss barriers to access and gain an understanding of disabling environments. Learners will also benefit from discussions which consider attitudes, social and historical issues which have affected the general quality of life for individuals with a disability. It is recommended that, if possible, tutors include a practical session where learners try to move around the centre with a simulated impairment, such as mobility or reduced sight. Learners should be instructed that sensitivity must be exercised in order not to cause offence to others.

For learning outcome 4, learners will require some taught input, particularly with regard to the medical and social models of disability. Learners could suggest examples of either model which they have observed. Reasons for preferring the social model could be discussed in a plenary session together with the use of language which matches the social model. Tutors may need to emphasise acceptable terms and phrases, correcting any use of discriminatory language by learners. Reference to successful, high-profile figures who have a disability may add interest for learners.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the difference between the terms 'disability' and 'impairment' Tutor input – definitions of disability and impairment. Video clip showing the daily life of an individual with a disabling impairment. Class discussion. Learners to conduct internet research to obtain information about disabling impairments. Learners discuss findings with tutor.
Assessment for 1.1, 1.2 and 1.3 – a poster which identifies disability and impairment and a handout which outlines conditions which cause a disability.
Learning outcome 2: Know how key legislation protects people who have a disability Tutor input – lecture on key legislation using PowerPoint presentation with learners taking notes.
Assessment for 2.1, 2.2 – a booklet listing current disability-related legislation and the rights of disabled people in line with this legislation.
Tutor input – with reference to key legislation on the rights of individuals. Learners to work in groups linking case studies with the legislation.
Learning outcome 3: Understand attitudes and barriers faced by people who have a disability Visit to Disability Living Centre – learners to bring prepared questions. Practical session – simulation activities designed to give learners with an understanding of impairment, eg visual, using adapted spectacles. Class discussion. Taught session followed by class discussion on attitudes to disability. Taught session on social and historical issues; class discussion. Taught session on physical and institutional barriers. Learners work with case studies to identify barriers.
Assessment for 3.1 – a leaflet on the types of difficulties faced by people with disabilities.
Learning outcome 4: Understand the social model of disability and how it is put into practice Tutor input – social and medical models of disability, key differences and the reasons for the focus of the social model. Learner activity – work with case studies to match the delivery of care to the models. Plenary. Tutor input – language which matches the social model. Plenary to include why some terms are unacceptable and their origins. Tutor input – putting the social model into practice; class discussion.

Topic and suggested activities and assessment
Assessment for 4.1-4.5 – an information pack on the models of disability including what is meant by the 'social model' of disability, an explanation of key differences between the medical model and the social model of disability, an outline of the reasons why the social model focuses on disability and not impairment, an outline of the type of language used when applying the social model, and an explanation of how the social model of disability can be used in practice.
Review of unit and programme of assignments.

Assessment

Evidence for this unit can be generated in a variety of ways. For 1.1, 1.2 and 1.3 a poster and a handout could be produced. The poster should identify disability and impairment and the handout should outline one from each of the following categories of conditions which may lead to a disability; physical, chronic, emotional, cognitive, sensory, progressive and developmental.

For 2.1 and 2.2, a booklet could be produced which lists current disability-related legislation and outlines the rights of individuals with a disability in line with this legislation. Learners will need to show the links in their outline rather than just adding a second list.

For 3.1, a leaflet on the difficulties which individuals with disabilities may face is suggested. Learners should outline one example from each of the following factors; social and financial issues, negative attitudes, physical barriers, institutional barriers.

For 4.1-4.5, an information pack would enable learners to cover the assessment criteria in one piece of work. Learners could include a sheet for each assessment criterion: for 4.1 learners must identify what is meant by the social model of disability, for 4.2 they must explain key differences between the medical model of disability and the social model of disability, for 4.3 they must outline why the language used in the social model of disability focuses on 'disability' and not 'impairment', for 4.4 they must outline the types of language used when applying the social model of disability and for 4.5 they must explain how the social model can be used in practice. It is important that learners are guided with regard to the focus set by the command verbs in order for the assessment criteria to be fully achieved.

Essential resources

Learners will require access to library facilities including relevant textbooks, professional magazines and journals, ICT and CD-ROMs. The use of video clips which give learners a realistic context will enhance learning.

Indicative resource materials

Learners will require access to full library facilities, including textbooks, professional magazines and journals, ICT and CD-ROMs. Input from experts as guest speakers will enhance learning.

Textbooks

Fulton R – *Equality and Inclusion for Learning Disability Workers,* (BILD. 20110) ISBN: 9780857255143

Roots J, Tann L and Winter L – *BTEC Entry 3/Level1 Health and Social Care Student Book,* (Pearson, 2010) ISBN: 9781846909191

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification.)

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.direct.gov.uk/en/DisabledPeople	Government website which supports individuals with a disability
www.livingwithcerebralpalsy.com	Online support group for individuals with cerebral palsy

Unit 12: Introduction to Children and Young People's Development

Unit reference number: **F/602/6207**

Level: **1**

Credit value: **3**

Guided learning hours: **26**

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of children's and young people's development.

Unit introduction

Knowing how children and young people develop is essential to all aspects of providing care. Knowledge of this development enables adults to provide a safe, reassuring environment and appropriate activities and experiences which encourage the developmental progress of children and young people, support learning and promote wellbeing. Being aware of the factors which may affect development is helpful in understanding how to meet the individual needs of children and young people.

In this unit learners will examine the main stages of children and young people's development and then go on to study the different factors which may affect development.

Finally, learners consider how all areas of the development of children and young people can be supported.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the main stages of children and young people's development	1.1	Outline the expected pattern of development for children's and young people from birth to 19 years to include: • physical development • communication • intellectual development • social, emotional and behavioural development
2	Know the factors that affect children's and young people's development	2.1	Identify the factors that affect children's and young people's development to include: • background • health • environment
3	Know how to support children's and young people's development	3.1	Outline different ways to support children's and young people's development to include: • physical development • communication • intellectual development • social, emotional and behavioural development

Unit content

1 **Know the main stages of children and young people's development**

Age ranges: the first year; one to three years; three to five years; 5 to 11 years; 11 to 18 years

Pattern of physical development from birth to 19 years: sequence of development; average age at which physical skills are gained; development of movement eg sitting, crawling, climbing, running, jumping, kicking, riding a bicycle; progress in using hands eg grasping large objects, dropping things, picking up small objects, holding a spoon, grasping a crayon, using scissors, drawing, writing, sewing

Pattern of communication and language development from birth to 19 years: sequence of development; average age at which language skills are gained; development of communication eg listening, cooing, making repetitive sounds, first words, short sentences, increase in vocabulary, fluent language

Pattern of intellectual development from birth to 19 years: usual progress in development of thought processes (concepts); sequence eg looks for hidden object, points to parts of body, knows colours, understanding abstract concepts

Pattern of social, emotional and behavioural development: usual progress in development of relationships, expression of emotion, skills for independence eg attachment to carers, fear of strangers, development of friendships, ways feelings are expressed, development of self-help skills

2 **Know the factors that affect children and young people's development**

Factors that affect children and young people's development: background eg personal history, culture and religion, language preference, family relationships; health eg diabetes, asthma, frequent ear infections; environment eg poor housing, pollution

3 **Know how to support children and young people's development**

Ways to support physical development: provide toys appropriate to developmental level eg tunnel to crawl through, brushes and paint; outdoor activities eg ball games; adult encouragement and praise

Ways to support communication: listen to babies, children and young people; eye contact; provide running commentary; read stories and rhymes; provide books; activities and games eg listening games

Ways to support intellectual development: provide toys and activities appropriate to developmental level eg puzzles, sorting and matching games, computer games; ask open questions

Ways to support social, emotional and behavioural development: develop positive relationships; provide welcoming, reassuring environment; children to develop friendships; realistic expectations of behaviour; help children to express feelings; involve children in choices

Essential guidance for tutors

Delivery

When delivering this unit, tutors need to ensure that the underpinning knowledge of child development is related to working with children to ensure that learners understand the relevance and importance of this body of knowledge. This unit gives tutors the opportunity to use a wide range of active learning methods. Delivery methods that will help learners to consolidate knowledge include group work, case studies, presentations, videos, quizzes.

The tutor could start delivery of the unit by clarifying the difference between growth and development. The different areas of development and how they are interrelated and interdependent, and how the rate of development varies between individuals, could be introduced with videos followed by tutor-led discussion.

Learning outcome 1 and learning outcome 3 could be delivered concurrently. The pattern of development for each age range and how to support development could be examined together. This would help learners to relate the theory of the stages of development to working with children and enable them to select appropriate ways to support development.

Learners could work in pairs and carry out tutor-supported research on the expected sequence of development using books and websites and feedback findings to the whole group. Researching appropriate ways to encourage the development of children and young people could be a group activity using a range of resources such as websites, books, catalogues. Visitors with babies, visits to childcare settings, out-of-school settings or schools would provide opportunities for learners to observe the development of children and young people and how development can be supported. Alternatively, video clips could be used to strengthen knowledge.

Learners could work in pairs to consider case studies of children and young people whose development has been affected by a range of different factors including background, health and environment. Each pair could present their findings to other learners supported with tutor-led discussion to clarify the effects of these factors.

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Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments. **Learning outcome 1: Know the main stages of children and young people's development** **Learning outcome 3: Know how to support children and young people's development** Tutor-led discussion – What is development? How is it different from growth? Activity – paired work to research definitions of different areas of development with examples of each. Agreed definitions on flipchart. Activity – question and answer session about areas of development. Activity – DVDs/video clips followed by tutor-led delivery to introduce sequence of development, milestones and interrelated nature of areas of development
Activity – paired work to research pattern of development in first year using internet and textbooks and present findings to group. Group work – investigate how to encourage and support development, using internet and books. Each group chooses a different area of development, reports their findings to whole group supported with a factsheet for other learners. Visitors with babies under one year to speak about how their babies are developing. Learners prepare questions to ask visitors about how they encourage the baby's development. Activity – learners watch DVDs/videos of babies and answer questions on a worksheet about the stage of development reached.
Group work – tutor-supported research into stages of development in all areas and ways to encourage development in the age ranges one to three years, three to five years, 5 to 11 years, 11 to 18 years. Each group chooses a different age range, reports their findings to the group, supported with a factsheet. Prepare a class display. Activity – visits to early years settings/schools/out of school care to observe stages of development and how development is supported. Activity – class quiz. Questions about stages of development and how to support development (devised by tutor or by individual groups). **Assessment for 1.1 and 3.1** – learners outline expected pattern of development for children and young people from birth to 19 years and ways to support this development to include: physical development, communication, intellectual development, social, emotional and behavioural development.

Topic and suggested activities and assessment
Learning outcome 2: Know the factors that affect children and young people's development
Tutor-led discussion to introduce the idea that development can be influenced by different factors.
Group work to examine case studies to identify the factors which may have affected development. Groups feedback to whole class. Tutor-led discussion to clarify factors and their impact on development.
Assessment for 2.1 – learners identify the factors which affect development including background, health and environment.
Review of unit and programme of assignments.

Assessment

Assessment for 1.1 and 3.1 can be combined into one assignment task. The information could be presented as factsheets about the pattern of development and how to support development for different age ranges (the first year; one to three years; three to five years; 5 to 11 years; 11 to 18 years). Alternative ways of presenting evidence for 1.1 and 3.1 may be used such as leaflets, posters, charts.

For 1.1, the learner will need to outline the essential features of the expected pattern of physical development, communication, intellectual development and social, emotional and behavioural development from birth to nineteen years.

To meet 2.1, the learner will need to identify two factors which affect children's development in respect of background and health and environment. Evidence may be presented as answers to questions in response to case studies or in a one-to-one discussion with the tutor. If discussions are used as an assessment method, it is important that evidence is retained for internal and external verification.

For 3.1, the learner must outline two different ways to support children's development in each of the following four areas; physical development, communication, intellectual development, social, emotional and behavioural development. The information may be included on the factsheet provided as evidence for 1.1.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Early Years Foundation Stage 2008 – Department for Children, Schools and Families

Textbooks

Meggit C – Child Development: An Illustrated Guide, DVD Edition (Heinemann, 2007) ISBN0435899875

Websites

www.bbc.co.uk	Development from birth to 15 years
www.literacytrust.org.uk	Resources for developing communication
www.nationalstrategies.standards.dcsf.gov.uk/earlyyears	Early Years Foundation Stage Guidance
www.nhs.uk	Birth to Five development timeline

Unit 13: Understand the Importance of Engagement in Leisure and Social Activities in Health and Social Care

Unit reference number: K/602/6301

Level: 1

Credit value: 3

Guided learning hours: 29

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of leisure and social activities in health and social care.

Unit introduction

Children and adults using health and social care services derive great benefits from taking part in a range of leisure and social activities. This unit introduces learners to the many types of activities which are available and their importance in promoting and maintaining the wellbeing of individuals.

Learners will explore the concept of putting the individual at the centre of planning activities, recognising the benefits of taking into account the individual's needs and preferences. Learners must consider these needs when considering the types of support individuals may need to participate fully in activities in the community or their own home.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand why leisure and social activities are important for an individual's wellbeing and relationships	1.1	Outline why leisure and social activities are important for an individual's wellbeing
		1.2	Outline how leisure and social activities support relationships
2	Know a range of leisure and social activities	2.1	Identify a range of leisure and social activities that take place within: • a local community • a person's own home • a residential or group living home • day care provision.
3	Understand how a person-centred approach supports individuals in leisure or social activities	3.1	Describe how to find out about the interests and preferences of individuals
		3.2	Outline the benefits for individuals of a person-centred approach when taking part in leisure or social activities
		3.3	Describe different types of support that individuals may need to take part in leisure and social activities within: • the community • their own home • a residential home or group living arrangement
		3.4	Give examples of how to promote independence through leisure and social activities

Unit content

1 **Understand why leisure and social activities are important for an individual's wellbeing and relationships**

Why leisure and social activities are important for an individual's wellbeing: individuals eg child, young person, adults; emotional eg building self-esteem; making new friends; preventing isolation; psychological eg promoting learning, metal stimulation, developing confidence, making decisions; physical eg helping to maintain independence, promoting and maintaining mobility, promoting and maintaining dexterity

How leisure and social activities support relationships: making new friends through joining clubs, classes or visits; maintaining existing relationships by enjoying activities and supporting others

2 **Know a range of leisure and social activities**

Within a local community: eg theatre, restaurants/cafes, interest clubs and groups such as youth clubs or amateur dramatics, exercise and dance classes, swimming, museums and art galleries, cinema, concerts, taking part or watching sport

A person's own home: eg reading (books, newspapers, magazines) gardening, television and radio, art and crafts such as sewing, knitting, model making, painting, puzzles such as crosswords and sudoku, DIY, photography, computing, listening to music, playing an instrument

A residential or group living home: eg music and exercise sessions, visiting speakers, art and craft activities, social activities such as quizzes, bingo, shopping visits, theatre trips, holidays, cooking, computing

Day-care provision: eg meals; music and exercise, dancing, art and craft activities such as sewing, pottery, painting, quizzes, visits to local attractions, guest speakers

3 **Understand how a person-centred approach supports individuals in leisure or social activities**

How to find out about the interests and preferences of individuals: involving individuals in choosing leisure or social activities; knowing the background of individuals; involving families; holding residents' meetings; seeking feedback after activities have taken place

The benefits for individuals of a person-centred approach when taking part in leisure or social activities: putting the person at the centre of the care situation by taking into account their individuality, wishes, preferences and safety; the benefits eg activities are appropriate for the interests and physical ability of individuals, individuals will get enjoyment from the activity, activities can be adapted to meet individual needs and safety requirements; knowing when additional support is needed

Different types of support that individuals may need to take part in leisure and social activities: support within the community eg financial, transport, mobility aids, information through posters, leaflets, online or verbal; support in their own home eg mobility aids; specialist equipment such as talking books, large-print books, speech recognition software, kitchen equipment, easy-grip tools for gardening or DIY

Essential guidance for tutors

Delivery

Learners could be introduced to learning outcome 1 by reflecting on their own leisure and social needs and preferences. Working in small groups they could identify the activities they take part in. Ideas could then be fed back to the tutor who could display the list for future reference. Learners could then be asked to identify the activities they took part in where they made new friends and those where they took part with existing friends, suggesting why this is important. A case study of an individual with health or care needs which describes the leisure and social activities they undertake could be used. This would support learners in focusing on how the individual's wellbeing is promoted and how taking part in activities can support the individual to make new relationships and maintain existing relationships.

Learning outcome 2 requires learners to find out about the range of leisure and social activities which are available in the community, for individuals in their own homes, in residential or day-care centres. It is important to give some initial tutor input into the types of residential, group living and day-care centres and why individuals access these different types of health and care settings. This should include facilities for children, young people and adults at different stages of life and with different needs. For example residential, group living or day-centres for people with sensory impairment, for young people with learning disabilities or older people. Learners could produce a questionnaire, with support, and use this to find out the leisure and social preferences of different age groups. When discussing the range of social and leisure activities it is important that the tutor challenges any stereotyping. For instance that all older people enjoy bingo or young people will only enjoy popular music. To find out about activities in the local community learners could visit different organisations, asking questions about what is available for different groups of individuals and also the support available. For instance, if the local swimming pool has an hydraulic chair lift to enable people with disabilities to enter the water easily.

For learning outcome 3, there should be some tutor input to introduce learners to the concept of individuals at the centre of planning. Taking part in role play would support their understanding of how this should work in practice. Guest speakers, who work with children or adults who use health and care settings, could give information on the benefits of a person-centred approach and the support that is available for individuals to take part in leisure and social activities.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand why leisure and social activities are important for an individual's wellbeing and relationships Group activity – discussing and identifying own leisure and social activities. Research – designing and circulating a questionnaire to friends and family on leisure and social activity interests. Tutor-led – feedback on findings. Case study – reflecting on the benefits of leisure activities for individuals; wellbeing, building new and maintaining relationships.
Assessment for 1.1 and 1.2 – information pack outlining why leisure and social activities are important for wellbeing and for building and maintaining relationships.
Learning outcome 2: Know a range of leisure and social activities Tutor-led activity – introduction to the range of activities. Research – the range and availability of leisure and social activities in the community. Questionnaire – leisure activities that people undertake in their home. Guest speaker – manager from a residential home, eg for older people, young adults with learning disabilities or a hospice. Visit – day-care centre for older people or people with learning or physical disabilities.
Assessment for 2.1 – learners identify the range of leisure or social activities that take place in different contexts.
Understand how a person-centred approach supports individuals in leisure or social activities Group discussion – how to find out about interests and preferences of individuals. Tutor-led – concept of person-centred approach in health and social care. Group activity – identifying different types of needs that children and adults using health and care services may have. Role play – talking with an individual to find out about their interests and preferences. Research – finding out about the support that is available in the community for taking part in leisure and social activities.

Topic and suggested activities and assessment
Assessment for 3.1, 3.2, 3.3 and 3.4 – learners describe ways to find out about the interests and preferences of individuals. Outline the benefits of taking part in leisure and social activities and the support available in the community and the individual's home with examples of how to promote independence through leisure and social activities.
Review of unit and programme of assignments.

Assessment

To generate evidence for this unit learners could produce an information pack for an identified group of individuals, for instance older people or young people with physical or learning disabilities.

To achieve 1.1 learners must outline at least three reasons why leisure and social activities are important for an individual's wellbeing. They must include at least one reference to one emotional, one psychological and one physical benefit. For 1.2, learners must outline how leisure and social activities support the development of new relationships and how they help to maintain existing relationships. A poster or information sheet could be produced to insert into their information pack.

To achieve 2.1 learners must identify a range of leisure and social activities that take place in different settings. They should identify at least three activities for each setting; the local community, an individual's own home, a residential or group living home, and day-care provision. Learners could provide evidence through a map of the local area on which they identify leisure and social activity opportunities or by producing a directory of what is available. For ideas for social or leisure activities that can be undertaken in the home, or offered in a residential or day-care setting, information leaflets could be produced and included in the pack.

To achieve 3.1 and 3.2 learners must describe at least three ways to find out about the interests and preferences of individuals. For 3.2, they should demonstrate that they understand the concept of a person-centred approach by outlining at least three benefits for individuals. They could complete a pre-prepared worksheet or present their information to their peers supported by witness testimony. To achieve 3.3 learners must describe different types of support which can help individuals to take part in leisure and social activities in the community and in their home, and to achieve 3.4 they must give examples of how to promote independence through leisure or social activities. This evidence could be illustrated with pictures from journals, magazines or catalogues. At least three types of support should be described for each setting and at least three examples of how to promote independence given.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Textbooks

Agar K – *How to make your Care Home Fun: Simple Activities for People of All Abilities* (Jessica Kingsley, 2008) ISBN 9781843109525

Banks B W – *Activities for Older People: A Practical Workbook of Art and Craft Projects* (Butterworth Heinemann, 2000) ISBN 978-0750647410

Hobart C, Walker M – *A Practical Guide to Activities for Young Children 4th Edition* (Nelson Thornes, 2009) ISBN 97814085048648

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

Frankel J, Hobart C and Walker M – *A Practical Guide to Activities for Young Children 4th Edition* (Nelson Thornes, 2009) ISBN: 9781408504864

Journals

Child Education (Scholastic Education)

Community Care Magazine (Reed Business Publishing)

Creative Steps (Bubbles, Publishing Ltd)

Disability Now

Nursery World (Haymarket Media)

Websites

www.ageuk.org.uk	Information on leisure and lifestyle for older people
www.communitycare.co.uk	A charity to widen access to activities for disabled children
www.disabilitynow.co.uk	Disability Now magazine online
www.learningdisabilities.org.uk	Foundation for people with learning disabilities
www.mencap.org.uk	Support and recreational opportunities for people with learning disabilities
www.napa-activities.co.uk	National Association of Providers of Activities for Older People
www.playengland.org.uk	Play England
www.rda.org.uk	Riding for the disabled
www.rnib.org.uk	Royal National Institute of Blind People
www.rnid.org.uk	Royal National Institute for Deaf People

Unit 14: Introduction to The Physical Care of Babies and Young Children

Unit reference number: H/602/6314

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of the physical care of babies and young children.

Unit introduction

In preparation for caring for babies and young children it is essential that learners gain a knowledge and understanding of the physical care needs of babies and young children 0-3 years. Initially, they must identify the range of basic care needs and then consider ways in which adults support and engage with the baby or young child while attending to their needs.

Learners will explore what makes a safe and secure environment in which babies and young children can develop their skills and know what action to take when there are concerns about a baby or child. Learners will investigate the nutritional needs of babies and young children giving examples of balanced meals. They must also show an awareness of possible allergies which babies and young children may experience.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the physical care needs of babies and young children	1.1	Identify care needs for babies and young children's • skin • hair • teeth • nappy area
2	Know how to support physical care routines for babies and young children	2.1	Outline how to treat babies or young children with respect and sensitivity during physical care routines
		2.2	List ways of engaging with babies or young children during physical care routines that make the experience enjoyable
		2.3	Outline the principles of toilet training
3	Know how to support safe and protective environments for babies and young children	3.1	Describe how to provide a safe and hygienic environment for babies and young children
		3.2	Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills
		3.3	Identify what to do if concerned about the wellbeing of babies and young children
4	Know the nutritional needs of babies and young children	4.1	Outline the nutritional needs of babies
		4.2	Outline the nutritional needs of young children
		4.3	Give examples of healthy balanced meals for young children
		4.4	List nutritional allergies that may be experienced by babies and young children

Unit content

1 **Know the physical care needs of babies and young children**

Skin: different skin types; washing; thorough drying; use of oils and moisturisers; sun protection

Hair: hair types; combing and brushing; baby shampoos; methods for washing and rinsing

Teeth: cleaning as soon as teeth appear; importance of removing plaque; suitable brush eg soft baby toothbrush; baby toothpaste; brushing method eg brushing away from gum; teething; encouraging children to brush own teeth; avoiding sugary food and drinks

Nappy area: regular nappy change; topping and tailing routine; using moist swabs or baby wipes; patting dry; drying skin creases; use of baby lotions and protective creams; nappy rash

2 **Know how to support physical care routines for babies and young children**

How to treat babies or young children with respect and sensitivity during physical care routines: following parents' wishes; not rushing routines; gentle handling; talking to babies and children about what is happening; reassuring; encouraging young children to be independent; respecting individuality

Ways of engaging with babies or young children during physical care routines that make the experience enjoyable: positive body language and facial expressions; singing and rhymes; using favourite toys; talking about things familiar to the child

The principles of toilet training: being relaxed; recognising that there is no 'set age'; not expecting child to sit on a potty for long periods; praising the child when they have used the potty or toilet; waiting for signs of readiness eg interest when passing urine or bowel motion, indicating when they want to pass urine or bowel motion, when bowel movements begin to happen at regular times of the day

3 **Know how to support safe and protective environments for babies and young children**

Describe how to provide a safe and hygienic environment for babies and young children: handwashing; use of personal protective equipment; safe disposal of hazardous waste; checking the physical environment for hazards; routines for cleaning equipment and toys; cleaning and care of sterile equipment; safe storage of food and drink; safeguarding babies and young children

How to safely supervise babies or young children whilst allowing them to explore and develop their skills: adult/baby and adult/child ratios; observing babies and child at all times; being unobtrusive; knowing when to intervene; encouraging activities appropriate to the age of child

What to do if concerned about the wellbeing of babies and young children: wellbeing in relation to emotional, psychological or physical development eg persistent crying, not communicating, not sleeping, delayed development, difficulties in gross motor or fine motor control; under or overweight; what to do eg recording concerns; reporting to manager or supervisor; contacting parents; when to call emergency services

4 **Know the nutritional needs of babies and young children**

The nutritional needs of babies: Baby Friendly Initiative (UNICEF); breastfeeding; constituents of breast milk; constituents of formula milk; when to wean; first foods

The nutritional needs of young children: starchy foods (pasta, rice, potatoes); fresh fruit and vegetables; proteins (lean meat, fish, pulses, eggs); calcium (full fat milk, dairy); fats; water; importance of vitamin A, C, D; importance of iron

Healthy, balanced meals for young children: 'eatwell plate'; meals; snacks; drinks; including five food types; correct proportions; guidelines on salt

Nutritional allergies that may be experienced by babies and young children: milk (casein protein); lactose; wheat/gluten; peanuts; eggs

Essential guidance for tutors

Delivery

It is important that active teaching strategies are used to deliver this unit. For learning outcomes 1 and 2, learners should not carry out physical care routines with babies or young children but it would support their knowledge and understanding if they use role play and simulated activities related to the care of skin, hair, teeth and nappy changing. DVDs and visits to settings to observe care routines would also benefit learners.

Learners should be challenged by the tutor to consider routines from the perspective of the baby or young child, for instance thinking how they would feel if they were whisked away suddenly for someone to wash them! Learners could then work in groups to discuss and produce information on the importance of treating babies and young children with respect and sensitivity. The tutor should also emphasise the importance of safeguarding, appropriate touching and how not to put themselves at risk of accusations of abuse.

Learners could go on to research ways to engage with children, including learning simple songs and rhymes. A simulated care routine, using a baby care manikin, would consolidate what has been learned. Learners could then reflect on their knowledge and understanding, either watching a recording of the activity and/or receiving feedback from their peers and tutor. Learners could ask family members and friends questions about how their children were potty trained. Tutor input should follow to ensure that learners understand the principles of toilet training.

To introduce learning outcome 3, learners could work in groups to identify the different elements of health and safety. Learners could then work in pairs to research and produce a poster to present and display for the whole group. One group of learners might research the stages of hand washing and give a demonstration. Learners must understand the importance of the constant supervision of babies and young children but also the need for them to play and explore to promote development. They could discuss suitable toys, equipment and activities for babies and young children at different stages in groups. A guest speaker, for instance a childcare practitioner or paediatric nurse, could provide information including when there may be concerns about a child's emotional, psychological or physical development and what action should be taken.

Learning outcome 4 could be introduced through an input from the tutor and supported by a guest speaker such as health visitor or family support worker. Learners should find out about the constituents of breast milk and look at packaging for formula milk to find the nutritional values. Learners should understand that babies need additional nutrition when they reach six months and how to gradually introduce these new foods. Learners should be introduced to the five food groups from the 'eatwell plate' (Food Standards Agency). They could then go on to produce their own 'plate' with foods suitable for young children using pictures from magazines. Learners must be made aware of the common foods which may cause allergies in babies and young children. They could produce an advice leaflet for parents with a list of the potential problem foods. A quiz is a useful tool to consolidate learning from this section.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the physical care needs of babies and young children Group discussion – care needs. Research – care needs for babies and young children's skin, hair, teeth and nappy area. Group presentation – information on one type of physical care to the whole class. Practical activity – simulation of care routines. Group visit – to nursery setting to observe care routines.
Assessment for 1.1 – learners identify physical care needs for hair, skin, teeth, nappy area.
Learning outcome 2: Know how to support physical care routines for babies and young children Tutor-led activity – importance of showing respect and sensitivity, protecting children and protecting self. DVD – observe and respond to how an adult undertakes physical care routines. Research – suitable music, songs and rhymes to use with babies and children during routines. Group activity – to produce questions to ask family members with children about how their young children were potty trained. Role play – advising a young mother on potty training.
Assessment for 2.1, 2.2 and 2.3 – learner outlines ways to treat babies and young children with respect and sensitivity, lists ways to engage with babies and young children to make care routines enjoyable and outlines the principles of toilet training.
Learning outcome 3: Know how to support safe and protective environments for babies and young children Group activity – researching key elements of health, safety and safeguarding. Group activity – producing an information poster and presenting to whole group. Tutor-led activity – safeguarding and protecting self. Guest speaker – what to look for and what to do if there are concerns about a child's development.
Assessment for 3.1, 3.2 and 3.3 – learner describes a safe and hygienic environment and outlines ways to safely supervise babies and children. Learner identifies what must be done if there are concerns about a baby's or child's wellbeing

Topic and suggested activities and assessment
Learning outcome 4: Know the nutritional needs of babies and young children Guest speaker – introducing nutritional needs of babies and young children, including the stages of weaning. Group activity – finding out the nutritional value of breast and formula milk. Tutor-led activity – introducing the 'eatwell plate' and nutritional needs of young children. Group practical activity – producing a visual representation of a balanced meal. Quiz – nutritional values.
Assessment for 4.1, 4.2, 4.3 and 4.4 – learner outlines nutritional needs of a) babies 0-1 year and b) young children 1-3 years. Learner gives examples of healthy balanced meals for young children 1-3 years. Learner lists foods which may cause allergies in babies and young children.
Review of unit and programme of assignments.

Assessment

Evidence for learning outcomes 1 and 2 is closely linked. To achieve 1.1, learners must identify the physical care needs of babies and young children in relation to their skin, hair, teeth and nappy area. Evidence could be generated through an illustrated poster or by completing a worksheet. For 2.1 and 2.2, learners must outline at least three ways to treat babies and young children with respect and sensitivity during care routines and list four examples of how to engage with them to make the experience enjoyable. This evidence could be generated through an advice leaflet for childcare students. Alternatively, if learners have taken part in simulated care routines evidence for 1.1, 2.1 and 2.2 could be through witness testimony supported by a reflective account of how they supported and engaged the baby or child. To achieve 2.3 learners must outline the principles of toilet training. They should demonstrate knowledge that adults should be patient with children, that there is no set age and give at least one example of 'readiness'. Evidence could be generated by giving advice to parents in a leaflet or through role play.

To achieve 3.1, learners must describe a safe and hygienic environment for babies and young children. They must include information on hygiene (handwashing, cleaning routines, safe storage of foods, PPE) safety (checking for hazards, disposing of hazardous waste) and safeguarding children from harm or abuse. Evidence could be generated on a plan of a nursery, including kitchen and toileting areas, which they annotate. For 3.2, learners must outline how to supervise babies and young children safely demonstrating that they understand adult and baby or child ratios and the need for constant supervision. For 3.3, they must state what to do if there are concerns including when and who to tell. Evidence for 3.2 and 3.3 could be generated through a responses to a case study.

Learners could produce a booklet to generate evidence for 4.1, 4.2, 4.3 and 4.4. In the introduction they must identify the nutritional requirements of a baby of 0-1 year and a child of 1-3 years. They must include examples of healthy meals for young children. The examples must demonstrate a balanced diet, with appropriate proportions from the five food groups. In the final part of the booklet, learners must list four nutritional allergies which may be experienced by babies and children.

Essential resources

Learners should have access to current government guidelines on the nutritional requirements of babies and young children in their home country

Indicative resource materials

Early Years Foundation Stage 2008 – Department for Children, Schools and Families

Meggitt C –*Child Development: An Illustrated Guide DVD Edition* (Heinemann, 2007) ISBN: 0435899875

Journals

Nursery World (Haymarket Media)

Websites

www.dh.gov.uk	Information on weaning and nutrition
www.education.gov.uk/publications/standard/ publication detail/page1/DCSF-00261-2008	Early Years Foundation Stage 2008
www.food.gov.uk	The 'eatwell plate' and advice on nutritional needs for children
www.hpa.org.uk	Health Protection Agency Guidance for schools and childcare settings
www.nhs.co.uk	Information on nutritional requirements for babies and young children and allergies
www.unicef.org.uk	Child Friendly Initiative

Unit 15: Introduction to the Development of Children and Young People Through Play

Unit reference number:	**K/602/6315**
Level:	**1**
Credit value:	**2**
Guided learning hours:	**15**

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of the development of children and young people through play.

Unit introduction

Children and young people have a right to play as they need to play to develop their imagination, communication and understanding. Play has a crucial role in their wellbeing by enabling children and young people to express their feelings and make sense of their experiences. Knowing how to provide play environments for children and young people that are inclusive and stimulating, to ensure children and young people reach their full potential, is essential. These key aspects are covered in this unit.

In the first part of the unit, learners will examine the importance of play for children and young people's development and wellbeing.

They will also explore the features of inclusive and stimulating play environments.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of play for children and young people's development and wellbeing	1.1	Identify how play supports children and young people's development and wellbeing
		1.2	Outline the difference between adult-directed play and child-initiated play
2	Know factors that promote inclusive and stimulating play environments	2.1	Outline what is meant by inclusive and stimulating play
		2.2	Describe an environment that supports inclusive and stimulating play
		2.3	Identify a range of activities that promote inclusive and stimulating play

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Unit content

1 **Know the importance of play for children and young people's development and wellbeing**

How creative play supports children and young people's development and wellbeing: creative play eg free expression, painting, junk modelling, collage; role in supporting physical development eg practising fine motor skills; role in supporting intellectual development eg developing imagination, encouraging concentration; role in supporting emotional development eg expressing feelings; role in supporting psychological development eg sense of control, feeling of achievement; role in supporting communication and language

How physical play supports children and young people's development and wellbeing: physical play eg obstacle course, ball games, dancing; role in supporting physical development eg practise physical skills, exercise for health; role in supporting emotional development eg sense of enjoyment; role in supporting psychological development eg provides challenge, sense of achievement

How imaginative play supports children and young people's development and wellbeing: imaginative play eg dressing up, small world play, drama; role in supporting physical development eg fine motor skills when manipulating small world toys, fastening dressing up clothes; role in supporting emotional development eg act out feelings; role in supporting psychological development eg understanding roles, sense of identity; role in supporting communication and language eg drama, imaginative play, giving and following instructions

How environmental play supports children and young people's development and wellbeing: environmental play eg opportunities to play freely in and around natural environments, tree climbing, den building, splashing in streams; role in supporting physical development eg practise physical skills, healthy outdoor exercise; role in supporting emotional development eg sense of freedom; role in supporting psychological development eg provides challenge

The difference between adult-directed play and child-initiated play: adult-directed play eg planned by adult, adult shows or tells children what to do, structured activities planned to help children gain new skills; child-initiated play eg decided on by the child, children make decisions about what they want to do, where, with whom, and what resources they will need, involves exploration and investigation, adults provide support and encouragement

2 **Know factors that promote inclusive and stimulating play environments**

Inclusive and stimulating play: inclusive play eg every child has opportunity to be included in play, providing support for each child to play according to their needs; stimulating play eg selecting resources appropriate to stage of development, organising play resources attractively, supporting play to encourage learning and development

An environment that supports inclusive and stimulating play: indoor and outdoor environment; needs of all children are taken into account; children's interests are considered; safe and secure; variety of resources and opportunities; attractive eg children's work displayed; organised to enable children to make choices; adults support children's play eg join in when asked

Activities that promote inclusive and stimulating play: range of accessible activities indoors and outdoors eg role play, drama, sand and water, den building, music

Essential guidance for tutors

Delivery

A wide range of delivery methods may be used to deliver this unit, including presentations, DVDs, guest speakers, visits, visitors. This unit provides an opportunity to use practical activities.

The unit could be introduced by asking learners to reflect on their own play experiences to help them relate to the content of the unit and understand the importance of free choice, challenge, sense of freedom and enjoyment.

DVDs of children and young people playing could be used to examine how play experiences can support areas of development and wellbeing.

Practical sessions could be used to explore a range of different types of play and play opportunities offered to children and young people to look at how development and wellbeing is supported. Observations of play will help learners to consolidate learning. This could include visitors with babies, watching DVDs, examining case studies and photographs, visits to early years settings, schools out-of-school clubs, children's playgrounds, observations of family members and friends.

The difference between adult-directed and child-initiated play could be introduced through practical activities. Learners could be given an adult-directed craft activity and then be provided with a range of collage resources with the freedom to produce what they wish to help them understand the difference between the two experiences and how the child-initiated activity supported creativity, imagination, concentration.

To introduce learning outcome 2, tutors could use different scenarios which describe situations in which children and young people are excluded from joining in play opportunities in different ways. A guest speaker, such as a manager of an early years setting or out of school group, could be asked to speak about how they ensure an inclusive and stimulating environment. A visit to an early years centre, nursery or out-of-school club to observe inclusive and stimulating provision, DVDs and photographs would all help learners to relate theory to practice.

Learners could work in groups, supported by the tutor, to plan the layout of a stimulating and inclusive environment for a group of children or young people and suggest suitable play activities.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the importance of play for children and young people's development and wellbeing
Thoughtshower – learners discuss their own memorable play experiences and feedback to the rest of the group.
Activity – identify areas of development and wellbeing supported in DVDs of children and young people playing.
Practical – learners explore a range of different play experiences for children and young people and record the areas of development supported.
Activity – tutor-led discussion to identify how wellbeing is supported in these activities.
Activity – visits to early years settings and out-of-school clubs to observe play activities and record ways development and wellbeing are supported in different play activities.
Practical – learners participate in two collage activities, the first with free choice and the second with directed outcomes. Tutor-led discussion to clarify the difference between adult-directed and child-initiated play.
Activity – question and answer session to identify which play experiences are adult directed and which are child initiated.
Assessment for 1.1 and 1.2 – learners identify how play supports children and young people's development and wellbeing and outline the difference between adult-directed play and child-initiated play

Topic and suggested activities and assessment
Learning outcome 2: Know factors that promote inclusive and stimulating play environments Activity – in pairs learners examine scenarios/case studies of children and young people excluded from play in different ways in play environments. Activity – tutor-led discussion to explore the effects of being excluded and how children and young people in the scenarios could be included. Activity – thoughtshower the features of stimulating play. A short talk and question and answer session by a practitioner who works in an early years setting or out-of-school club about their provision for an inclusive and stimulating environment. Learners prepare questions to ask the speaker about activities they provide. Visit to a setting to observe how the environment provides inclusion and stimulation for children or young people. Practical – learners work in groups to research and plan an inclusive and stimulating environment for a group of children or young people and activities they could provide. Each group plans for a different age range. Groups present their plans to the whole group. **Assessment for 2.1, 2.2 and 2.3** – learners outline what is meant by inclusive and stimulating play, describe an environment that supports inclusive and stimulating play and identify a range of activities that promote inclusive and stimulating play.
Review of unit and programme of assignments.

Assessment

Assessment criteria 1.1 and 1.2 could be combined into one assignment task. Learners could prepare a leaflet for parents. Alternative ways of presenting evidence include a one-to-one discussion with the tutor or a poster.

To meet 1.1, the learner needs to give an example of each of the following types of play: creative play, physical play, imaginative play, environmental play, and for each example identify one way in which the type of play supports the development and wellbeing of children and young people.

For 1.2, the learner will need to outline the difference between adult-directed and child-initiated play. Examples of play activities may be given to support the response.

Assessment criteria 2.1, 2.2 and 2.3 could be combined into one assignment task. Learners could present plans for an inclusive and stimulating environment for a given scenario/setting. Plans could be illustrated and annotated to include the required information.

To meet 2.1, the learner must give an outline of the essential features of inclusive and stimulating play.

For 2.2, learners must describe an environment that supports inclusive and stimulating play. They could draw plans with notes to describe the features which make the environment inclusive and stimulating.

For 2.3, the learner needs to identify at least four different activities which would promote inclusive and stimulating play. These could be indicated on the plan provided for 2.2.

Essential resources

There are no special resources needed for this unit.

Indicative resource materials

Early Years Foundation Stage 2008 – Department for Children, Schools and Families

Textbooks

Frankel J, Hobart C and Walker M – *A Practical Guide to Activities for Young Children 4th Edition* (Nelson Thornes, 2009) ISBN 1408504864

Meggit C – *Child Development: An Illustrated Guide, DVD Edition* (Heinemann, 2007) ISBN0435899875

Websites

www.inclusiveplay.co.uk	Resources to support inclusive play
www.natll.org.uk	National Association of Toy and Leisure Libraries
www.ncb.org.uk	National Children's Bureau
www.playengland.org.uk	Play England
www.playingoutdoors.org	Swainswick Explorers

Unit 16: Encourage Children and Young People to Eat Healthily

Unit reference number: H/602/6328

Level: 1

Credit value: 2

Guided learning hours: 16

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of encouraging children and young people to eat healthily.

Unit introduction

Healthy eating is essential for growth, development and health. It is fundamental, therefore, to know the constituents of a healthy diet for children and young people. Eating habits and preferences are influenced by a range of different factors and it is important to take these into account when supporting children and young people to eat healthily. Children and young people can be encouraged to try new foods and make healthier food choices through involvement in a wide range of enjoyable activities and experiences.

In this unit learners will examine healthy eating principles for children and young people and investigate the factors that influence food choice.

Different activities and experiences that can be used to encourage children and young people to eat healthily are also explored in the unit.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about healthy eating for children and young people	1.1	Identify healthy eating principles for children and young people
		1.2	Identify factors that influence food choice
2	Know about activities to encourage children and young people to eat healthily	2.1	Outline a range of activities that encourage children and young people to eat healthily

Unit content

1 **Know about healthy eating for children and young people**

Healthy eating principles for children and young people: balanced diet for growth and health; include all nutrients eg carbohydrates, protein, fat, vitamins, minerals; variety of foods eg from different food groups (meat and fish, pulses and beans, bread, rice and pasta, eggs, dairy products, fresh fruit and vegetables); water; portion size suitable for age and energy needs; avoid added salt; reduce added sugar to keep teeth healthy; avoid additives; avoid food colouring

Factors that influence food choice: marketing and advertising eg television, magazines; peer pressure; availability and cost; presentation; family circumstances eg poverty, food requirements related to religious beliefs, preference for vegetarian diet, cooking skills

2 **Know about activities to encourage children and young people to eat healthily**

Activities that encourage children to eat healthily: cooking/food preparation activities eg making bread, sandwiches, wraps, soup, fruit salads, meatballs, oat biscuits, smoothies; experiences eg food tasting; shopping (supermarket, market), farm visits, gardening (growing vegetables/herbs), pick your own fruit; games, books (stories and rhymes); creative activities

Activities that encourage young people to eat healthily: eg looking at how food is made and processed, looking at food ingredients labels, TV programmes about diet and eating healthily, food preparation and cooking, food tasting comparisons

Essential guidance for tutors

Delivery

This unit focuses on activities that may be appropriate to use with children and young people to encourage them to eat healthily. Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, simulations, external trips and guest speakers. As many practical activities as possible should be included to help learners relate to the content of the unit.

A quiz on healthy eating could be used to introduce the unit. To gain an understanding of how principles of healthy eating apply to children and young people, learners could then work in groups to research suitable menus for children and young people.

A dietician could be invited to talk to the group about what is needed, and what should be avoided, to ensure that diets for children and young people in different age groups are healthy.

Learners could prepare questions to ask family members about their food choices and what influenced their choices. Learners could be encouraged to share their own food choices and influences with the group.

Other factors influencing food choice could be explored through case studies.

Learners could look at television and magazine advertisements for food products high in salt and sugar directed at children and young people and then work in groups to plan a advertisement for a healthy food product such as bananas or a yogurt.

For learning outcome 2, learners need to be introduced to a wide range of possible activities and experiences which could encourage children and young people to eat healthily. This may be achieved in a variety of ways including; research using websites, visits to different settings for children and young people to observe and, if possible, participate in activities and experiences to encourage children and young people to eat healthily, practical activities in the classroom such as such as food preparation (sandwich or smoothie making), creative activities, interactive games. A practitioner from a setting for children and young people could be invited as a guest speaker to share ideas about possible activities and experiences which would be suitable for children and young people of different ages. Learners could keep a record of appropriate activities which will help them to meet the requirements of 2.1.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit content and programme of learning.   **Learning outcome 1: Know about healthy eating for children and young people**   Quiz – healthy eating principles.   Guest speaker – dietician.   Practical – make posters of healthy eating principles.   Activity – use questionnaires with friends and family members about their food choices and influences.   Activity – case studies to examine range of factors influencing food choices.   Activity – group work to examine advertisements of food products directed at children and young people.   Practical – group work to plan an advertisement for a healthy food product.   **Assessment for 1.1 and 1.2** – learners produce a leaflet identifying healthy eating principles for children and young people and the factors that influence food choice.
Learning outcome 2: Know about activities to encourage children and young people to eat healthily   Thoughtshower activities and experiences for children and young people to encourage healthy eating.   Demonstrate – visits to settings to observe children involved in healthy eating activities.   Practical – group research activities using the internet. Each group concentrates on a different age range to select age appropriate activities. Prepare factsheet for other groups.   Practical – learners participate in activates in the classroom such as food preparation (sandwich or smoothie making), creative activities, interactive games.   **Assessment for 2.1** – learners outline a range of activities to encourage children and young people to eat healthily.
Review of unit and programme of assignments.

Assessment

For 1.1, learners need to identify the main features of healthy eating that apply to children and young people. Evidence may be provided in the form of a leaflet for parents or a poster.

For 1.2, learners must identify at least three different factors that influence food choices. Evidence may be provided in a one–to-one discussion with a tutor or through written evidence. If discussions are used as an assessment method, it is important that documentation is retained for verification.

To meet 2.1, learners need to outline at least two activities that encourage children and at least two activities that encourage young people to eat healthily.

Essential resources

There are no essential resources for this unit

Indicative resource materials

Textbooks

Fordham H – *Healthy Food for Young Children* (Usborne, 2008)
ISBN 9780746077962

Musters F, Kidd S – *Cook and Learn Together* (Step Forward Publishing, 2004)
ISBN 9781904575009

Websites

www.bbc.co.uk/health/treatments/ healthy_living/nutrition/	BBC – healthy eating for different life stages
www.foodafactoflife.org.uk	Resources to help children and young people learn about healthy eating including interactive games
www.letsgetcooking.org.uk	Cooking activities in schools
www.nhs.uk	National Health Service – healthy eating information
www.nutrition.org.uk	British Nutrition Foundation
www.pre-school.org.uk	Pre-School Learning Alliance – healthy eating advice

Unit 17: Introduction to a Healthy Lifestyle

Unit reference number: **T/602/6303**

Level: **1**

Credit value: **3**

Guided learning hours: **26**

Unit aim

The aim of this unit is to develop the learners' knowledge and understanding of how to maintain a healthy lifestyle and develop healthy living.

Unit introduction

Knowledge and understanding of healthy lifestyles is important for all learners in terms of their own personal development and for those learners considering a career in the health and social care field. Many health and social care professionals are engaged in supporting service users in developing and maintaining a healthy lifestyle.

This unit provides an understanding of the factors which contribute to a healthy lifestyle and the benefits of healthy living. Learners will also explore activities in their own local area which support a healthy lifestyle and identify the benefits of these activities for personal wellbeing.

Learners will also have the opportunity to consider the factors which currently have a positive or negative influence on their own health and wellbeing and develop an action plan to improve their health and wellbeing.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know what contributes to a healthy lifestyle	1.1	Outline factors that contribute to a healthy lifestyle
		1.2	Outline benefits of living a healthy lifestyle
2	Know how activities contribute to a healthy lifestyle	2.1	List activities in the local area that support a healthy lifestyle
		2.2	Select activities that support a healthy lifestyle
		2.3	Identify the benefits of selected activities on personal wellbeing as a result of taking part in activities
3	Know what contributes to an unhealthy lifestyle	3.1	List activities and choices that hinder a healthy lifestyle
		3.2	Outline how these activities and choices can have a negative effect on personal wellbeing
4	Know how to develop a personal healthy lifestyle plan	4.1	Identify positive and negative aspects of own lifestyle
		4.2	Produce an action plan to improve own health and wellbeing

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Unit content

1 **Know what contributes to a healthy lifestyle**

Factors that contribute to a healthy lifestyle: diet and nutrition; exercise; home and work environment; work-life balance; safe sex; social activities; recreational activities

Benefits of living a healthy lifestyle: physical benefits eg heart health, anti-ageing, healthy weight maintenance, energy levels, improved fitness levels; emotional/psychological benefits eg self-image, self-esteem, self-confidence, increased enjoyment levels, closer intimate relationships; intellectual benefits eg clear thinking, improved mood, reduced stress, higher levels of motivation to work; social benefits eg improvement in quality of social life, closer friendships, meeting a wider circle of people

2 **Know how activities contribute to a healthy lifestyle**

List activities in the local area which support a healthy lifestyle: physical eg leisure centre, swimming pool, slimming clubs; social eg youth centres, voluntary organisations, religious organisations, social clubs; emotional eg specific issue support groups, counsellors; intellectual eg careers advice, school/college educational support

Select activities which support a healthy lifestyle: assess local activities available; consider potential benefits of local activities

Identify the benefits of taking part in activities for personal wellbeing: physical benefits eg heart health, anti-ageing, healthy weight maintenance, energy levels, improved fitness levels; intellectual benefits eg clear thinking, improved mood, reduced stress, higher levels of motivation to work; emotional benefits/psychological benefits eg self-image, self-esteem, self-confidence, increased enjoyment levels, closer intimate relationships; social benefits eg improvement in quality of social life, closer friendships, meeting a wider circle of people

3 **Know what contributes to an unhealthy lifestyle**

Activities and choices which hinder a healthy lifestyle: poor diet and nutrition; smoking; substance misuse; alcohol misuse; inactivity; antisocial behaviour; truancy; unsafe sex

The effects of negative lifestyle choices: physical eg illness, disease, weight gain/loss, long-term health problems; intellectual eg inability to secure and maintain employment, inability to think clearly, reduced potential success rates in education; emotional/psychological eg low self-esteem, poor self-image, general feeling of unhappiness and worthlessness, stress; social eg loss of friends, pressure on existing friendships, decrease in engagement in social activity

4 **Know how to develop a personal healthy lifestyle plan**

Positive and negative aspects of own lifestyle: positive aspect of own lifestyle eg diet, exercise, social life, recreational activities, employment, education, personal and intimate relationships; negative aspect of own lifestyle eg poor diet, lack of exercise, smoking, substance misuse, alcohol misuse, inactivity, antisocial behaviour, truancy, unsafe sex

Developing a personal healthy lifestyle plan: identify areas for improvement eg diet, exercise; consider the possible structures to work with to construct a healthy lifestyle plan; set short- and long-term targets eg exercise three times a week, reduced calorie intake; produce a healthy lifestyle plan to improve own health and wellbeing

Essential guidance for tutors

Delivery

Learners could be introduced to this topic through whole-class discussion or through group work and whole-class feedback. The aim of this unit is to develop learner knowledge and understanding of healthy lifestyles and for them to develop a personal healthy lifestyle plan.

The factors which contribute to healthy and unhealthy lifestyles need to be considered and learners need to identify the potential consequences of the lifestyle choices people make. This could be achieved through the use of case studies with reference to family and friends, or through the use of studies of individuals the learner has met through work placement. In all these cases care must be taken to ensure confidentiality.

Learners will also identify the organisations available in their own local community which contribute to promoting healthy lifestyles. This type of information might be gained through visits, surveys and sharing knowledge about the local community. Learners will need to identify the benefits of taking part in some of these activities in terms of promoting personal wellbeing.

Finally, learners need to develop their own personal healthy lifestyle plan. This will be based on an assessment they make about the positive and negative aspects of their own lifestyle. This could be achieved through the whole group developing a common assessment tool (questionnaire) which then gives learners the information they need to develop a healthy lifestyle plan. Having completed this personal assessment learners will need to produce an action plan to improve their own health and wellbeing. These action plans can be presented in any format as long as the assessment evidence is present.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit with an overview. Class discussion – what it means to be healthy and different ways of understanding the meaning of a healthy lifestyle. Mind-mapping exercise for learners about the factors which influence our health and lifestyle.
Learning outcome 1: Know what contributes to a healthy lifestyle. Paired work to identify factors that contribute to a healthy lifestyle. Internet research to identify the most important factors affecting health and wellbeing. Tutor input – the important concepts of 'work-life balance', self-esteem, self-image. Group members each complete their own research on one specific factor which contributes to a healthy lifestyle. Group members share their findings collectively.
Assessment for 1.1 and 1.2 – learners outline the factors that contribute to a healthy lifestyle and the benefits of living a healthy lifestyle.
Learning outcome 2: Know how activities contribute to a healthy lifestyle: Individual/pair research into the various activities available in the local area that support healthy living. Visiting speaker who lives in the local area to discuss what activities are available locally. (This does not have to be a health expert. It might be a parent or another adult.) Group members each select three activities available locally which support a healthy lifestyle and identify the benefits of taking part in these activities for personal wellbeing. Group members share their findings.
Assessment for 2.1, 2.2 and 2.3 – learners list activities in the local area that support healthy living. Learners then select activities which support healthy living and identify the benefits of these activities for personal wellbeing.
Learning outcome 3: Know what contributes to an unhealthy lifestyle. Paired work to identify the key factors that contribute to a unhealthy life style. Feed back to the whole group. Internet research to identify the factors that lead to a unhealthy lifestyle and how they have a negative effect on personal wellbeing. Tutor input – the distinction between short-term and long-term consequences of some the factors identified. Tutor input – the psychological and social consequences of the factors identified on self-image and self-esteem.

Topic and suggested activities and assessment
Assessment for 3.1 and 3.2 – learners list activities and choices which hinder a healthy lifestyle and outline how these choices can have a negative effect on personal wellbeing.
Learning outcome 4: Know how to develop a personal healthy lifestyle plan Individual research and reflection about the positive and negative aspects of own lifestyle. Learners create a table to present this information which identifies the actual positive/negative impact of the identified factors. Tutor input – how to design an 'action plan' to improve the learners own health and wellbeing. Learners practise on a simple template designed by the tutor. Learners design an action plan and get others in the group to look at the plan and give some peer feedback.
Assessment for 4.1 and 4.2 – learners identify positive and negative aspects of their own lifestyle and produce an action plan to improve their own health and wellbeing.

Assessment

Learners will need to present evidence to demonstrate their knowledge of the factors and activities that contribute to and hinder healthy lifestyles. Learners will also need to identify the benefits of living a healthy lifestyle. An assessment of the services available in their local area which contribute to healthy lifestyles will need to be completed. Each learner will need to assess their own current lifestyle and design an action plan to improve their own health and wellbeing.

The evidence for these requirements can be presented in a range of different ways such as written materials based on case studies or direct work completed by the learner with service users in the local community. The learner may choose to use PowerPoint presentations, recordings and video evidence.

To meet 1.1 and 1.2 the learner will need to outline the factors that contribute to a healthy lifestyle and the benefits of living healthily.

To meet 2.1 the learner will need to list activities in the local area that support a healthy lifestyle. To achieve assessment criteria 2.2 and 2.3 the learner needs to consider a minimum of three activities from the local area and identify the benefits of taking part in these activities for personal wellbeing.

To meet 3.1 and 3.2 the learner will need to list activities and choices which hinder a healthy lifestyle and outline how these activities and choices can have a negative impact on personal wellbeing.

To meet 4.1 and 4.2 the learner will need to identify positive and negative aspects of their own life and produce an action plan to improve their own health and wellbeing.

Essential resources

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

Indicative resource materials

Textbooks

Asbridge L, Lavers S, Moonie N, Scott J, Stretch B – *BTEC First Health and Social Care: Student Book Revised Edition* (Heinemann, 2006) ISBN 9780435463328

Howarth and Ashton – *Edexcel GCSE Health and Social Care Student Book* (Heinemann, 2009) ISBN 9781846903731

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

Journals

Child Care, Health and Development (Blackwell Publishing)

Health Service Journal (Public Sector Management

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Websites

www.breakthrough-uk.com	Breakthrough UK
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dh.gov.uk	Department of Health
www.nhs.uk	The National Health Service
www.nursingtimes.net	The Nursing Times

Unit 18: Introduction to Autistic Spectrum Condition

Unit reference number: Y/602/6309

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to assess the learner's knowledge of autistic spectrum condition.

Unit introduction

This unit will give learners an introduction to the complexities of autistic spectrum condition. Learners will gain an understanding of the different characteristics which individuals who have this condition may display, and consider the ways in which individuals may be supported to live the quality of life of their choosing. Methods of alternative communication are discussed, together with the benefits of these to individuals. In addition, learners will consider the use of visual communication and how these methods may be used to enhance the life experience of individuals who have an autistic spectrum condition.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of a person-centred approach when working with individuals with an autistic spectrum condition	1.1	Outline why it is important to recognise and value an individual with an autistic spectrum condition as a person first
		1.2	Give examples of how to use a person-centred approach when working with individuals with an autistic spectrum condition
2	Understand the concept of autistic spectrum condition	2.1	Outline what is meant by the term 'autistic spectrum condition'
		2.2	Give examples of behavioural characteristics associated with autistic spectrum condition
		2.3	Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition
		2.4	Outline the importance of preparation, planning and routines for individuals with an autistic spectrum condition
3	Understand the importance of effective communication for individuals with an autistic spectrum condition	3.1	Identify the benefits of effective communication on the lives of individuals with an autistic spectrum condition
		3.2	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language
		3.3	Outline the use of visual communication systems for individuals with an autistic spectrum condition

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Unit content

1 **Know the importance of a person-centred approach when working with individuals with an autistic spectrum condition**

Valuing the person: recognition of personhood; negative effects of labelling; rights of the individual; promotion of wellbeing; celebration of diversity; a holistic approach to support; promotion of individual identity

A person-centred approach: the person at the centre of the planning; family and friends are part of the planning; use of person-centred tools eg MAPS, (Making Action Plans), Essential Lifestyle Plan; use of personal histories to ensure the inclusion of wishes, needs and likes of individuals with autistic spectrum condition eg restricted patterns of behaviour, routines; preferred methods of communication; patterns of social interaction; current strengths and abilities

2 **Understand the concept of autistic spectrum condition**

Definitions: a range of developmental disorders; impairment in social relationships, skills and interactions; impaired imagination; impaired language and communication skills; unusual patterns of thought, physical behaviour; need for restricted routines; fears and phobias

Behavioural characteristics: irregular and stereotyped behaviour eg tapping, grimacing, hand flapping, toe walking; obsessive compulsive behaviour; need for ritual and routine; temper tantrums; oppositional behaviour

Sensory difficulties: eg cannot tolerate being touched, high pain tolerance, acting as if deaf, need to smell everything; hypersensitivity to stimuli

Importance of planning and routines: provision of a safe environment; need for security; avoidance of behavioural issues; fear of change

3 **Understand the importance of effective communication when working with individuals with an autistic spectrum condition**

Benefits of effective communication: normalised lives; supporting interactions; supporting relationships; involvement in the community; reduction of behavioural issues

Methods of communication: Picture Exchange Communication System (PECS); sign language eg Makaton; interactive communication boards; communication cue cards; conversation books; voice activated communication aids; picture timetables

Visual communication skills: use of visual symbols eg Picture Exchange Communication system, (PECS, Frost and Bondy, 1994), sign language, interactive communication boards, communication cue cards, conversation books, voice output communication aids; promotion of communication skills; building on the strengths of the individual; promotes verbal language; increasing language stimulation; increasing literacy skills

Essential guidance for tutors

Delivery

This unit should be delivered by a qualified tutor who has an understanding of the issues involved. Learners will need some taught input, particularly with regard to the definition of the autistic spectrum condition. However, input by experts who have an understanding of working with individuals would benefit the learners. The opportunity to learn Makaton would also benefit learners and provide some additional enrichment. Learners will also require some time to discuss issues and examine any prejudice or misunderstanding they may hold about the condition. The use of video clips and DVDs to enable learners to observe some aspects of 'autistic' behaviour will enhance learning.

For learning outcome 1, tutors may begin by introducing learners to the concept of 'valuing the individual as a person first' in terms of working with individuals who have autistic spectrum condition. A video clip featuring an individual who describes how they cope with having autistic spectrum condition may be used as a focus for group discussion. (Please see list of websites.) Tutors could then give learners notes on the definition of a person-centred approach. The use of case studies as a means of enabling learners to apply this approach is recommended.

For learning outcome 2, tutors may begin by introducing learners to the concept of the autistic spectrum condition. Learners may have some experience, for example a relative with the condition, and this should be drawn on as appropriate. Supported internet research will enable learners to obtain some of the necessary information regarding characteristics of the condition. However, tutors will need to supplement this and clarify learner understanding by providing notes. A guest speaker who could provide learners with further information, for example on the effects of autistic spectrum condition on sensory perception, would enhance the learning experience. A class discussion on the reasons for planning and use of routines will enable learners to gain some understanding of ways of working with individuals who have autistic spectrum condition.

Learning outcome 3 is concerned with communication and learners will benefit from access to examples of communication methods, for example conversation books, communication cue cards and guest speakers who can demonstrate the use of sign language. Tutor input on the benefits of effective communication for individuals who have autistic spectrum condition is essential in order to support learners' full understanding.

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Outline learning plan

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

Topic and suggested activities and assessment
Learning outcome 1: Know the importance of a person-centred approach when working with individuals with an autistic spectrum condition Introduction to unit and programme of assignments. Tutor input – valuing the person; short lecture followed by a video clip. Class plenary. Tutor input – a person-centred approach; learners to work in groups with case studies to implement this approach.
Assessment for 1.1 and 1.2 – PowerPoint presentation on recognising each individual as a person first with examples of how this would be applied in practice.
Learning outcome 2: Understand the concept of autistic spectrum condition Tutor input – defining autistic spectrum condition; class plenary. Learner research – behavioural characteristics of autistic spectrum condition; groups feedback; class discussion to clarify understanding, learners to take notes. Guest speaker on sensory difficulties followed by question and answer session. Tutor input using PowerPoint presentation – using planning and routines when working with individuals with an autistic spectrum condition. Learners to discuss issues in groups and feedback to the class.
Assessment for 2.1, 2.2, 2.3 and 2.4 – an information pack which outlines what is meant by autistic spectrum condition which gives examples of characteristic behaviours, outlines potential sensory difficulties and outlines the importance of preparation, planning and routines for individuals with an autistic spectrum condition.
Learning Outcome 3: Understand the importance of effective communication when working with individuals with an autistic spectrum condition Tutor input – benefits of effective communication. Class discussion. Tutor input – methods of communication; class working in groups to discuss the benefits and issues with using each of the methods. Learner research on types and uses of visual communication; learners to produce a short PowerPoint presentation in groups to present to the class.
Assessment for 3.1, 3.2 and 3.3 – a set of written notes which identify the benefits of effective communication accompanied by examples of different methods and an outline of the use of visual communication skills.
Review of unit and programme of assignments.

Assessment

Learners could present evidence for this unit in a variety of formats. For 1.1 and 1.2, learners could produce and deliver a PowerPoint presentation on the reasons for recognising individuals with autistic spectrum condition as people first, followed by examples of how this approach could be applied. It is essential that learners produce and present their presentations individually and that tutor assessment is recorded on an appropriate observation sheet, detailing how the learner has met the requirements of the assessment criteria.

For 2.1, 2.2, 2.3 and 2.4, learners could produce an information pack for relatives of individuals with the condition. The information pack must contain definitions of autistic spectrum condition, examples of five characteristic behaviours and an outline of potential sensory difficulties which may be experienced. It must also include an outline of the importance of preparation, planning and routines for individuals with an autistic spectrum condition. It is essential that learners do not include pictures/photographs of vulnerable individuals in their packs.

For 3.1, 3.2 and 3.3, learners could produce a set of written notes which identify the benefits of effective communication for individuals with autistic spectrum condition, accompanied by examples of at least four methods of communication and an outline of the use of visual communication skills.

Essential resources

Learners will require access to full library facilities, including textbooks, professional magazines and journals, ICT and CD-ROMs. Input from experts as guest speakers will enhance learning.

Indicative resource materials

Textbooks

Owens R – *Language Disorders: A Functional Approach to Assessment and Intervention 5th Edition*, (Pearson, 2009) ISBN: 9780205607648

Wing L – *The Autistic Spectrum: A Guide for Parents and Professionals* (Robinson Publishing, 2003) ISBN 9781841196749

Williams D – *Jumbled Jigsaw: An Insider's Approach to Autistic Spectrum, 'Fruit Salad'* (Jessica Kingsley Publishers, 2005) ISBN: 9781843102816

Journals

Autism Quarterly Magazine (Starfish Speciality Press)

The Nursing Times (Emap)

Websites

www.autism.org.uk	National Autistic Society
www.autismuk.com/	Autism Independent UK
www.nhs/livewell/autism/pages/ autismhome.aspx	Gives access to relevant video clips

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Unit 19:   Introduction to Learning Disability

Unit reference number: **L/602/6310**

Level: **1**

Credit value: **3**

Guided learning hours: **30**

Unit aim

The aim of this unit is to assess the learners' understanding of learning disability.

Unit introduction

This unit will give learners an understanding of the issues surrounding learning disability. They will examine definitions and causes, together with reasons for taking a person-centred approach to support and care. Learners will also investigate methods of effective communication to promote inclusion and the empowerment of individuals.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of a person-centred approach when working with individuals with a learning disability	1.1	Outline why it is important to recognise and value an individual with a learning disability as a person first
		1.2	Give examples of how to use a person-centred approach when working with individuals with a learning disability
2	Know the main causes of learning disability	2.1	Outline what is meant by the term 'learning disability'
		2.2	Give examples of causes of learning disability
3	Understand the importance of effective communication for individuals with a learning disability	3.1	Identify the impact of effective communication on the lives of individuals with a learning disability
		3.2	Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability
		3.3	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language

Unit content

1 **Know the importance of a person-centred approach when working with individuals with a learning disability**

A person-centred approach: placing the individual at the centre of the care and support situation; promoting individuality; respect for personhood; rights of the individual to respect, dignity; methods; use of personal histories to take account of needs, likes, dislikes and wishes; involvement of individual in planning; involvement of family and carers in planning; planning activities which use the abilities and strengths of the individual; use of inclusive language; use of preferred names and titles

2 **Know the main causes of learning disability**

Definition: delay or disorder in the acquisition of verbal and non-verbal reasoning, skills

Causes: genetic eg Down's syndrome, global delay; biological eg foetal alcohol syndrome disorder; acquired eg as result of illness, abuse, and trauma

3 **Understand the importance of effective communication for individuals with a learning disability**

Impact on the lives of individuals: inclusion in activities; promotion of self-esteem, self-identity; enabling and empowering; promotion of understanding; promotion of learning

Use of appropriate language: promoting a response; use of current abilities and strengths; recognition of the individual; promotion of opportunities to learn; promotion of rapport, relationships; encouragement of active listening skills

Methods of communication: Makaton; signs and symbols eg Bliss symbols; communication boards; computer software; communication passports; objects of reference

Essential guidance for tutors

Delivery

This unit should be delivered by a suitably qualified and experienced tutor. Learners will require taught input, but also access to examples of the different methods and equipment which may be used to augment verbal communication.
It is essential that learners fully understand the person-centred approach and its purpose in supporting individuals who have a learning disability. Learners should have opportunities to explore their own understanding and challenge any stereotypes/prejudice in a safe environment.

For learning outcome 1, tutor input will be required to give learners an introduction to learning disability and clarify any misunderstandings they may hold. Taught input will also be required to define a person-centred approach, followed by class discussions relating to how this may be applied in practice. The use of case studies is recommended to enable learners to apply information to practice.

For learning outcome 2, tutors will need to give learners a more in-depth definition, followed by a discussion of the main causes of learning disability.
Tutors are advised to encourage discussion to allow learners to explore their understanding and any preconceived ideas they may hold, within a safe environment. Reference to media cases could highlight the need for a person-centred approach with individuals who have a learning disability.

For learning outcome 3, visiting speakers with experience of working with individuals who have a learning disability, will provide learners with valuable insights into the benefits of effective communication. Examples of alternative methods of communication, for example communication passports will enhance learner experience.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the importance of a person-centred approach when working with individuals with a learning disability Tutor input – defining learning disability; learners to take notes; opportunity to ask questions and clarify understanding. Tutor input – a person-centred approach; learners working with case studies to apply knowledge gained.
Assessment for 1.1 and 1.2 – a PowerPoint presentation on using a person-centred approach when working with individuals who have a learning disability.
Learning outcome 2: Know the main causes of learning disability Tutor input – revisit definitions, referring to media cases followed by a class discussion to clarify issues. Tutor input – the main causes of learning disability; class plenary.
Assessment for 2.1 and 2.2 – a handout on the definition and causes of learning disability.
Learning outcome 3: Know the importance of effective communication for individuals with a learning disability Tutor input – brief lecture on the impact of effective communication. Class thought shower. Use of video clip of a young person with Down's syndrome discussing issues. Tutor input – use of appropriate language. Learners to take notes. Guest speaker on the use of Makaton with individuals with a learning disability. Question and answer session. Internet research on methods of communication; class to produce communication passports for themselves.
Assessment for 3.1, 3.2 and 3.3 – a booklet on the impact and importance of effective communication, accompanied by examples of alternative methods of communication.
Review of unit and programme of assignments.

Assessment

To generate evidence for this unit, learners may present their work in a variety of ways. For 1.1 and 1.2, learners could, individually, produce and deliver a PowerPoint presentation on the importance of recognising and valuing an individual as a person first, giving four examples of how this approach could be used in practice. Tutor assessment should include a completed observation record which states how the learner has met assessment criteria.

For 2.1 and 2.2, learners could produce a handout to accompany their presentation, which defines learning disability and gives three examples of causes. Tutors should ensure that current terms are included in learner work and that discriminatory language does not go unchallenged.

For 3.1, 3.2 and 3.3, learners could produce a booklet on the impact and importance of effective communication. This booklet should also contain four examples of different methods of communication named in the unit content suitable for individuals who have difficulty with spoken language. Learners should demonstrate a clear understanding at level 1, of the impact on individuals and the importance of effective communication.

Essential resources

Learners will require access to library facilities including relevant textbooks, professional journals and magazines, ICT and CD-ROMs.

Indicative resource materials

Textbooks

Grove N – *See What I mean: Guidelines to Aid Understanding of Communication by People with Severe and Profound Learning Disabilities* (British Institute of Learning Disabilities 2003), ISBN: 9781902519418

Nind M, Hewett D – *A Practical Guide to Intensive Interaction* (British Institute of Learning Disabilities 2003) ISBN: 9781902519630

Sonnet H – *Activities for Adults with Learning Disabilities: Having Fun, Meeting Needs* (Jessica Kingsly Publishers, 2009) ISBN: 9781843109754

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.makaton.org/about/resources   Makaton resources

www.ncld.org   National Centre for Learning Disabilities

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Unit 20: Introduction to Physical Disability

Unit reference number: R/602/6311

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim and purpose of this unit is to assess learners' knowledge and understanding of physical disability.

Unit introduction

This unit will give learners with a wider understanding of the issues surrounding physical disability. Learners will investigate causes and effects and also examine how individuals may become independent, taking control of their own care needs. Learners will examine ways in which inclusion for individuals with a physical disability may be promoted in society.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of a person-centred approach when working with individuals with a physical disability	1.1	Outline why it is important to recognise and value an individual with a physical disability as a person first
		1.2	Give examples of how to use a person-centred approach when working with individuals with a physical disability
2	Know the main causes of physical disability	2.1	Give examples of conditions that cause physical disability
3	Know how the challenges of living with a physical disability can be addressed	3.1	Identify factors that have a disabling effect on an individual
		3.2	Give examples of how to challenge discriminatory attitudes
		3.3	Outline the effects that having a physical disability can have on an individual's day-to-day life
		3.4	Give examples of how individuals can be in control of their care needs
		3.5	Outline the importance of promoting independence for individuals with physical disability
		3.6	Give examples of ways to promote the inclusion of individuals with physical disability in society

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Unit content

1 **Know the importance of a person-centred approach when working with individuals with a physical disability**

The person first: positive self-image; promotion of self-esteem; retention of self-identity; empowerment of the individual; promotion of wellbeing; recognition of personhood

Examples of the approach: speaking directly to the individual; offering choices; adapting approach to meet the needs of the individual; age appropriate language; use of inclusive language; promotion of dignity, privacy; involvement of the individual in plans and decisions concerning them

2 **Know the main causes of physical disability**

Causes: congenital eg sensory, visual, hearing, cystic fibrosis, spina bifida; progressive eg multiple sclerosis, arthritis, muscular dystrophy; acquired eg as a result of strokes, trauma, abuse

3 **Know how the challenges of living with a physical disability can be addressed**

Disabling factors: environmental eg lack of aids and adaptations, ramps, suitable transport, painted edges of steps, working lifts; attitudes and beliefs eg assumptions of individuals regarding employment, relationships; culture, restrictions due to gender, inappropriate staff

Challenging discriminatory attitudes: use of equal opportunities training; direct challenge; empowerment of individuals; application of legislation eg Equality Act 2010

Effects on day-to-day living: educational opportunities; housing; access to leisure activities; relationships; healthcare; travel; employment

Taking control of own care needs: provision of aids and adaptations; involvement of individual in plans and decisions; matching staff to individuals; respecting the individual's right to refuse care

Importance of promoting independence: promotion of wellbeing; raising self-esteem; positive self-concept; maintenance of self-identity; reduction of workload for family and carers; empowerment and enablement of the individual

Promotion of inclusion: adaptation of environments; education of society; increased opportunities for employment; provision of adapted housing; consultation with voluntary groups eg disability alliance, users of services forums

Essential guidance for tutors

Delivery

This unit should be delivered by a well-qualified and experienced tutor. Whilst learners will require some taught input, visits to relevant settings and input by guest speakers, including an individual who has a physical disability will give learners valuable insights. Tutors are also advised to access the BBC Learning Zone and You Tube for visual examples which will match the taught input.

For learning outcome 1, some taught input will be required to introduce learners to the concept of physical disability. Class discussion can be tutor led in order to apply a person-centred approach and the value of this. Reference to self-esteem and self-image would be useful at this point.

For learning outcome 2, tutors will need to provide a taught input on the main causes of physical disability. The use of video clips, for example from You Tube may show learners some of the relevant issues.

For learning outcome 3, guest speakers who have experience of living with disability would give learners valuable insights and may engender empathy rather than sympathy. Learners could conduct a survey of a public space or an area of the centre to examine suitability in relation to access for individuals with a physical disability. Tutor-led discussions on disabling factors would be useful following the survey. Tutor input on promoting independence and inclusion, should be accompanied by class discussion to clarify understanding and enable learners to challenge any misunderstandings they may hold. The use of gapped handouts to accompany taught sessions will support learners.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the importance of a person-centred approach when working with individuals with a physical disability Taught input – 'The person first' reasons and methods; class to watch video clip of an individual with a physical disability followed by class discussion on self-esteem and self-image and the value of a person-centred approach.
Assessment for 1.1 and 1.2 – a booklet which outlines the importance of recognising and valuing an individual as a person first, with four examples of applying this approach.
Learning outcome 2: Know the main causes of physical disability Tutor input – using PowerPoint presentation on the causes of physical disability, learners take notes.
Assessment for 2.1 – a poster giving examples of the different causes of physical disability.
Learning outcome 3: Know how the challenges of living with a physical disability can be addressed Guest speaker on living with disability; learners to ask questions and make notes (with permission). Tutor-led class discussion on disabling factors. Tutor to write points on board, learners to add these to gapped handouts. Tutor input – lecture on challenging discrimination. Learners to work with case studies, in groups, to identify discrimination. Group discussion. Class plenary on the effects on day-to-day living; internet research to support the session. Guest speaker on 'taking control of care needs'. Question and answer session. Tutor input – promoting independence. Learners to take notes. Tutor input – promoting inclusion. Learners to take notes.
Assessment for 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 – an information pack on addressing the challenges of living with a physical disability including factors that have a disabling effect on the individual and how to challenge discriminatory attitudes, the effects that having a physical disability can have on an individual's day-to-day life, examples of how individuals can be in control of their care needs, the importance of promoting independence and examples of ways to promote the inclusion of individuals with physical disabilities in society.
Review of unit and programme of assignments.

Assessment

To generate evidence for this unit, learners may present their work in a variety of ways. Evidence for 1.1 and 1.2 could be presented as a booklet for individuals who are intending to work in this sector. The booklet should include an outline of the importance of recognising and valuing an individual with a physical disability, as a person first. Learners should refer to the effects of this approach on an individual's self-esteem and self-image. The booklet should also include four examples of using the approach with this group of service users.

For 2.1 learners could produce a poster which gives six examples of the causes of physical disability, two congenital, two progressive and two acquired, to demonstrate their understanding of the differences and similarities.

Evidence for 3.1 – 3.6 could be presented as an information pack on addressing the challenges of living with a physical disability. It is essential that the pack includes information for each of the criteria contained in Learning outcome 3 and that learners give at least three examples for each of these including factors that have a disabling effect on the individual (3.1), how to challenge discriminatory attitudes (3.2), the effects that having a physical disability has on day-to-day life (3.3), how individuals can be in control of their care needs (3.4), the importance of promoting independence for individuals with physical disability (3.5) and three ways of promoting individuals with physical disability into society (3.6). It is also essential that tutors do not over assess learners with regard to this learning outcome and clearly ensure that learners are guided to follow the operative verbs for example identify, outline etc.

Learners should take care not to display pictures and photographs of vulnerable individuals within their work. Learners should demonstrate a clear understanding of the benefits of independence and inclusion for individuals who have a physical disability.

Essential resources

Learners will require access to library facilities including relevant textbooks, professional magazines and journals, ICT and CD ROMs.

Indicative resource materials

Textbooks

Burgess C, Pritchatt N and Shaw C – *Easy Steps S/NVQ Level 2 Health and Social Care,* (Heinemann, 2007) ISBN: 9780435465278

Roots J, Tann L and Winter L – *Entry 3/Level 1 BTEC Health and Social Care Student Book,* (Pearson, 2010) ISBN: 9781846909191

(This book was written to accompany the Pearson BTEC Entry Award and Level 1 Award/Certificate/Diploma in Health and Social Care, but some content may be relevant to this qualification)

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.sfbn-equality-diversity.org.uk   The Equality Diversity home page

www.bbc.co.uk.learningzone/clips   The BBC Learning Zone – variety of useful video clips

Unit 21: Introduction to Sensory Loss

Unit reference number: **L/602/6372**

Level: **1**

Credit value: **3**

Guided learning hours: **30**

Unit aim

The aim and purpose of this unit is to assess the learners' knowledge and understanding of sensory loss.

Unit introduction

This unit will enable learners to investigate issues related to sensory loss, hearing, sight and deaf blindness. Causes and factors which may affect communication are investigated, together with the reasons for taking a person-centred approach. The benefits of effective communication for individuals are also considered.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of a person-centred approach when working with individuals with sensory loss	1.1	Outline why it is important to recognise and value an individual with sensory loss as a person first
		1.2	Give examples of how to use a person-centred approach when working with individuals with sensory loss
2	Know the main causes of sensory loss	2.1	Outline the main causes of sensory loss
3	Understand the importance of effective communication for individuals with sensory loss	3.1	Outline factors that need to be considered when communicating with individuals with: • sight loss • hearing loss • deafblindness
		3.2	Identify the benefits of effective communication on the lives of individuals with sensory loss
		3.3	Outline how information can be made accessible to individuals with sensory loss

Unit content

1 **Know the importance of a person-centred approach when working with individuals with sensory loss**

Importance of valuing and recognising an individual as a person first: promotion of self-identity; recognition of individuality; inclusion; rights of the individual; a person-centred approach

Examples of a person-centred approach: use of preferred method of communication; appropriate use of touch; inclusive non-verbal communication, eye contact, posture, facial expressions; using activities to promote skills

2 **Know the main causes of sensory loss**

Sensory loss: sight loss; hearing loss; deaf blindness

Causes: inheritance; biological eg as a result of maternal infection; environmental eg due to trauma; as a result of illness eg sensory loss as a result of diabetes; exposure to high levels of noise; social eg use of illegal substances, malnutrition

3 **Understand the importance of effective communication for individuals with sensory loss**

Factors for communication: use of preferred methods of communication; need for reassurance for individuals; training for staff, families and carers; training for individuals; respect for individuals; enabling and empowerment; use of technological aids; maintenance of technological aids; adaptation of the environment eg reduction of noise, furniture and fittings in bright colours to enable individuals to move safely; physical eg facing the person to allow lip reading, not shouting so that the shape of the words is not distorted; social, inclusion of individuals in conversations and activities, provision of information in an appropriate format eg Braille, large print, audio presentations, non-judgemental approach

Benefits of effective communication: inclusion; promotion of self-esteem, self-identity; opportunities for development; promotion of relationships, friendships; being part of society; empowerment of the individual

Accessing information: use of Braille, computer software; audio books, British Sign Language; manual alphabet-finger spelling; hearing aids; cochlear implants; Minicom; text messaging; enlarged lettering

Essential guidance for tutors

Delivery

Learners will need additional input from experts in this field or attend places of relevant interest to enable a full understanding of the issues. Examples of alternative communication methods such as Braille software, hearing aids and text messaging will enhance learning.

For learning outcome 1, some taught input will be required as learners may lack experience of contact with individuals who have a sensory loss. However, it is essential that learners gain an understanding of the reasons for valuing and recognising an individual as a person first, before they begin to investigate the types and causes of sensory loss. A person-centred approach is a specific way of working with individuals which places a person at the centre of all planning and delivery. Learners will benefit from the use of case studies, following on from the taught input, to apply learning to practice. Any misunderstandings can be discussed in the session.

For learning outcome 2, learners will need a taught input, but the tutor could begin the session by introducing a thoughtshower. Learners may have some understanding of the term and they can use this knowledge in the taught input which follows. A gapped handout which mirrors the PowerPoint presentation by the tutor will support learner concentration. It is important that learners gain an understanding of what can be achieved by people with sensory loss, rather than merely concentrating on what may be difficult.

For learning outcome 3, learners will benefit from a visit to a relevant centre, for example an ophthalmology unit or a centre which works with individuals who have other types of sensory loss. Learners could be supported in preparing questions before the visit, which should be checked by the tutor for relevance. This visit could be followed up by tutor-supported internet research to obtain further information. Taught input, combined with learner participation will support their understanding of the benefits and importance of effective communication for individuals who have sensory loss. If practical, learners would benefit from the use of adapted spectacles which simulate sensory loss. This experience should be closely monitored and reviewed with learners. Peer reviews of the experience will also be valuable in enabling learners to explore their emotions and understanding.

Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the importance of a person-centred approach when working with individuals with sensory loss Tutor input – short lecture on valuing the person, recognising individuality. Group to discuss issues and make notes. Tutor input – examples of a person-centred approach. Learners work with case studies to apply the approach and feeding back.
Assessment for 1.1 and 1.2 – an outline on the reasons for and the benefits of recognising and valuing an individual with sensory loss as a person first, giving examples of how to apply this approach.
Learning outcome 2: Know the main causes of sensory loss Thought shower, 'what is sensory loss?' Tutor input – using PowerPoint presentation; class to take notes using a gapped handout. Definitions and causes of sensory loss.
Assessment for 2.1 – a leaflet outlining the main causes of sensory loss.
Learning outcome 3: Understand the importance of effective communication for individuals with sensory loss Visit to ophthalmology unit to learn more about loss of sight and the issues involved. Learners to discuss information obtained – internet research to find out about other types of sensory loss. Tutor input – benefits and methods of communication using a gapped handout. Class discussion. Practical session – learners using adapted spectacles to experience sensory loss for themselves. Tutor to review learner experience with them/peer reviews of the experience.
Assessment for 3.1, 3.2 and 3.3 – a folder of evidence on communication with individuals who have sensory loss including factors to be considered, the benefits of effective communication and how information can be made accessible to individuals with sensory loss.
Review of unit and programme of assignments.

Assessment

To generate evidence for this unit, learners may present their work in a variety of ways. Evidence for 1.1 and 1.2 may be presented as a short report on the reasons for valuing and recognising an individual with sensory loss as a person first. The report should also include three examples of how to use a person-centred approach when working with individuals. Learners will require some guidance in producing a report. The report could contain sub-headings and should clearly show the learner's reasoning including examples.

For 2.1, learners could produce as a leaflet which outlines the main causes of sensory loss. Learners must include two examples for each of the following causes, inheritance, biological, environmental and social. The use of ICT to produce the booklet will support the development of Functional Skills.

Evidence for 3.1, 3.2 and 3.3 could be presented as a folder of evidence about families who have a relative with sensory loss. The folder should not contain pictures or photographs of vulnerable individuals. Information from charities may be included in an annexe, but tutors should ensure that all information used is acknowledged by the learner. The folder should contain information on factors which affect communication, the benefits of effective communication for individuals with sensory loss and how to access information. Learners may refer to specific sources of information such as the Royal Association of Deaf People, but should also provide a general overview.

Essential resources

Learners will require access to library resources including relevant textbooks, professional journals and magazines, ICT and CD ROMs.

Indicative resource materials

Textbooks

Burgess C Pritchatt N and Shaw C – *Easy Steps S/NVQ Level 2 Health and Social Care* (Heinemann, 2007) ISBN: 9780435465278

Fowler S – *Sensory Stimulation: Sensory-Focussed Activities for People with Physical and Multiple Disabilities* (Jessica Kingsley Publishers, 2006) ISBN: 9781843104551

Hull J – *Touching the Rock – an Experience of Blindness* (Vintage Books 1992), ISBN: 97806797354772

Journals

Community Care magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.deafblind.org.uk	Deafblind UK – national charity which offers support to individuals who are deaf and blind
www.actionhearingloss.org.uk	Action on Hearing Loss – national charity supporting individuals with hearing loss

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Unit 22: Introduction to Mental Health

Unit reference number: Y/602/6374

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to assess the learner's knowledge of mental health.

Unit introduction

In this unit learners will explore issues regarding mental health problems. Learners will investigate those factors which may influence mental health and consider a range of mental health problems. Learners will also consider the benefits of effective communication and the use of active learning skills with individuals who have mental health problems.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of a person-centred approach when working with individuals with mental health problems	1.1	Outline why it is important to recognise and value an individual with mental health problems as a person first
		1.2	Give examples of how to use a person-centred approach when working with individuals with mental health problems
2	Know the main factors that can cause mental health problems	2.1	Outline factors that affect mental health
		2.2	Give examples of a range of mental health problems
3	Understand the importance of effective communication with individuals who have mental health problems	3.1	Identify the benefits of effective communication on the lives of individuals with mental health problems
		3.2	Outline why it is important to use active listening skills with individuals who have mental health problems

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Unit content

1 **Know the importance of a person-centred approach when working with individuals with mental health problems**

The importance of a person-centred approach: the individual at the centre of the plan; recognition of personhood; promotion of overall wellbeing; avoidance of labelling; respect for the individual; development of rapport

Using a person-centred approach: offering choices; demonstrating empathy; matching staff to individuals; involving individuals in activities which utilise current strengths and abilities; using preferred titles and names; involvement of family, carers and friends where appropriate; taking into account their individuality, wishes and preferences; use of eye contact

2 **Know the main factors that can cause mental health problems**

Mental health, factors and problems: biochemical eg bipolar disorder, post-natal depression; emotional eg depression, anxiety states; psychological eg effects of bullying, effects of stress; physical eg Graves Disease, dementia; environmental eg family or relational dysfunction

3 **Understand the importance of effective communication with individuals who have mental health problems**

Benefits of effective communication: respect for the individual; promotion of overall wellbeing; development of rapport; obtaining relevant information to support recovery

Importance of active listening skills: showing respect for the individual; developing a working relationship; demonstrating empathy; recognition of individuality; noting concerns

Essential guidance for tutors

Delivery

For learning outcome 1, learners will require some tutor input on the importance of recognising and valuing an individual with mental health problems as a person first, and the person-centred approach to supporting individuals. Learner contributions should be encouraged to clarify any misunderstandings and challenge prejudice, stereotyping and labelling of individuals with mental health problems. The use of case studies to underpin taught input, and enable learners to apply knowledge to practice, is invaluable.

For learning outcome 2, learners will require some taught input on the factors which may affect mental health problems. Tutors should include information about the different types of mental health problems; biochemical, psychological, due to the effects of stress, environmental, emotional and physical, giving learners examples of each. Reference to high-profile media figures who have spoken openly about their mental health issues may be found on the internet and will encourage learner interest in the subject. The use of video clips from You Tube on the topic will also add interest. Speakers from mental health charities such as MIND or Saneline would enhance learner understanding of the main issues.

For learning outcome 3, learners will benefit from demonstrations of relevant communication skills. The use of thought showers to enable learners to identify the benefits of effective communication skills for individuals will provide a focus for class discussion. Taught input and practice within the classroom are both essential elements of ensuring learner understanding of the importance of effective listening skills. Active listening is a key method of supporting individuals with mental health problems and it is essential that learners practise in order to develop active listening skills.

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Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the importance of a person-centred approach when working with individuals with mental health problems Tutor input – introduce the unit; class discussion of mental health and possible problems. Tutor input – lecture on person-centred approach; learners work with case studies to apply the approach to individuals.
Assessment for 1.1 and 1.2 – a leaflet on the importance of a person-centred approach to working with individuals who have mental health problems with examples of how to apply this.
Learning outcome 2: Know the main factors that can cause mental health problems Tutor input – PowerPoint presentation on main factors; class plenary. Use video clips from You Tube or other online sources showing relatives discussing issues and problems; class discussion.
Assessment for 2.1 and 2.2 – a newsletter on types of mental health problems and factors which may affect an individual's mental health.
Learning outcome 3: Understand the importance of effective communication with individuals who have mental health problems Tutor input – communication skills – demonstration; class thought shower on the benefits of these skills for individuals who have mental health problems. Learner feedback. Tutor input – active listening skills; uses and reasons. Class working in pairs using active listening skills with an observer who feeds back. Class discussion.
Assessment for 3.1 and 3.2 – a booklet on the benefits of effective communication and the importance of active listening skills.
Review of unit and programme of assignments.

Assessment

Evidence for this unit can be generated in a variety of ways. For 1.1 and 1.2, learners could produce a leaflet on the importance of recognising and valuing an individual with mental health problems as a person first, which includes three examples of using a person-centred approach when working with such individuals. It is important that learners demonstrate a clear understanding of the person-centred approach and the importance to the individual of being recognised and valued as a person.

For 2.1 and 2.2, learners could produce a newsletter or news sheet which provides information on the different types of mental health problems and the factors which may affect an individual's mental health. It is essential that learners cover all the main types, (biochemical, psychological, physical, as a result of stress, emotional and environmental), giving two examples for each type.

For 3.1 and 3.2, learners could produce a booklet on the benefits of effective communication and the importance of active listening skills, when working with individuals who have mental health problems. Learners should include reference to the promotion of wellbeing, noting concerns, showing respect for the individual, respecting individuality and the gathering of relevant information.

Essential resources

Learners will require access to library facilities, including relevant textbooks, professional journals and magazines, ICT and CD-ROMs. Tutors are advised to access You Tube to find relevant video clips on a variety of mental health issues.

Indicative resource materials

Textbooks

Powell T – *The Mental Health Handbook, A Cognitive Approach* (Cambridge University Press, 2009) ISBN: 9780863883309

Pritchard J (Editor) – *Good Practice with Vulnerable People,* (Jessica Kingsley Publishers, 2001) ISBN: 9781853029820

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.bbc.co.uk/learningzone/clips	BBC website providing relevant video clips
www.mentalhealthcare.org.uk	The Mental Health Foundation

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Unit 23: Introduction to Dementia

Unit reference number: D/602/6375

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This aim of this unit is to assess the learner's knowledge of dementia.

Unit introduction

This unit will contribute towards preparing learners to work with individuals with dementia. Learners will examine the importance of valuing and recognising individuals with dementia as a person first. This concept will be linked with a person-centred approach to the support and care of individuals with dementia. Definitions and causes of dementia will be examined, together with the effects on individuals, family and carers. Learners will also investigate the benefits of effective communication for individuals with dementia, techniques for facilitating this and the effects of memory loss on spoken language.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the importance of a person-centred approach when working with individuals with dementia	1.1	Outline why it is important to recognise and value an individual with dementia as a person first
		1.2	Give examples of how to use a person-centred approach when working with individuals with dementia
2	Know the main causes and effects of dementia	2.1	Outline what is meant by the term 'dementia'
		2.2	Give examples of causes of dementia
		2.3	Outline the effects of dementia on individuals, families and carers
3	Understand the importance of effective communication for individuals with dementia	3.1	Identify the benefits of effective communication on the lives of individuals with dementia
		3.2	Outline how memory loss affects the use of spoken language in an individual with dementia
		3.3	Give examples of techniques that can be used to facilitate communication with an individual with dementia

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Unit content

1 **Know the importance of a person-centred approach when working with individuals with dementia**

Importance of a person-centred approach: definition; individual at the centre of plans, working with the individual rather than for them; involvement of family, friends and carers; recognition of personhood; promotion of wellbeing; taking account of needs, wishes and preferences; avoidance of dislikes; empowerment and enablement of the individual; focus on current abilities

Using a person-centred approach: full assessment including personal history; involvement of family and friends; using acceptable language; consideration of cultural needs; active promotion of wellbeing; matching key worker to individual; use of care and support plans as communication tools; evaluation of plans with the individual; importance of set routines, clear instructions, use of well-learned tasks

2 **Know the main causes and effects of dementia**

Defining dementia: decline in intellectual functioning; effects on memory, language, physical functions; types of dementia eg Alzheimer's disease, vascular dementia, dementia with Lewy bodies, Korsakoff's syndrome

Causes of dementia: changes to brain structure and chemistry; following a stroke or series of small strokes; excessive, long-term alcohol intake; presence of infectious agents, (prions)

Effects of dementia on the individual: loss of intellectual functioning, memory; loss of language; effects on physical functioning; depression; aggression; loss of identity; loss of lifestyle; loss of independency; inability to recognise friends, family, familiar objects

Effects of dementia on family and carers: increased demands on time; loss of relationships; need for support; financial implications; changes to lifestyle; stress on relationships

3 **Understand the importance of effective communication for individuals with dementia**

Benefits: reduction of frustration; helping with understanding; encouraging honesty; supporting the preservation of personal identity; promotes inclusion; promotion of overall wellbeing

Effects of memory loss on the use of spoken language: inability to remember common words; use of wrong words; incomplete thought patterns affecting spoken language; importance of understanding that hearing loss may be an additional factor

Facilitating communication: gaining the individual's attention; gaining approval to proceed; using eye contact; giving the individual opportunities to recognise you; eliminate unnecessary sources of stimulation

Essential guidance for tutors

Delivery

For learning outcome 1, tutors could begin with taught input on the person-centred approach and its importance when working with individuals who have dementia. Learners could then be led in discussion about the use of a person-centred approach. It is suggested that tutors use a video clip from the BBC Learning Zone, to illustrate the points made in the taught session. A brief class discussion could follow.

For learning outcome 2 some taught input will be required to define dementia and outline the causes in sufficient detail. Supported internet research will allow learners to follow their interests and obtain further information. Whilst learners will require information about all main types, they could be permitted to gather more about one or two types in depth. A guest speaker from a dementia charity or residential setting could provide an insight into the effects of dementia on individuals, families and carers.

For learning outcome 3, taught input could include the benefits of effective communication on individuals with dementia, facilitating communication and the effects of memory loss on spoken language. However, the use of thoughtshowers to encourage independent consideration of issues, internet research and case studies to enable the application of knowledge are all recommended for this learning outcome.

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Outline learning plan

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

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know the importance of a person-centred approach when working with individuals with dementia Tutor input – definition of a person-centred approach; class discussion on reasons for using this approach in this context. Use of video clip on human rights in relation to dementia (please see web address under Resources). Plenary to clarify understanding.
Assessment for 1.1 and 1.2 – a short PowerPoint presentation on the importance of a person-centred approach with examples of how to use this approach when working with individuals with dementia.
Learning outcome 2: Know the main causes and effects of dementia Tutor input – PowerPoint presentation on the definitions and causes of dementia with learners recording additional information on a gapped handout. Learners to research websites to obtain further information. Class discussion. Guest speaker – the effects of dementia on individuals, family and carers, followed by questions and answers.
Assessment for 2.1 2.2 and 2.3 – a magazine article on the definitions, causes and effects of dementia on individuals, families and carers.
Learning outcome 3: Understand the importance of effective communication for individuals with dementia Tutor input – the benefits of effective communication and facilitating communication. Learners to work in groups with case studies, applying the information. Tutor input – the effects of memory loss on the use of spoken language; class discussion. Learners to use the internet to obtain information on techniques for facilitating effective communication. Learners to present their information in groups to the class; class discussion.
Assessment for 3.1, 3.2 and 3.3 – a booklet on communication with individuals who have dementia including the benefits of effective communication, how memory loss affects spoken language and techniques to facilitate communication with an individual with dementia.
Review of unit and programme of assignments.

Assessment

Evidence for this unit could be generated in a variety of ways. For 1.1 and 1.2, learners could individually research, produce and deliver a short PowerPoint presentation on the importance of using a person-centred approach with individuals who have dementia with three examples of using a person-centred approach. The presentation should include reference to personal histories, involvement of family, friends and carers and cultural issues.

For 2.1 2.2 and 2.3, learners could write a short magazine article on the definitions, main causes and effects of dementia on individuals, families and carers. Learners will need to include one example from each of the causes named in the unit content and briefly explain how this condition can affect everyone in the relationship circle. Learners may need some guidance with regard to format and could use appropriate popular magazines as a format.

For 3.1 3.2 and 3.3, learners could produce a booklet on communication with individuals who have dementia. Learners will need to include four benefits of effective communication, all of the unit content for the effects of memory loss on spoken language and four examples of how communication may be facilitated.

It is essential that tutors ensure that PowerPoint presentations are the learner's own work and not downloaded from the internet. An accompanying witness statement from the tutor is recommended to verify authenticity.

Essential resources

Learners will require library resources including relevant textbooks, professional magazines and journals, ICT and CD-ROMs. Guest speakers, particularly from UK dementia charities, will enhance learning.

Indicative resource materials

Textbooks

Bartle C – *Knowledge Set for Dementia* (Heinemann, 2007),
ISBN: 9780435402303

Brooker D – *Person-centred Dementia Care: Making Services Better* (Jessica Kingsley Publishers, 2006) ISBN: 9781843103370

Buijssen J – *The Simplicity of Dementia* (Jessica Kingsley Publishers, 2005)
ISBN: 9781843103219

Talbot M – *Keeping Mum: Caring for Someone with Dementia* (Hay House Publications, 2011) ISBN: 9781848502918

Journals

Community Care Magazine (Reed Business Publishing)

The Nursing Times (Emap)

Websites

www.alzheimers.org.uk/	The Alzheimer's Society
www.bbc.co.uk/learningzone/clips/dementia	BBC Learning Zone video clips on dementia
www.nursingtimes.net	The Nursing Times online

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

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- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

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Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert

- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the health and social care sector

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
5		BTEC Higher Nationals in Health and Social Care		Pearson Level 5 Diploma in Leadership for Health and Social Care and Children's and Young People's Services for England

Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland

Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland

Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) Wales |

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
5				Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland Pearson Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management Wales

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care	Pearson BTEC Level 3 Certificate in Preparing to Work in Adult Social Care Pearson BTEC Level 3 Award in Awareness of Dementia Care Pearson BTEC Level 3 Certificate in Dementia Care Pearson BTEC Level 3 Certificate in Activity Provision in Social Care Pearson BTEC Level 3 Award in Supporting Individuals with Learning Disabilities Pearson BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities Pearson BTEC Level 3 Certificate in Working with Individuals with Diabetes	Pearson Level 3 Diploma in Health and Social Care (Adults) for England Pearson Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Pearson Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
2	GCSE (Double and Single Award) in Health and Social Care Advanced Diploma in Society, Health and Development Foundation Diploma in Society, Health and Development	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care Advanced Diploma in Society, Health and Development	Pearson BTEC Level 2 Certificate in Preparing to Work in Adult Social Care Pearson BTEC Level 2 Award in Awareness of Dementia Pearson BTEC Level 2 Certificate in Dementia Care Pearson BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities Pearson BTEC Level 2 Award in Supporting Activity Provision in Social Care Pearson BTEC Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings	Pearson Level 2 diploma in Health and Social Care (Adults) for England Pearson Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
1		Pearson BTEC Level 1 Award/Certificate/Diploma in Health and Social Care (until December 2012)		
		Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care		
		Pearson BTEC Level 1 Award in Introduction to Health and Social Care and Children and Young People's Settings		
		Pearson BTEC Level 1 Certificate in Introduction to Health and Social Care and Children and Young People's Settings		
		Pearson BTEC Level 1 Award in Introduction to Health and Social Carte (Adults and Children and Young People), Early Years and Child care (Wales and Northern Ireland)		

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Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist Courses	Occupational
1 *continued*		Pearson BTEC Level 1 Certificate in Introduction to Health and Social Carte (Adults and Children and Young People), Early Years and Child care (Wales and Northern Ireland)		
Entry		Pearson BTEC Entry Level Award in Health and Social Care (Entry 3) (until December 2012)		

Annexe B

Wider curriculum mapping

Pearson BTEC level 1 qualifications give 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.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of these qualifications applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in these qualifications. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout these qualifications to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Award and Certificate qualifications in Introduction to Health, Social Care and Children's and Young People's Settings against the underpinning knowledge of the National Occupational Standards in Health and Social Care and Childcare Learning and Development

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10
National Occupational Standards in Health and Social Care										
HSC 21 Communicate with and complete records for individuals				#						
HSC 22: Support the health and safety of yourself and individuals						#				
HSC 24: Ensure your own actions support the care, protection and wellbeing of individuals			#							
HSC 210: Support individuals to access and participate in recreational activities										
HSC 213: Provide healthier food and drink for individuals									#	
HSC 0218: Support individuals with their personal care needs										
HSC 234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals					#					
HSC 238: Relate to and interact with individuals				#				#		
HSC 240 Contribute to the identification of the risk of danger to individuals and others			#			#				
HSC 242: Receive and pass on messages and information				#						
HSC 246: Maintain a safe and clean environment			#			#				
HSC 31: Promote effective communication with, or and about individuals				#						

Units	1	2	3	4	5	6	7	8	9	10
HSC 32 Promote, monitor and maintain health, safety and security in the working environment			#			#				
HSC 35: Promote choice, wellbeing and the protection of all individuals			#							
HSC 311: Promote the equality, diversity, rights and responsibilities of individuals					#					
HSC 322: Support the social, emotional and identity needs of individuals					#		#			
HSC 328 Contribute to care planning and review							#			
HSC 42: Contribute to the development and maintenance of healthy and safe practices in the working environment						#				
HSC 430: Support the protection of individuals, key people and others			#							
MH6: Assess the needs of carers and families of individuals with mental health needs							#			
MH20: Work with individuals with mental health needs to negotiate and agree plans for addressing those needs										
SS2: Develop your own professional practice and promote awareness of hearing impairment, deaf issues and cultural communication needs										

Units	11	12	13	14	15	16	17	18	19
National Occupational Standards in Health and Social Care									
HSC 21 Communicate with and complete records for individuals									
HSC 22: Support the health and safety of yourself and individuals									
HSC 24: Ensure your own actions support the care, protection and wellbeing of individuals									
HSC 210: Support individuals to access and participate in recreational activities			#		#				
HSC 213: Provide healthier food and drink for individuals						#			
HSC 0218: Support individuals with their personal care needs				#					
HSC 234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals									
HSC 238: Relate to and interact with individuals								#	#
HSC 240 Contribute to the identification of the risk of danger to individuals and others									
HSC 242: Receive and pass on messages and information									
HSC 246: Maintain a safe and clean environment									
HSC 31: Promote effective communication with, or and about individuals									
HSC 32 Promote, monitor and maintain health, safety and security in the working environment									
HSC 35: Promote choice, wellbeing and the protection of al individuals									
HSC 311: Promote the equality, diversity, rights and responsibilities of individuals									
HSC 322: Support the social, emotional and identity needs of individuals								#	#

Units	11	12	13	14	15	16	17	18	19
HSC 328 Contribute to care planning and review									
HSC 31 Promote effective communication with, for and about individuals									
HSC 42: Contribute to the development and maintenance of healthy and safe practices in the working environment									
HSC 430: Support the protection of individuals, key people and others									
MH6: Assess the needs of carers and families of individuals with mental health needs									
MH20: Work with individuals with mental health needs to negotiate and agree plans for addressing those needs									
SS2: Develop your own professional practice and promote awareness of hearing impairment, deaf issues and cultural communication needs									

Units	20	21	22	23
National Occupational Standards in Health and Social Care				
HSC 21 Communicate with and complete records for individuals				
HSC 22: Support the health and safety of yourself and individuals				
HSC 24: Ensure your own actions support the care, protection and wellbeing of individuals				
HSC 210: Support individuals to access and participate in recreational activities				
HSC 213: Provide healthier food and drink for individuals				
HSC 0218: Support individuals with their personal care needs				
HSC 234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals				
HSC 238: Relate to and interact with individuals		#	#	#
HSC 240 Contribute to the identification of the risk of danger to individuals and others				
HSC 242: Receive and pass on messages and information				
HSC 246: Maintain a safe and clean environment				
HSC 31: Promote effective communication with, or and about individuals				
HSC 32 Promote, monitor and maintain health, safety and security in the working environment				
HSC 35: Promote choice, wellbeing and the protection of al individuals				
HSC 311: Promote the equality, diversity, rights and responsibilities of individuals				
HSC 322: Support the social, emotional and identity needs of individuals	#	#	#	
HSC 328 Contribute to care planning and review				
HSC 31 Promote effective communication with, for and about individuals				

Units	20	21	22	23
HSC 42: Contribute to the development and maintenance of healthy and safe practices in the working environment				
HSC 430: Support the protection of individuals, key people and others				
MH6: Assess the needs of carers and families of individuals with mental health needs			#	
MH20: Work with individuals with mental health needs to negotiate and agree plans for addressing those needs			#	
SS2: Develop your own professional practice and promote awareness of hearing impairment, deaf issues and cultural communication needs		#		

Units	1	2	3	4	5	6	7	8	9	10
National Occupational Standards in Childcare Learning and Development										
CCLD 203: Support children's development										#
CCLD 205: Prepare and maintain environments to meet children's needs										
CCLD 206: Support children's learning through play										
CCLD 207: Contribute to the effectiveness of teams								#		
CCLD 208: Support the development of babies and children under 3 years										
CCLD 210: Work with children and young people to create play spaces and support freely chosen self play										
CCLD 301: Develop and promote positive relationships								#		
CCLD302: Develop and maintain a healthy, safe and secure environment for children						#				
CCLD 305: Protect and promote children's rights		#	#							
CCLD307: Promote the health and physical development of children										#
CCLD 318: Plan and support self-directed play										
CCLD 319: Promote healthy living for children and families										
CCLD 326: Safeguard children from harm			#							

Units	11	12	13	14	15	16	17	18	19
National Occupational Standards in Childcare Learning and Development									
CCLD 203: Support children's development		#							
CCLD 205: Prepare and maintain environments to meet children's needs									
CCLD 206: Support children's learning through play			#		#				
CCLD 207: Contribute to the effectiveness of teams									
CCLD 208: Support the development of babies and children under 3 years		#							
CCLD 210: Work with children and young people to create play spaces and support freely chosen self play					#				
CCLD 301: Develop and promote positive relationships									
CCLD302: Develop and maintain a healthy, safe and secure environment for children									
CCLD 305: Protect and promote children's rights									
CCLD307: Promote the health and physical development of children		#					#		
CCLD 318: Plan and support self-directed play									
CCLD 319: Promote healthy living for children and families							#		
CCLD 326: Safeguard children from harm									

Units	20	21	22	23
National Occupational Standards in Childcare Learning and Development				
CCLD 203: Support children's development				
CCLD 205: Prepare and maintain environments to meet children's needs				
CCLD 206: Support children's learning through play				
CCLD 207: Contribute to the effectiveness of teams				
CCLD 208: Support the development of babies and children under 3 years				
CCLD 210: Work with children and young people to create play spaces and support freely chosen self play				
CCLD 301: Develop and promote positive relationships				
CCLD302: Develop and maintain a healthy, safe and secure environment for children				
CCLD 305: Protect and promote children's rights				
CCLD307: Promote the health and physical development of children				
CCLD 318: Plan and support self-directed play				
CCLD 319: Promote healthy living for children and families				
CCLD 326: Safeguard children from harm				

Annexe D

Mapping to Level 1 functional skills

Level 1	Unit number									
English — Speaking, Listening and Communication	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading										
Read and understand a range of straightforward texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Writing										
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience				✓						

Level 1	Unit number									
English — Speaking, Listening and Communication	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading										
Read and understand a range of straightforward texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Writing										
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience										

Level 1	Unit number		
English — Speaking, Listening and Communication	**21**	**22**	**23**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓
English — Reading			
Read and understand a range of straightforward texts	✓	✓	✓
English — Writing			
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience			

Level 1	Unit number									
ICT — using ICT	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Identify the ICT requirements of a straightforward task										
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context										
Manage information storage										
Follow and demonstrate understanding of the need for safety and security practices										
ICT — finding and selecting information										
Use search techniques to locate and select relevant information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Select information from a variety of ICT sources for a straightforward task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT — developing, presenting and communicating information										
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks										
Use appropriate software to meet requirements of straightforward data-handling task										
Use communications software to meet requirements of a straightforward task										
Combine information within a publication for a familiar audience and purpose										
Evaluate own use of ICT tools										

Level 1	Unit number									
ICT — using ICT	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Identify the ICT requirements of a straightforward task										
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context										
Manage information storage										
Follow and demonstrate understanding of the need for safety and security practices										
ICT — finding and selecting information										
Use search techniques to locate and select relevant information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Select information from a variety of ICT sources for a straightforward task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT — developing, presenting and communicating information										
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks										
Use appropriate software to meet requirements of straightforward data-handling task										
Use communications software to meet requirements of a straightforward task										
Combine information within a publication for a familiar audience and purpose										
Evaluate own use of ICT tools										

Level 1			
ICT — using ICT	**21**	**22**	**23**
Identify the ICT requirements of a straightforward task			
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context			
Manage information storage			
Follow and demonstrate understanding of the need for safety and security practices			
ICT — finding and selecting information			
Use search techniques to locate and select relevant information	✓	✓	✓
Select information from a variety of ICT sources for a straightforward task	✓	✓	✓
ICT — developing, presenting and communicating information			
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks			
Use appropriate software to meet requirements of straightforward data-handling task			
Use communications software to meet requirements of a straightforward task			
Combine information within a publication for a familiar audience and purpose			
Evaluate own use of ICT tools			

Annexe E

Unit mapping overview

Mapping of the BTEC Level 1 Award/Certificate/Diploma in Health and Social Care (accreditation end date 31/12/2012) against the Level 1 BTEC Award/Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23
Unit 1					P							P							P				
Unit 2					P							P											
Unit 3					P							P											
Unit 4																		P					
Unit 5																							
Unit 6		P							P														
Unit 7																						P	
Unit 8					P								P	P	P								
Unit 9																	P						
Unit 10																							
Unit 11																							

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23
Unit 12																							
Unit 13						P								P	P	P							
Unit 14													P										
Unit 15						P								P	P	P							
Unit 16																	P						
Unit 17		P							P													P	
Unit 18																							
Unit 19																							
Unit 20																							
Unit 21																							
Unit 22																							
Unit 23																							

Mapping of the BTEC Level 1 Award/Certificate/Diploma in Caring for Children (accreditation end date 31/12/2012) against the Level 1 BTEC Award/Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23
Unit 1																							
Unit 2					P					P													
Unit 3									P														
Unit 4			P			P																	
Unit 5					P					P													
Unit 6									P														
Unit 7																							
Unit 8																							
Unit 9																							
Unit 10																							
Unit 11																							
Unit 12																							
Unit 13											P	P	P	P	P	P	P	P					
Unit 14				P			P																
Unit 15											P	P	P	P	P	P	P	P					

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Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23
Unit 16								P															
Unit 17																							
Unit 18																							
Unit 19																							
Unit 20																							
Unit 21																							
Unit 22																							
Unit 23																							

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))

Annexe F

Glossary of accreditation terminology

The following information about these qualifications can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can be awarded only in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	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 or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional Qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional Qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional Qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional Qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist Qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

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BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist Qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist Qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 Qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist Qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level Qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits