Specification

Pearson BTEC International Level 2 Certificate in Health and Social Care (21079)
Pearson BTEC International Level 2 Extended Certificate in Health and Social Care (21080)
Pearson BTEC International Level 2 Diploma in Health and Social Care (21081)

For first teaching October 2015

Issue 2
Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com

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All information in this specification is correct at time of publication.

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1 Purpose of this specification

Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Health and Social Care are designed for international schools and colleges. They are part of an international suite of BTEC qualifications offered by Pearson. These qualifications are not available to centres in the United Kingdom, the Channel Islands, the Isle of Man or British armed forces schools overseas.

The purpose of this specification is to set out:

● the aims of the qualifications
● the structure and rules of combination of the qualifications
● the resources required by the centre to offer the qualifications
● the knowledge, skills and understanding which will be assessed as part of the qualifications
● the method of assessment and any associated requirements relating to it
● the criteria against which learners’ level of attainment will be measured (for example assessment criteria).

If you need guidance or support for the qualifications, please contact your Pearson representative.

BTEC International Level 2 qualification titles covered by this specification

Pearson BTEC International Level 2 Certificate in Health and Social Care (21079)
Pearson BTEC International Level 2 Extended Certificate in Health and Social Care (21080)
Pearson BTEC International Level 2 Diploma in Health and Social Care (21081)

The 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.

This specification must be used for delivery and teaching in your centres. For international centres, the qualifications in the specification replaces the following QCF qualifications:

Pearson BTEC Level 2 Certificate in Health and Social Care (QCF) 500/8101/9
Pearson BTEC Level 2 Extended Certificate in Health and Social Care (QCF) 500/8217/6
Pearson BTEC Level 2 Diploma in Health and Social Care(QCF) 500/8223/1
Pearson’s suite of international BTEC qualifications

BTEC International Level 2 qualifications make up our suite of international BTEC provision. These qualifications are available in a range of sectors for learners who wish to explore a work-related vocational qualification or specific industry area. They offer learners the knowledge, understanding and skills that they need to prepare them for employment.

On successful completion of a BTEC International Level 2 qualification, learners can progress to continued study in the same or related vocational area and/or within employment in the Health and Social Care sector.

BTEC International Level 2 Certificate

The BTEC International Level 2 Certificate is a work-related vocational qualification that focuses on particular aspects of employment in the appropriate vocational sector. The BTEC International Level 2 Certificate is a qualification that can be part of a learner’s programme of study which will give them a vocational learning experience. The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

BTEC International Level 2 Extended Certificate

The BTEC International Level 2 Extended Certificate extends the work-related focus from the BTEC International Level 2 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. Through optional units, the BTEC International Level 2 Extended Certificate offers flexibility and a choice of emphasis. It provides an engaging programme for those who are clear about the vocational area they wish to explore through further study, or for those who wish to enter employment. The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

BTEC International Level 2 Diploma

The BTEC International Level 2 Diploma extends the work-related focus from the BTEC International Level 2 Extended Certificate, with broader coverage of knowledge and practical skills required for the vocational sector.

The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area and for progression to employment in the appropriate vocational sector.

Other learners may want to use this qualification to extend the specialism they studied in the BTEC International Level 2 Certificate or the BTEC International Level 2 Extended Certificate programme.
2 Qualification summaries

### Key information

<table>
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<tr>
<th>Qualification</th>
<th>Total Notional Learning Hours (NLH)</th>
<th>Qualification value (NLH/10)</th>
<th>Assessment</th>
<th>Unit grading information</th>
<th>Overall qualification grading information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson BTEC International Level 2 Certificate in Health and social Care</td>
<td>150 (including 90 Guided Learning Hours (GLH))</td>
<td>15</td>
<td>This qualification is internally assessed</td>
<td>Pass/Merit/ Distinction</td>
<td>Pass/Merit/ Distinction/ Distinction*</td>
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<tr>
<td>Pearson BTEC International Level 2 Extended Certificate in Health and Social Care</td>
<td>300 (including 180 Guided Learning Hours (GLH))</td>
<td>30</td>
<td>This qualification is internally assessed</td>
<td>Pass/Merit/ Distinction</td>
<td>Pass/Merit/ Distinction/ Distinction*</td>
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<tr>
<td>Pearson BTEC International Level 2 Diploma in Health and Social Care</td>
<td>600 (including 360 Guided Learning Hours (GLH))</td>
<td>60</td>
<td>This qualification is internally assessed</td>
<td>Pass/Merit/ Distinction</td>
<td>Pass/Merit/ Distinction/ Distinction*</td>
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</table>

For further information on Notional Learning Hours please see *Section 8 Programme delivery* and *Section 10 Understanding the units*. 
Aims of the Pearson BTEC International Level 2 qualifications in Health and Social Care

The Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Health and Social Care have been developed to:

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

Key features of the Pearson BTEC International Level 2 qualifications in Health and Social Care

These qualifications have been developed in the health and social care sector to:

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

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

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

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

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

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

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

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

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

- NVQ Level 2 in Health and Social Care.
- See Annexe C for a detailed mapping of Pearson BTEC International in Health and Social Care units against NVQ units and elements.
3 Centre resource requirements

As part of the approval process, the centre must make sure that the resource requirements below are in place before offering Pearson BTEC International Level 2 qualifications.

- The centre must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualifications.
- The centre must have in place appropriate policies that relate to the delivery of the qualification.
- The centre must deliver the qualifications in accordance with current equality legislation.
- The centre must have in place any specific unit resource requirements as listed in each unit under the heading Essential requirements.
4 Qualification structures

Pearson BTEC International Level 2 Certificate in Health and Social Care

The Pearson BTEC International Level 2 Certificate in Health and Social Care qualification totals 150 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit(s) and optional units for a combined total unit value of 15 to achieve the qualification.

The qualification consists of either one specialist optional and one optional unit or three specialist optional units for a combined total of 15 credits.

This qualification is not designed to allow units to be imported from other Pearson qualifications.

<table>
<thead>
<tr>
<th>Pearson BTEC International Level 2 Certificate in Health and Social Care</th>
<th>Unit</th>
<th>Specialist optional units – choose at least one unit</th>
<th>Level</th>
<th>Notional Learning Hours</th>
<th>Unit value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit</td>
<td>Level</td>
<td>Notional Learning Hours</td>
<td>Unit value</td>
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<tr>
<td>Communication in Health and Social Care</td>
<td>1</td>
<td>2</td>
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<td>Individual Rights in Health and Social Care</td>
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<tr>
<td>Ensuring Safe Environments in Health and Social Care</td>
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<td>50</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Pearson BTEC International Level 2 Certificate in Health and Social Care</th>
<th>Unit</th>
<th>Optional units – choose a maximum of one unit</th>
<th>Level</th>
<th>Notional Learning Hours</th>
<th>Unit value</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unit</td>
<td>Level</td>
<td>Notional Learning Hours</td>
<td>Unit value</td>
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<td>Vocational Experience in a Health or Social Care Setting *</td>
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<td>2</td>
<td>100</td>
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<td>Cultural Diversity in Health and Social Care</td>
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<tr>
<td>Anatomy and Physiology for Health and Social Care</td>
<td>7</td>
<td>2</td>
<td>100</td>
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<td></td>
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<tr>
<td>Human Lifespan Development</td>
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<td>2</td>
<td>100</td>
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<tr>
<td>Creative and Therapeutic Activities in Health and Social Care</td>
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<td>2</td>
<td>100</td>
<td>10</td>
<td></td>
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<tr>
<td>The Impact of Diet on Health</td>
<td>10</td>
<td>2</td>
<td>100</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

* To successfully complete this unit learners must complete 60 hours of work experience.
Pearson BTEC International Level 2 Extended Certificate in Health and Social Care

The Pearson BTEC International Level 2 Extended Certificate in Health and Social Care qualification totals 300 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit(s) and optional units for a combined total unit value of 30 to achieve the qualification.

The qualification consists of either two specialist optional and two optional units or four specialist optional and one optional unit.

This qualification is not designed to allow units to be imported from other Pearson qualifications.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Specialist optional units – choose at least two units</th>
<th>Level</th>
<th>Notional Learning Hours</th>
<th>Unit value</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>4</td>
<td>Ensuring Safe Environments in Health and Social Care</td>
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<table>
<thead>
<tr>
<th>Unit</th>
<th>Optional units – choose at least one unit</th>
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<th>Notional Learning Hours</th>
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<td>Vocational Experience in a Health or Social Care Setting *</td>
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<td>10</td>
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<td>7</td>
<td>Anatomy and Physiology for Health and Social Care</td>
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<td>The Impact of Diet on Health</td>
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* To successfully complete this unit learners must complete 60 hours of work experience.
Pearson BTEC International Level 2 Diploma in Health and Social Care

The Pearson BTEC International Level 2 Diploma in Health and Social Care qualification totals 600 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit(s) and optional units for a combined total unit value of 60 to achieve the qualification.

The qualification consists of four mandatory and four optional units.

This qualification is not designed to allow units to be imported from other Pearson qualifications.

<table>
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<tr>
<th>Pearson BTEC International Level 2 Diploma in Health and Social Care</th>
<th>Unit</th>
<th>Mandatory units – complete all four units</th>
<th>Level</th>
<th>Notional Learning Hours</th>
<th>Unit value</th>
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<tr>
<td></td>
<td>5</td>
<td>Vocational Experience in a Health or Social Care Setting *</td>
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<td>10</td>
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<tr>
<td></td>
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<td>Cultural Diversity in Health and Social Care</td>
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<td>Human Lifespan Development</td>
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<td></td>
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<td>The Impact of Diet on Health</td>
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<td>100</td>
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</tbody>
</table>

*To successfully complete this unit learners must complete 60 hours of work experience.
5 Assessment and grading

The assessment of Pearson BTEC International Level 2 qualifications is criterion referenced and the centre is required to assess learners’ evidence against published outcomes of learning and assessment criteria.

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

- to achieve a ‘pass’ a learner must have satisfied all the pass assessment criteria
- to achieve a ‘merit’ a learner must additionally have satisfied all the merit grading criteria
- to achieve a ‘distinction’ a learner must additionally have satisfied all the distinction grading criteria

A grading scale of pass, merit and distinction is applied to all units.

BTEC internal assessment

All units in the Pearson BTEC International Level 2 qualifications are assessed through internal assessment, which means that the centre can deliver the programme in a way that suits its learners and relates to local need. The way in which the centre delivers the programme must also ensure that assessment is fair and that standards are consistent over time. To achieve this, it is important that centres:

- plan the assessment of units to fit with delivery, allowing for links across units
- write suitable assessments (for example assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Internal Verifier, when it will be used and assessed, how long it will take, and how the centre will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that the implementation, delivery and assessment is consistent with BTEC quality standards.
Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the BTEC quality standards in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers. Internal Verifiers must make sure that assessment is fully validated in the centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using the relevant assessment criteria and associated guidance in the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with BTEC quality standards.

Assessors must be standardised using Pearson-approved materials before making any assessment decisions. Assessors are usually the teachers in the school or college, but the term ‘assessor’ refers to the specific responsibility for carrying out assessment and making sure that it is carried out in a way that is correct and consistent with BTEC quality standards. Assessors may also draft or adapt internal assessment instruments. Centres are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit
- an internal verification sampling plan, which shows how assessment decisions are checked, and which must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

As Pearson BTEC International Level 2 qualifications are all internally assessed, it is important that learners are prepared for assessment. Learners:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to fully appreciate that all the work submitted for assessment must be their own.
- Centres will need to give learners an induction and a guide or handbook to cover:
  - the purpose of the assessment briefs for learning and assessment
  - the relationship between the tasks given for assessment and the grading criteria
  - the concept of vocational and work-related learning
● how they can develop responsibility for their own work and build their vocational and employability skills
● how they should use and reference source materials, including what would constitute plagiarism.

The centre must communicate assessment grading rules to all learners at the beginning of the programme.

For guidance on all of the rules surrounding internal assessment for BTEC qualifications please see the Guide to Internal Assessment for BTEC and Nationals which can be located in the key documents section of our website.

**Final assessment decisions**

Final assessment is the culmination of the learning and assessment process. Learners should be given full opportunity to show how they have achieved the outcomes of learning covered by a final assessment. This is carried out by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Centres must devise an assessment plan that will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:
● must be made with reference to the assessment criteria
● should record how it has been reached, indicating how or where criteria have been achieved
● may indicate why attainment against criteria has not been demonstrated
● must not provide feedback on how to improve evidence to meet higher criteria.

Centres’ Internal Verifiers and Assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

**Late submission**

Centres must encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes, it is important that learners are assessed fairly and consistently according to the assessment plan that the Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. Centres are not required to accept assessment work that was not completed by the date in the assessment plan. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If a late completion by a learner is accepted, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate to give automatic downgrades on assessment decisions as ‘punishment’ for late submission.
Resubmission of improved evidence

Once an assessment decision is given to a learner it is final in all cases, except where the Internal Verifier approves one opportunity to resubmit improved evidence. The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the teacher considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Centres will need to provide a specific resubmission opportunity that is authorised by the Internal Verifier. Any resubmission opportunity must have a deadline that is **within 10 days** of the assessment decision being given to the learner, and in the same academic year.

Centres should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners. Centres must consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements. For example, the centre may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How centres provide opportunities to improve and resubmit evidence for assessments needs to be fair to all learners.

Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier is likely to want to include evidence that has been resubmitted as part of the sample they will review.

Retaking assessment

Pearson BTEC International Level 2 qualifications do not allow for compensation – this means that learners must achieve every pass criterion in order to successfully achieve the qualification.

Conditions for retaking a new assignment

If a learner has met all of the conditions set out above in *Resubmission of improved evidence* but has still not achieved the targeted pass criteria following the resubmission of the assignment, the Internal Verifier may authorise one retake opportunity to meet the required pass criteria. The Internal Verifier must authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.
The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- the retake must be a new task or assignment targeted only to the pass criteria that were not achieved in the original assignment – an assessor cannot award a merit or distinction grade for a retake
- the assessor must agree and record a clear deadline before the learner starts the retake
- the learner and assessor must sign declarations of authentication as they did for previous submissions

Standards Verifiers will require the centre to include evidence of any retakes in sampling. Retakes should not be required as a matter of course. Centres should keep a record of the number of retakes required on any programme to support the centres’ own quality monitoring.

**Calculation of the qualification grade**

**Pass qualification grade**

Learners who achieve the minimum eligible value specified by the rule of combination will achieve the qualification at pass grade (see Section 4: Qualification structures).

**Qualification grades above pass grade**

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

**Points available per unit value at specified unit grades and levels**

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

<table>
<thead>
<tr>
<th>Unit level</th>
<th>Points per unit value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>Level 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Level 3</td>
<td>7</td>
</tr>
</tbody>
</table>

Learners who achieve the correct number of points within the ranges shown in the ‘qualification grade’ table overleaf will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).
### Qualification grade

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Points range above pass grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Merit</td>
</tr>
<tr>
<td>Pearson BTEC International Level 2 Certificate</td>
<td>85–94</td>
</tr>
<tr>
<td>Pearson BTEC International Level 2 Extended Certificate</td>
<td>170–189</td>
</tr>
<tr>
<td>Pearson BTEC International Level 2 Diploma</td>
<td>340–379</td>
</tr>
</tbody>
</table>

Annexe A: Calculation of the qualification grade gives examples of how qualification grades above a pass are calculated.

### 6 Centre and qualification approval

The centre must be approved by Pearson before delivering and assessing BTEC International Level 2 qualifications on Pearson’s Self-regulated Framework. Centres that have not previously been approved will need to apply for, and be granted, centre recognition as part of the process for approval to offer these qualifications. Before you offer these qualifications you must meet both centre and qualification approval requirements.

### Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all requirements. If the centre does not comply with the agreement this could result in the suspension of certification or withdrawal of approval.

### 7 Quality assurance

Quality assurance is at the heart of BTEC International Level 2 qualifications on Pearson’s Self-regulated Framework. The centre internally assesses these qualifications and is responsible for making sure that all assessors and Internal Verifiers adhere to their internal verification processes, to ensure consistency and validity of the assessment process.

Pearson uses quality assurance to check that all centres are working to the agreed standard. It gives us the opportunity to identify and provide support, if needed, to safeguard certification.

8 Programme delivery

BTEC International Level 2 qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC International Level 2 qualifications each unit shows the Notional Learning Hours.

Notional Learning Hours are defined as the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

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

Mode of delivery

Pearson does not define the mode of study for BTEC International Level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery that meets their learners’ needs. Please refer to the policy pages on our website at: qualifications.pearson.com/policies

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. Centres must have due regard to Pearson’s policies that may apply to different modes of delivery.

Resources

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes of learning. They 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 requirements sections.
Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC International Level 2 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. Delivery staff 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 in the sector. Maximum use should be made of the learner’s experience.

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

Support and training

Pearson offers an extensive package of training to support all aspects of BTEC delivery, including:

- **Teaching and published resources** – we provide an extensive selection of published materials along with our innovative range of digital teaching tools. We offer guides to support planning and delivery and to help students study. For more information please visit our website: qualifications.pearson.com/en/support/support-for-you/teachers.html

- **Subject Advisors** – our subject experts are on hand to answer any questions centres may have on delivering the qualification and assessment. For more information visit our website: qualifications.pearson.com/en/support/support-for-you/teachers.html

- **Training** – many of our training events form part of the added value service offered by Pearson. As well as standard events, we can create bespoke training programmes to meet centres’ specific needs. These can be delivered face-to-face or online so that centres can choose where, when and how training takes place. For more information please visit our website: qualifications.pearson.com/support/training-from-peason.html or email us at: internationaltfp@pearson.com

If you would like further information please contact your local Pearson representative – to find out how visit: qualifications.pearson.com/en/about-us/about-pearson/where-we-are.html
9 Access and recruitment

Pearson is committed to providing qualifications with no artificial barriers. A full statement, included in our Equality Policy, can be found on our website at: qualifications.pearson.com/policies

Equality and fairness are central to our work. We are committed to making sure that qualifications do not discriminate and all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Restrictions on learner entry

These qualifications are suitable for learners aged 14 and above. Centres must give due regard to Pearson’s policies that apply to the fair and equal recruitment of learners to all Pearson qualifications.

Centres are required to recruit learners to BTEC International Level 2 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 learner’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 in the centre during their programme of study and any specific support that might be necessary to allow them to access the assessment for the qualification.

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

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

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

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment 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.
10 Understanding the units

All units in this qualification have the following sections.

**Title**

The title is a short description of the content of the unit. This form of words will appear on the learner’s Notification of Performance (NOP).

**Level**

The level of the unit indicates the complexity and demand expected to achieve it. The level places the unit on a framework of comparability with other units and qualifications at that level.

**Notional Learning Hours (NLH)**

Notional Learning Hours (NLH) are the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

**Unit value**

The unit value is the total credit a learner will be awarded on successful completion of the unit.

**SRF unit code**

The unique approval code for the unit.

**Unit aim**

Says what the aims of the unit are in terms of what is covered and what the unit will enable learners to do.

**Unit introduction**

The introduction gives a short description of the unit, and details the key knowledge, skills and understanding the learner will gain through studying the unit. The introduction highlights the focus of the unit and how it links to the vocational sector to which the qualification relates.

**Outcomes of learning**

Outcomes of learning state what a learner can be expected to know, understand or be able to do as a result of completing a programme of learning for the unit.
Assessment and grading grid

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

Unit content

In the unit content section topics are listed as bullets to provide detail on what is needed to design and deliver a programme of learning. Not all topics have to be covered for learners to meet the assessment criteria. Centres are able to select the topics they deliver, ensuring that learners produce evidence of sufficient depth and breadth to meet the assessment criteria.

Information for delivery staff

This section gives delivery staff information on delivery and assessment. It contains the following subsections.

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

Employer engagement and vocational contexts – gives examples of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Delivery guidance – explains the content’s relationship to the outcomes of learning and offers guidance on possible approaches to delivery of the unit. This section includes an example outline learning plan which demonstrates one way of planning the delivery and assessment of the unit. The delivery guidance section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment guidance – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria and grading criteria. It also includes a programme of suggested assignments which demonstrates how assignments match and cover the assessment and grading criteria. This is provided for guidance only and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Suggested resources – indicates resource materials that can be used to support the teaching of the unit, for example books, journals and websites.
Unit 1: Communication in Health and Social Care

Level: SRF Level 2
Notional Learning Hours: 50
Unit value: 5
SRF unit code: 30885H
This unit is internally assessed

Unit aim

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

Unit introduction

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

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

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

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

On completion of this unit a learner should:

1. Know different forms of communication
2. Understand barriers to effective communication
3. Be able to communicate effectively.
Assessment and grading criteria

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

### Assessment and grading criteria

<table>
<thead>
<tr>
<th>To achieve a pass grade</th>
<th>To achieve a merit grade</th>
<th>To achieve a distinction grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>the evidence must show that the learner is able to:</td>
<td>the evidence must show that, in addition to the pass criteria, the learner is able to:</td>
<td>the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</td>
</tr>
<tr>
<td><strong>P1</strong> identify different forms of communication.</td>
<td><strong>M1</strong> describe different forms of communication.</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> explain barriers to effective communication within a health and social care environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> take part in an effective one-to-one interaction.</td>
<td><strong>M2</strong> describe the barriers to effective communication in their two interactions.</td>
<td><strong>D1</strong> assess the strengths and weaknesses of their two interactions.</td>
</tr>
<tr>
<td><strong>P4</strong> take part in an effective group interaction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit content

1 Know different forms of communication

Contexts:
- one to one, groups, formal, inform
- with people using services, colleagues, managers

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

Alternative forms of communication:
- use of e.g. sign language, lip reading, Makaton, signs and symbols, Braille, technological aids
- human aids, e.g. interpreters, translators, signers

2 Understand barriers to effective communication

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

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

Overcoming communication barriers:
- methods e.g. adapting the environment, understanding language needs and preferences, using individual’s preferred language, timing, electronic devices (text phones, telephone amplifiers, hearing loops)
3 Be able to communicate effectively

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

Essential requirements

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

Employer engagement and vocational contexts

Organisations which offer appropriate work experience.

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

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

Delivery guidance

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Topic and suggested assignments/activities/assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the unit.</td>
</tr>
<tr>
<td><strong>Learning outcome 1</strong></td>
</tr>
<tr>
<td>Research and discuss a range of methods of communication Role play/practise skills: a) verbal b) non-verbal.</td>
</tr>
<tr>
<td>Discuss different contexts of communication identifying appropriate methods used within a health and social care environment.</td>
</tr>
<tr>
<td>Home/workplace activity: observe communication in different contexts within health or social care setting.</td>
</tr>
<tr>
<td><strong>Assignment 1: Forms of Communication Used Within a Health and Social Care Environment (P1, M1)</strong></td>
</tr>
<tr>
<td><strong>Learning outcome 2</strong></td>
</tr>
<tr>
<td>Theory: introduction to the communication cycle.</td>
</tr>
<tr>
<td>Research/discuss different factors which may create barriers to communication: physical, emotional, environmental.</td>
</tr>
<tr>
<td>Produce guidance for workers in different contexts.</td>
</tr>
<tr>
<td>Home/workplace activity: prepare questions, observe and reflect on factors which may create barriers within an identified environment.</td>
</tr>
<tr>
<td>Case study/role play identifying possible barriers and practising effective communication strategies Research/discuss methods to overcome range of barriers.</td>
</tr>
<tr>
<td><strong>Assignment 2: Identifying and Overcoming Barriers (P2)</strong></td>
</tr>
<tr>
<td><strong>Learning outcome 3</strong></td>
</tr>
<tr>
<td>Home/workplace activity keep log of interactions, with reviews, in workplace or relevant situations Prepare for role play.</td>
</tr>
<tr>
<td>Practise skills and reflect on own and others’ skills and receive feedback.</td>
</tr>
<tr>
<td><strong>Assignment 3a: Take Part in a One-to-one Interaction (P3, M2, D1)</strong></td>
</tr>
<tr>
<td><strong>Assignment 3b: Take Part in a Group Interaction (P4, M2, D1)</strong></td>
</tr>
<tr>
<td>Reflect on effectiveness of own interactions.</td>
</tr>
<tr>
<td>Unit and assessment review.</td>
</tr>
</tbody>
</table>
Assessment guidance

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

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

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

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

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

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

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

Suggested resources

Books

DVD

Journals
*Care and Health Magazine* (*PSSRU Publications*)
*Community Care Magazine* (*Reed Business Information*)
*Disability Now* (*Disability Now*)
*Nursing Times* (*Emap*)
**Websites (Relevant websites applicable to learner's home country)**

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.bcodp.org.uk">www.bcodp.org.uk</a></td>
<td>British Council for Disabled People</td>
</tr>
<tr>
<td><a href="http://www.britishsignlanguage.com">www.britishsignlanguage.com</a></td>
<td>Basic signs (British sign language)</td>
</tr>
<tr>
<td><a href="http://www.ccwales.org.uk">www.ccwales.org.uk</a></td>
<td>Care Council for Wales</td>
</tr>
<tr>
<td><a href="http://www.dh.gov.uk">www.dh.gov.uk</a></td>
<td>Department of Health</td>
</tr>
<tr>
<td><a href="http://www.makaton.org.uk">www.makaton.org.uk</a></td>
<td>The Makaton Charity</td>
</tr>
<tr>
<td><a href="http://www.mencap.org.uk">www.mencap.org.uk</a></td>
<td>Mencap (for people with learning disabilities)</td>
</tr>
<tr>
<td><a href="http://www.nhs.uk">www.nhs.uk</a></td>
<td>National Health Service</td>
</tr>
<tr>
<td><a href="http://www.niscc.info">www.niscc.info</a></td>
<td>Northern Ireland Social Care Council</td>
</tr>
<tr>
<td><a href="http://www.rnib.org.uk">www.rnib.org.uk</a></td>
<td>Royal National Institute of Blind People</td>
</tr>
<tr>
<td><a href="http://www.rnid.org.uk">www.rnid.org.uk</a></td>
<td>The Royal National Institute for Deaf People</td>
</tr>
<tr>
<td><a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a></td>
<td>Sector Skills Council for Care</td>
</tr>
<tr>
<td><a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a></td>
<td>Sector Skills Council for Health</td>
</tr>
<tr>
<td><a href="http://www.socialworkandcare.co.uk">www.socialworkandcare.co.uk</a></td>
<td>Social care careers information</td>
</tr>
</tbody>
</table>
Unit 2: Individual Rights in Health and Social Care

Level: SRF Level 2
Notional Learning Hours: 50
Unit value: 5
SRF unit code: 30886H
This unit is internally assessed

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

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

The unit introduces learners to issues of diversity and how the underlying principles of ethical health and social care practice can be used to promote equality and the rights of the individual. Equality, diversity, rights and responsibilities of individuals are developed further in Unit 6: Cultural Diversity in Health and Social Care.

Outcomes of learning
On completion of this unit a learner should:
1 Know factors that contribute to a diverse and equal society
2 Understand principles and values which underpin the support given to individuals.
Assessment and grading criteria

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

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong> identify factors that contribute to the equality of individuals in society.</td>
<td><strong>M1</strong> discuss the principles and values which underpin support for individuals who use services.</td>
<td><strong>D1</strong> assess how the principles and values which underpin health and social care relate to the promotion of rights of individuals.</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> explain the individual rights of people who use services.</td>
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<td></td>
</tr>
<tr>
<td><strong>P3</strong> explain the principles and values which underpin the support for individuals who use services.</td>
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<td></td>
</tr>
</tbody>
</table>
Unit content

1 Know factors that contribute to a diverse and equal society

Social factors:
- diversity e.g. culture, ethnicity, faith, gender, sexuality, age, family structure, social class, geographical location

Political factors:
- role of e.g. legislation/regulations in home country, policy, welfare state, delivery of health and social care services

Equality:
- non-discriminatory practice; discriminatory practice e.g. stereotyping, labelling, prejudice

Biological factors:
- physical features
- disabilities e.g. learning, physical

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

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

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

- provision of active support to enable people who use services to communicate their needs, views and preferences
- use of communication to support diversity, inclusion and promote equality of opportunity
- confidentiality
- disclosure
- dealing with tensions between rights and responsibilities
- importance of accurate recording, storage and retrieving of information, including electronic methods, filing correctly and securely
- legislation/regulations in home country
Information for tutors

Essential requirements

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

Employer engagement and vocational contexts

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

Delivery guidance

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

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

Practical activities such as role play and discussion exploring different ways in which individual rights may be respected or ignored, would be beneficial. Learning may be enhanced through observation of behaviours demonstrated in DVD resources or from direct observation of practices when in health and social care settings. Discussion of the role of communication could be related to Unit 1: Communication in Health and Social Care. Class activities could be supplemented by input from visiting speakers representing for example disability groups or faith communities. Visits that increase learners’ awareness of others in different environments to their own, e.g. to a rural setting, or to specialist organisation such as a Disability Living Centre could be beneficial. General observations of how the rights of individuals are addressed in public spaces could also be discussed. Learners should be aware that equality and individual rights are underpinned by legislation.
Outline learning plan

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

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

<table>
<thead>
<tr>
<th>Topic and suggested assignments/activities/assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit introduction.</td>
</tr>
</tbody>
</table>

**Learning outcome 1**

Know factors that contribute to a diverse and equal society.

Introduction to the unit: discussion of assessments and grading.

Buzz groups defining equality and diversity; tutor-led discussion.

Taught session on the benefits of equality and diversity for society.

Group work to discuss case studies; tutor-led discussion.

**Assignment 1: An Equal and Diverse Society (P1)**

Produce a poster which identifies factors that contribute to equality and diversity in society.

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

**Assignment 2: Individual Rights (P2)**

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

a) local health centre.

b) a centre for homeless people in the nearest city.

**Learning outcome 2**

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

Tutor delivery of the definition of terms; small group work.

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

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

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

Visit to Disability Living Centre; class plenary session.

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

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

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

Unit and assessment review.
Assessment guidance

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

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

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

Programme of suggested assignments

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

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

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Skills in Health and Social Care</td>
<td>Cultural Diversity in Health and Social Care</td>
<td>Equality, Diversity and Right in Health and Social Care</td>
</tr>
<tr>
<td>Images of People</td>
<td>Vocational Experience in a Health or Social Care Setting</td>
<td>Values and Planning in Health and Social Care</td>
</tr>
</tbody>
</table>

Suggested resources

Books


Journals

Community Care magazine (Reed Business Information)
**Websites** *(Relevant websites applicable to learner's home country)*

<table>
<thead>
<tr>
<th>Website Address</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.ageconcern/dignity.asp">www.ageconcern/dignity.asp</a></td>
<td>Age Concern</td>
</tr>
<tr>
<td><a href="http://www.boardworks.co.uk">www.boardworks.co.uk</a></td>
<td>Series of PowerPoints at Level 2 for tutors</td>
</tr>
<tr>
<td><a href="http://www.careknowledge.com">www.careknowledge.com</a></td>
<td>Care Knowledge</td>
</tr>
<tr>
<td><a href="http://www.community-care.co.uk">www.community-care.co.uk</a></td>
<td>Community Care Magazine</td>
</tr>
<tr>
<td><a href="http://www.dh.gov.uk">www.dh.gov.uk</a></td>
<td>Department of Health</td>
</tr>
<tr>
<td><a href="http://www.eoc.org.uk">www.eoc.org.uk</a></td>
<td>Equal Opportunities Commission</td>
</tr>
<tr>
<td><a href="http://www.gscc.org.uk">www.gscc.org.uk</a></td>
<td>General Social Care Council</td>
</tr>
<tr>
<td><a href="http://www.heinemann.co.uk">www.heinemann.co.uk</a></td>
<td>World of Work Series</td>
</tr>
<tr>
<td><a href="http://www.linkability.org.uk">www.linkability.org.uk</a></td>
<td>Empowering individuals</td>
</tr>
<tr>
<td><a href="http://www.mhpf.org.uk">www.mhpf.org.uk</a></td>
<td>Mental Health Providers Forum</td>
</tr>
<tr>
<td><a href="http://www.scie.org.uk">www.scie.org.uk</a></td>
<td>Social Care Institute for Excellence</td>
</tr>
<tr>
<td><a href="http://www.skillsforcareanddevelopment.org.uk">www.skillsforcareanddevelopment.org.uk</a></td>
<td>Sector Skills Council for Care and Development</td>
</tr>
<tr>
<td><a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a></td>
<td>Sector Skills Council for Health</td>
</tr>
</tbody>
</table>
Unit 3: Individual Needs in Health and Social Care

Level: SRF Level 2
Notional Learning Hours: 50
Unit value: 5
SRF unit code: 30887H
This unit is internally assessed

Unit aim

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

Unit introduction

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

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

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

On completion of this unit a learner should:

1. Know every day needs of individuals
2. Understand factors that influence the health and needs of individuals
3. Be able to plan to meet the health and wellbeing needs of an individual.
Assessment and grading criteria

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

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To achieve a pass grade</strong></td>
</tr>
<tr>
<td>the evidence must show that the</td>
</tr>
<tr>
<td>learner is able to:</td>
</tr>
<tr>
<td><strong>P1</strong> outline the everyday</td>
</tr>
<tr>
<td>needs of individuals.</td>
</tr>
<tr>
<td><strong>P2</strong> explain factors which</td>
</tr>
<tr>
<td>affect the everyday needs of</td>
</tr>
<tr>
<td>individuals.</td>
</tr>
<tr>
<td><strong>P3</strong> carry out an assessment</td>
</tr>
<tr>
<td>of the health and wellbeing of</td>
</tr>
<tr>
<td>an individual.</td>
</tr>
<tr>
<td><strong>P4</strong> produce a plan for</td>
</tr>
<tr>
<td>improving the health and</td>
</tr>
<tr>
<td>wellbeing of an individual.</td>
</tr>
<tr>
<td><strong>M1</strong> explain how the plan</td>
</tr>
<tr>
<td>meets the health and wellbeing</td>
</tr>
<tr>
<td>needs of the individual.</td>
</tr>
<tr>
<td><strong>D1</strong> justify how the plan</td>
</tr>
<tr>
<td>takes into account the individual’s circumstances and preferences.</td>
</tr>
<tr>
<td>To achieve a merit grade</td>
</tr>
<tr>
<td>the evidence must show that, in</td>
</tr>
<tr>
<td>addition to the pass criteria,</td>
</tr>
<tr>
<td>the learner is able to:</td>
</tr>
<tr>
<td><strong>M1</strong> explain how the plan</td>
</tr>
<tr>
<td>meets the health and wellbeing</td>
</tr>
<tr>
<td>needs of the individual.</td>
</tr>
<tr>
<td>To achieve a distinction grade</td>
</tr>
<tr>
<td>the evidence must show that, in</td>
</tr>
<tr>
<td>addition to the pass and merit</td>
</tr>
<tr>
<td>criteria, the learner is able to:</td>
</tr>
</tbody>
</table>
Unit content

1 **Know every day needs of individuals**

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

   Physical needs:
   - importance of e.g. food, water, shelter, warmth, exercise, sleep, shelter, safety, security

   Intellectual needs:
   - learning
   - achievement
   - mental activity

   Emotional needs:
   - importance of e.g. relationships, affection, love, self-concept, fulfilment, respect

   Social needs:
   - importance of e.g. family, friends, group membership, community
   - sense of belonging, acceptance

   Spiritual needs:
   - importance of e.g. personal beliefs, religion

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

2 **Understand factors that influence the health and needs of individuals**

   Socio-economic:
   - factors e.g. social class, employment, culture, living conditions, income, education

   Physical:
   - factors e.g. genetic inheritance, disability, sensory impairment, age, gender; environmental e.g. water and sanitation, pollution
Lifestyle:
- related topic
- related topic
- related topic

Health:
- factors e.g. infection, injury, mental health, presence of chronic disorder

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

Needs:
- taking into account as appropriate e.g. physical, social, emotional, intellectual
- health needs arising from a desire to improve an individual’s health e.g. losing weight, giving up smoking, reducing alcohol intake

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

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

Essential requirements

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

Employer engagement and vocational contexts

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

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

Opportunities for work experience within health or social care environment.

Delivery guidance

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

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

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

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

Outline learning plan

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

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

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

Assignment 3: Supporting the Health and Wellbeing of an Individual (P3, P4, M1, D1)

Unit and assessment review.

Assessment guidance

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

The assessment of P3 and P4 should be related to a specific individual who could be the learner themselves, a class peer, a family member or other individual known sufficiently well and in a private capacity to the learner. Tutors should check with learners that their choice of individual is appropriate and that there are no ethical issues or barriers that could prevent the learner from meeting all the relevant grading criteria. Tutors should agree ground rules for the class to establish appropriate trust and respect in relation to all personal information learners gather on their individual and include confidentiality explicitly. Learners should show evidence in their work that the individual has given consent to participate. Learners will obtain information about their individual only so far as it is relevant to the individual’s health and wellbeing, through questioning either in an interview or completion of a questionnaire. Whilst this record will be learners’ main resource for P3 it is not in itself evidence for the criterion. It is not a requirement in this unit for learners to take any physical measurements themselves, although they may do so (and this could be linked to Unit 7). For P3, learners should collate the information obtained from their individual systematically e.g. a descriptive account, tables, charts and their assessment evidence should include the learner’s interpretation of the information in relation to assessing the individual’s general health and wellbeing as it is at the start for example BMI, mobility, fitness, mood/morale, self-esteem, risks to cardiovascular or respiratory health. Learners should then be explicit in identifying the health and wellbeing needs of the individual. If present, chronic disorders such as allergies, asthma, diabetes etc. should be considered only with regard to how they impact on day-to-day needs.

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

Programme of suggested assignments

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

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Assignment 1</td>
<td>Trainee health and social care support workers exploring a scenario ‘The Street’.</td>
<td>A poster that outlines the needs of three people living in the street, each at a different life stage.</td>
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<tr>
<td></td>
<td>Task 1: Everyday Needs of Individuals.</td>
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<td></td>
</tr>
<tr>
<td>P2</td>
<td>Assignment 1</td>
<td>A leaflet for community workers that explains the factors that can affect the health and wellbeing needs of the people living in the street.</td>
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<tr>
<td></td>
<td>Task 2: Influences on Needs.</td>
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<td></td>
</tr>
<tr>
<td>P3</td>
<td>Assignment 2</td>
<td>Working with an individual with regard to their health and wellbeing.</td>
<td>a)Gathering information from the individual about their health and wellbeing by interview and/or questionnaire.</td>
</tr>
<tr>
<td></td>
<td>Task 1: Supporting the Health and Wellbeing of an Individual.</td>
<td></td>
<td>b) Collating the information to make an assessment of the individual’s current health and wellbeing needs.</td>
</tr>
</tbody>
</table>
Criteria covered | Assignment title | Scenario | Assessment method
---|---|---|---
P4, M1, D1 | Assignment 2 Task 2: Supporting the Health and Wellbeing of an Individual. | | Plan for improving health and wellbeing needs of an individual plus supporting evidence for M1 and D1.

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

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Introductory Diploma Health and Social Care Developing Skills in Health and Social care</td>
<td>BTEC First Diploma in Health and Social Care Vocational Experience in a Health or Social Care Setting</td>
<td>BTEC National Diploma in Health and Social Care Values and Planning in Social Care</td>
</tr>
<tr>
<td>Society, Health and Development Foundation Level Health Wellbeing and Lifestyle</td>
<td>Communication in Health and Social Care</td>
<td>Caring for Older People</td>
</tr>
<tr>
<td></td>
<td>Society, Health and Development Higher Level Needs and Preferences</td>
<td>Caring for Individuals with Additional Needs</td>
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<tr>
<td></td>
<td>Society, Health and Development Advanced Level Principles and Values in Care</td>
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</tbody>
</table>
Suggested resources

Books

Journals
*Care and Health Magazine* (PSSRU Publications)
*Community Care Magazine* (Reed Business Information)
*Disability Now* (Disability Now)
*Nursing Times* (Emap)

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

DVD
**Websites** *(Relevant websites applicable to learner's home country)*

<table>
<thead>
<tr>
<th>Website Address</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.bcodp.org.uk">www.bcodp.org.uk</a></td>
<td>British Council of Disabled People</td>
</tr>
<tr>
<td><a href="http://www.carersuk.org">www.carersuk.org</a></td>
<td>The voice of carers website</td>
</tr>
<tr>
<td><a href="http://www.ccwales.org.uk">www.ccwales.org.uk</a></td>
<td>Care Council for Wales</td>
</tr>
<tr>
<td><a href="http://www.community-care.co.uk">www.community-care.co.uk</a></td>
<td>Community care</td>
</tr>
<tr>
<td><a href="http://www.dh.org.uk">www.dh.org.uk</a></td>
<td>Department of Health</td>
</tr>
<tr>
<td><a href="http://www.dlf.org.uk">www.dlf.org.uk</a></td>
<td>Disabled Living Foundation</td>
</tr>
<tr>
<td><a href="http://www.healthspace.nhs.uk">www.healthspace.nhs.uk</a></td>
<td>Health Space</td>
</tr>
<tr>
<td><a href="http://www.healthyplace.com">www.healthyplace.com</a></td>
<td>Health issues</td>
</tr>
<tr>
<td><a href="http://www.integratedcarenetwork.gov.org">www.integratedcarenetwork.gov.org</a></td>
<td>Department of Health – policy and initiatives</td>
</tr>
<tr>
<td><a href="http://www.learningdisabilities.org.uk">www.learningdisabilities.org.uk</a></td>
<td>Foundation for people with learning disabilities</td>
</tr>
<tr>
<td><a href="http://www.mencap.org.uk">www.mencap.org.uk</a></td>
<td>Charity for individuals with learning disabilities</td>
</tr>
<tr>
<td><a href="http://www.nhs.uk">www.nhs.uk</a></td>
<td>National Health Service</td>
</tr>
<tr>
<td><a href="http://www.niscc.info">www.niscc.info</a></td>
<td>Northern Ireland Social Care Council</td>
</tr>
<tr>
<td><a href="http://www.rethink.org.uk">www.rethink.org.uk</a></td>
<td>Rethink – Mental Health Charity</td>
</tr>
<tr>
<td><a href="http://www.screening.nhs.uk">www.screening.nhs.uk</a></td>
<td>Health screening programmes</td>
</tr>
<tr>
<td><a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a></td>
<td>Sector Skills Council for Social Care</td>
</tr>
<tr>
<td><a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a></td>
<td>Sector Skills Council for Health</td>
</tr>
</tbody>
</table>
Unit 4: Ensuring Safe Environments in Health and Social Care

Level: SRF Level 2
Notional Learning Hours: 50
Unit value: 5
SRF unit code: 30888H
This unit is internally assessed

Unit aim

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

Unit introduction

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

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

Outcomes of learning

On completion of this unit a learner should:

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

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

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong> identify potential hazards that might arise in health and social care environments.</td>
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<tr>
<td><strong>P2</strong> outline the main features of current health and safety legislation as applied in health and social care.</td>
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</tr>
<tr>
<td><strong>P3</strong> explain risk assessment processes in the context of everyday activities in health or social care.</td>
<td><strong>M1</strong> carry out a risk assessment of an indoor space used for everyday activity.</td>
<td><strong>D1</strong> discuss possible ways of reducing risk to users of the indoor space.</td>
<td></td>
</tr>
</tbody>
</table>
Unit content

1 Know potential hazards in health and social care environments

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

Responsibilities:
- employers, employees, service users

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

Learners should refer to legislation/regulations in home country

3 Understand risk assessment processes related to health or social care

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

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

Everyday activities:
- risks associated with, e.g. personal care, food preparation and eating, mobility and travel, work or education, hobbies/leisure
Information for tutors

Essential requirements

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

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

Employer engagement and vocational contexts

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

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

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

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

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

Delivery guidance

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

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

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

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

Outline learning plan

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

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

<table>
<thead>
<tr>
<th>Topic and suggested assignments/activities/assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the unit and induction activities/visit.</td>
</tr>
<tr>
<td>Guest speaker: health and safety officer and question and answer session.</td>
</tr>
<tr>
<td><strong>Learning outcome 1</strong></td>
</tr>
<tr>
<td>Know potential hazards in health and social care environments.</td>
</tr>
<tr>
<td>Buzz group and research on hazards and risks in life generally.</td>
</tr>
<tr>
<td>Hazard case studies and images from health and social care settings.</td>
</tr>
<tr>
<td>Small survey of potential hazards in school/college.</td>
</tr>
<tr>
<td>Class discussion on employer and employee responsibilities.</td>
</tr>
<tr>
<td><strong>Assignment 1: Potential Hazards in Health and Social Care Environments (P1)</strong></td>
</tr>
<tr>
<td>Produce a poster covering potential hazards in health and social care environments and the methods used to reduce risks.</td>
</tr>
<tr>
<td><strong>Learning outcome 2</strong></td>
</tr>
<tr>
<td>Know main principles of health and safety legislation and guidelines for health and social care environments.</td>
</tr>
<tr>
<td>Internet research on current health and safety legislation and guidelines.</td>
</tr>
<tr>
<td>Small survey on legislation and guidelines for school/college and how it impacts on learner and staff experience and safety.</td>
</tr>
<tr>
<td>Workplace experience venue research on health and safety legislation.</td>
</tr>
</tbody>
</table>
Assignment 2: The Main Principles of Health and Safety Legislation and Guidelines for Health and Social Care Environments (P2)

Produce an information booklet covering an outline of the main principles of health and safety legislation and guidelines for health and social care environments.

**Learning outcome 3**

Understand risk assessment processes related to health or social care.

Look at different examples of risk assessments and class discussion.

Carry out a small group risk assessment in school/college.

**Assignment 3: A Risk Assessment in a Health or Social Care Environment and a Persuasive Case for Action Based on the Findings of the Risk Assessment (P3, M1, D1)**

Plan and carry out a risk assessment and action plan for a health or social care environment/workplace experience setting.

Present a persuasive case for action based on the findings of the risk assessment.

Unit and assessment review.

**Assessment guidance**

Assessment tasks for this unit may be presented in a sequence appropriate for the circumstances of the teaching and learning, perhaps if appropriate, scheduled to maximise learning from work experience. Assessment of P1 requires learners to identify risks that could arise in health and social care environments in general although they should consider two or more settings. Evidence might take the form of a poster or presentation or be based on images. Unless already published by a reputable source, photographs of genuine settings should not be used in assignment brief or in learners’ work for ethical reasons. Learners should take care that if using information based on informal observations made in settings, their assessment evidence does not identify the setting. P2 could be contextualised to a health and social care environment which may be authentic or based on a case study scenario. Learners could contribute to the construction of a suitable scenario as part of their preparatory learning activity but it would be recommended that the resource material generated is scrutinised and finalised by the tutor who should verify its suitability for enabling learners to meet the requirements of the criterion. Evidence submitted might be a leaflet or wall chart but should be contextualised to a health and social care scenario and include sufficient notes to outline the main features of the legislation.
P3 requires learners to provide reasons for the different aspects of the risk assessment process. This should include processes for identifying potential hazards and estimating the associated risks, developing appropriate controls for each risk. Learners would not be expected to carry out a risk assessment for an entire building but should consider relevant parts for example a classroom, associated corridors and entrance to the building or, in a private home, an upstairs floor and stairway or a ground floor and entrance. The focus for the risk assessment required for M1 is risk associated with everyday/routine activities carried out in the environment, according to its main purpose for example teaching and learning, personal care and sleeping, or living and eating. For D1, learners might discuss alternative ways of reducing hazards and risks such as training, defining responsibilities, and provide reasons to justify preferred options. Evidence for D1 should include some detailed exploration of all aspects of the risk assessment process and demonstrate thorough understanding of the risk assessment process as it applies in health and social care.

**Programme of suggested assignments**

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

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Assignment 1: Potential Hazards in Health and Social Care Environments.</td>
<td>Your role as health and safety coordinator includes updating health and safety displays and information for staff and service users. The poster displays and information booklet are out of date and scruffy and need to be updated and refreshed. A risk assessment is due to be carried out at the club.</td>
<td>Poster</td>
</tr>
</tbody>
</table>

Programme of suggested assignments
<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
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</thead>
<tbody>
<tr>
<td>P3, M1, D1</td>
<td>Assignment 3: A Risk Assessment on a Health or Social Care Environment and a Persuasive Case for Action Based on the Findings of the Risk Assessment.</td>
<td></td>
<td>Risk assessment and action plan.</td>
</tr>
</tbody>
</table>

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

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

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</tr>
</thead>
<tbody>
<tr>
<td>BTEC Introductory Diploma in Health and Social Care</td>
<td>Vocational Experience in a Health or Social Care Setting</td>
<td>Health, Safety and Security in Health and Social Care</td>
</tr>
<tr>
<td>Social Responsibility at Work</td>
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<tr>
<td>BTEC Introductory Diploma in Health and Social Care</td>
<td>Society, Health and Development Diploma Higher Level</td>
<td>Supporting and Protecting Adults</td>
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<td>Health and the Environment</td>
<td>Safeguarding and Protecting Individuals</td>
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<td>Society, Health and Development Diploma</td>
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<td>Public Health</td>
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<td>Foundation Level</td>
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<tr>
<td>Is it Safe?</td>
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<td>Society, Health and Development Diploma</td>
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<td>Personal and Professional Development in</td>
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<td>Safeguarding and Protecting Individuals</td>
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<td>BTEC National in Children’s Care, Learning</td>
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<td>and Development</td>
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<td>Positive Environments for Children’s Care,</td>
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<td>Learning and Development</td>
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</tr>
</tbody>
</table>
Suggested resources

Books

Websites (Relevant websites applicable to learner's home country)
www.bohs.org British Occupational Hygiene Society
www.csci.org.uk Commission for Social Care Inspection
www.doh.gov.uk Department of Health
www.foodstandards.gov.uk Food Standards Agency
www.hse.gov.uk Health and Safety Executive
www.lsc.gov.uk Learner Health, Safety and Welfare
Unit 5: Vocational Experience in a Health or Social Care Setting

Level: SRF Level 2
Notional Learning Hours: 100
Unit value: 10
SRF unit code: 30889H
This unit is internally assessed

Unit aim

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

Unit introduction

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

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

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

Outcomes of learning

On completion of this unit a learner should:
1. Be able to complete the application process for a period of work experience in a health or social care setting
2. Be able to complete a period of work experience in a health or social care setting
3. Be able to demonstrate interpersonal skills in a health or social care setting
4. Be able to reflect on own performance in a health or social care setting.
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

### Assessment and grading criteria

<table>
<thead>
<tr>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
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<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong> complete an appropriate letter of application, with an attached CV, to a local health and social care setting.</td>
<td><strong>M1</strong> demonstrate appropriate interview skills.</td>
<td><strong>D1</strong> assess the strengths and weaknesses of their interview skills.</td>
</tr>
<tr>
<td><strong>P2</strong> plan appropriately for an interview relating to work in health and social care.</td>
<td><strong>M2</strong> discuss their overall performance during the period of work experience.</td>
<td><strong>D2</strong> produce an action plan showing how they could have improved their work experience performance.</td>
</tr>
<tr>
<td><strong>P3</strong> carry out a period of work experience, using relevant skills, in a health or social care setting.</td>
<td><strong>M3</strong> discuss own interpersonal skills used in a health or social care setting.</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> demonstrate appropriate interpersonal skills in a health or social care setting.</td>
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<td></td>
</tr>
<tr>
<td><strong>P5</strong> complete a reflective logbook during their period of work experience in a health or social care setting.</td>
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</tr>
</tbody>
</table>
Unit content

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

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

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

Preparation for interview:
- telephone skills
- transport
- dress codes
- general appearance
- conveying interest
- appropriate questions
- knowledge of interview procedures
- planning
2 Be able to complete a period of work experience in a health or social care setting

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

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

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

Interpersonal skills:
- verbal communication
- clear speech, not using slang or jargon, appropriate paralanguage
- non-verbal communication
- body posture, appropriate use of gestures
- eye contact
- facial expression, appropriate use of touch
- recognition of personal and public space
- listening skills
4 Be able to reflect on own performance in a health or social care setting

Own performance:

- personal achievements;
- knowledge and skills gained, e.g. confidence, knowledge of setting/medical conditions, activities undertaken
- personal strengths and weaknesses e.g. use of initiative, ability to follow instructions, receive constructive criticism
- use of interpersonal skills
- recording reflections and building on them
- career development plans/progression opportunities
Information for tutors

Essential requirements

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

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

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

Employer engagement and vocational contexts

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

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

Delivery guidance

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

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

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

Outline learning plan

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

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.
### Topic and suggested assignments/activities/assessment

<table>
<thead>
<tr>
<th>Unit introduction.</th>
</tr>
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</table>
| **Learning outcome 1**  
Be able to complete the application process for a period of work experience in a health or social care setting. |
| Buzz group followed by tutor-led discussion on the reasons for work experience.  
Visit to a local health or social care setting, with question and answer sessions.  
Tutor input on writing letters of application and CVs (with templates). |
| **Assignment 1a) The Application Process (P1)**  
Produce a letter of application to a local health or social care setting. |
| **Assignment 1b) The Application Process (P1)**  
Produce a current CV. |
| Taught session on the use of interpersonal skills in a health or social care setting.  
Simulation activity/role play to demonstrate and practise interpersonal skills. |
| **Assignment 2: The Interview (P2, M1, D1)**  
a) produce a plan for an interview at the work placement.  
b) demonstrate interview skills by participating in a simulated interview.  
c) produce a written assessment of the strengths and weaknesses of interview skills. |
| **Learning outcome 2**  
Be able to complete a period of work placement in a health or social care setting. |
| Participate in a period of work experience in an appropriate health or social care setting. |
| **Learning outcome 3**  
Be able to demonstrate interpersonal skills in a health or social care setting. |
| **Learning outcome 4**  
Be able to reflect on own performance on work experience. |
| During the period of work placement demonstrate different interpersonal skills. |
| **Assignment 3: The Reflective Logbook, Review of Interpersonal Skills and Action Plan (P4, P5, M3) (P3, M2, D2)**  
Complete a logbook of work experience which includes: |
| Records of daily routines; information of knowledge and skills learned; use of interpersonal skills. Produce an action plan for improving work experience skills. |
| Unit and assessment review. |
Assessment guidance

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

Learners will need guidance on all aspects of the assessment, as for some this will be their first introduction to the world of work. For P1, learners should submit a letter of application for a post in a local health or social care setting, which shows evidence that they have researched the requirements for the post. In addition, learners should submit a current CV and it is suggested that they are provided with an exemplar for guidance. For P2, M1 and D1, learners will need to plan for an interview at their work experience. If the work experience does not require an actual interview, the activity may be simulated within the classroom and a witness statement completed by the tutor for M1. Learners who wish to achieve D1 could then produce a short, written report weighing up the strengths and weaknesses of their interview skills. Learners should be encouraged to view this assessment as a positive opportunity for personal progress.

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

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

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

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

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

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

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<td>Communication in Health and Social Care</td>
<td>Personal and Professional Development</td>
</tr>
<tr>
<td>Developing skills in Health and Social Care</td>
<td>Individual Rights in Health and Social Care</td>
<td>Values and Planning in Social Care</td>
</tr>
<tr>
<td>Society Health and Development Diploma</td>
<td>Creative and Therapeutic activities in Health and Social Care</td>
<td>Vocational Experience in Health and Social Care</td>
</tr>
<tr>
<td>Foundation Level 1 Meeting Needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Suggested resources

Books

Journals
*Community Care Magazine* (Reed Business Information)

Publications
Local newspapers (for job advertisements)


Websites *(Relevant websites applicable to learner's home country)*
www.community-care.co.uk Community Care Magazine
www.dh.gov.uk Department of Health
www.ssia.wlga.gov.uk Social Services Improvement Agency: this website provides links to several other sites
www.scie-socialcareonline.org.uk Social care website
www.skillsforcareanddevelopment.org.uk Sector skills Council for Care and Development
www.skillsforhealth.org.uk Sector Skills Council for Health
Unit 6: Cultural Diversity in Health and Social Care

Level: SRF Level 2
Notional Learning Hours: 100
Unit value: 10
SRF unit code: 30890H
This unit is internally assessed

Unit aim

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

Unit introduction

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

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

Outcomes of learning

On completion of this unit a learner should:

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

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

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<td><strong>P1</strong></td>
<td>identify social, cultural and political factors that create diversity within society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>explain the beliefs and practices of individuals from two contrasting religious or secular groups.</td>
<td><strong>M1</strong> compare the similarities and differences in the practices and beliefs of individuals from two contrasting religious or secular groups.</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>explain factors that may influence the equality of opportunity for individuals.</td>
<td><strong>M2</strong> discuss how discriminatory practice can be avoided.</td>
<td><strong>D1</strong> assess the possible effects of discrimination on the physical, intellectual, emotional and social health/wellbeing of individuals.</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>outline one piece of relevant legislation and one code of practice or charter for a chosen health or social care environment that aims to promote diversity.</td>
<td><strong>M3</strong> describe how the legislation and code of practice or charter promotes diversity.</td>
<td><strong>D2</strong> assess the effectiveness of the chosen legislation and code of practice or charter in promoting diversity.</td>
</tr>
</tbody>
</table>
Unit content

1 Know diversity of individuals in society

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

2 Understand beliefs and practices in different religious or secular groups

Range of religious/secular groups:
- two of, e.g. Christians, Hindus, atheists, Buddhists, humanists, Jehovah’s Witnesses, Jews, Muslims, pagans, Rastafarians, Sikhs

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

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

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

Discriminatory practice:
- prejudice
- discrimination
- stereotyping
- labelling

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

Non-discriminatory practice:
- influences of, e.g. individual worker responsibilities, institutional responsibilities, working with colleagues, working with users of services
Materials:
- equipment
- activities
- visual displays
- toys and books that provide positive images of gender and race
- avoidance of stereotyping

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

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

Roles and impact of the following conventions, legislation and regulations (relevant sections):
- relevant and current sections of, e.g. European Convention on Human Rights and Fundamental Freedoms; other legislation/regulations in home country

Codes of practice and charters:
- relevant and current sections legislation/regulations in home country
- charters
- organisational policies
- procedures and codes of practice

Responsibilities:
- employers
- employees
Information for tutors

Essential requirements

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

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

Employer engagement and vocational contexts

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

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

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

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

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

Delivery guidance

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

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

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

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

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

Much of this unit could be explored through use of the media. Newspapers and magazines can be a great source of current material that could be used to acknowledge the concept of negative images in society. Issues of ethnicity, race, gender, sexuality and disability are often highlighted and learners could find these very useful and accessible sources of stereotypical images of people.
A class discussion on the use of television adverts, characters and story lines in soaps or newspaper headlines could be used to introduce these issues.

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

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

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

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

Outline learning plan

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

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

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<th>Topic and suggested assignments/activities/assessment</th>
</tr>
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<tbody>
<tr>
<td>Introduction to the unit and induction activities/visit.</td>
</tr>
<tr>
<td>Guest speakers from different religious/secular groups.</td>
</tr>
</tbody>
</table>

**Learning outcome 1**

Know diversity of individuals in society.

Buzz group on the groups of people making up our society.

Watch soap operas to witness the cultural diversity of our society.

Research and discuss social trends and demography of Britain.

Research on local demography.

**Learning outcome 2**

Understand beliefs and practices in different religious or secular groups.

Internet research and development of questions for visits/guest speakers.

Guest speakers from different religious and secular groups/question and answer session.

Visits to different places of worship.
### Assignment 1: Factors that Make People Different and the Beliefs and Practices of Individuals (P1, P2, M1)

Produce a display/poster covering.

The social, cultural and political factors that help make people different from one another. The beliefs and practices of individuals from two contrasting religious groups/secular groups.

### Learning outcome 3

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

- Class discussion on learner experiences of discrimination and equality of opportunity.
- Case studies on discrimination and its effects on individuals.
- Small-scale survey on equality and discrimination within the school/college.
- Share findings from surveys.
- Plan research for Assignment 2.

### Assignment 2: Equality of Opportunity for Individuals and Discriminatory Practice (P3, M2, D1)

Plan an investigation, carry it out and deliver a presentation on the factors that may influence the equality of opportunity for individuals. Discriminatory practice and how it can be avoided.

The possible effects of discrimination on the physical, intellectual, emotional and social health/wellbeing of individuals.

### Learning outcome 4

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

- Investigate issues in relation to diversity as school/college learners. Discuss findings.
- Development of questions for visits/guest speakers.
- Guest speakers from different health and social care settings/question and answer session.
- Visits to various health and social care settings/question and answer session.
- Lecture followed by a class discussion on various relevant legislation, conventions, regulations, codes of practice and charters.
- Workplace setting research.

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

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

- Unit end and assessment review.
Assessment guidance

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

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

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

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

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

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

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

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

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

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

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

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

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<td>Equality, Diversity and Rights in Health and Social Care</td>
</tr>
<tr>
<td>Images of People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society, Health and Development Diploma Foundation Level</td>
<td>Individual Needs in Health and Social Care</td>
<td>Society, Health and Development Diploma Advanced Level</td>
</tr>
<tr>
<td>Exploring Principles and Values</td>
<td></td>
<td>Principles and Values in Practice</td>
</tr>
<tr>
<td>Society, Health and Development Diploma</td>
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<td>BTEC National in Children’s Care, Learning and Development</td>
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<tr>
<td>Higher Level</td>
<td>Higher Level</td>
<td>Promoting Children’s Rights</td>
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<td>Principles, Values and Personal Development</td>
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<tr>
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<tr>
<td>Higher Level</td>
<td>Higher Level</td>
<td>Modern Beliefs and Religions for the Early Years Practitioner</td>
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<tr>
<td>Needs and Preferences</td>
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<td>GCSE in Health and Social Care</td>
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<tr>
<td>Health, Social Care and Early Years Provision</td>
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</tbody>
</table>
Suggested resources

Books

Websites (Relevant websites applicable to learner’s home country)

www.doh.gov.uk Department of Health
www.eoc.org.uk Equal Opportunities Commission
www.equalityhumanrights.com Equality and Human Rights Commission
www.rnib.org.uk Royal National Institute for the Blind
www.rnid.org.uk Royal National Institute for the Deaf
www.scieco.uk Social Care Institute for Excellence
www.skillsforcare.org.uk Sector Skills Council for Social Care
www.skillsforhealth.org.uk Sector Skills Council for Health
www.society.guardian.co.uk The Guardian
www.who.int The World Health Organization
Unit 7: Anatomy and Physiology for Health and Social Care

Level: SRF Level 2
Notional Learning Hours: 100
Unit value: 10
SRF unit code: 30891H
This unit is internally assessed

Unit aim

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

Unit introduction

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

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

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

On completion of this unit a learner should:

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

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

<table>
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<tr>
<th>Assessment and grading criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>To achieve a pass grade</strong> the evidence must show that the learner is able to:</td>
</tr>
<tr>
<td><strong>P1</strong> identify the organisation of the human body and the position of the main body organs.</td>
</tr>
<tr>
<td><strong>P2</strong> illustrate the structure and function of two major body systems and how they interrelate.</td>
</tr>
<tr>
<td><strong>P3</strong> carry out routine measurements and observations used to monitor the two body systems.</td>
</tr>
<tr>
<td><strong>P4</strong> outline a common malfunction in each of the two body systems.</td>
</tr>
<tr>
<td><strong>P5</strong> identify potential risk factors for each of the two malfunctions.</td>
</tr>
<tr>
<td><strong>P6</strong> identify the routine care given for each malfunction.</td>
</tr>
</tbody>
</table>
Unit content

1 Know the organisation of the human body

Organisation:
- cells
- tissues
- organs
- systems

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

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

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

Body functions:
- maintenance of oxygen supply, coordination
- digestion of food materials
- transport and supply of materials to cells
- eliminating waste products
- support and locomotion
- reception of information from the environment
- reproduction
Interrelationships:
- homeostasis e.g. maintenance of body temperature
- blood pressure, oxygen supply
- blood glucose levels

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

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

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

Health, safety and accuracy considerations:
- when taking measurements e.g. accuracy of equipment
- duplicating readings
- safety and wellbeing of individual during measurements
- infection control

4 Know the effects of malfunctions on body systems

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

Potential risk:
- factors e.g. lifestyle, environment, inherited, age
5 Know routine care given to individuals with body malfunctions

Routine care:

- monitoring of body systems: as appropriate for two malfunctions and systems e.g. lifestyle changes
- use of aids
- support for self-administered medication e.g. inhalers, in diabetes
- monitoring
- appropriate environment e.g. temperature
- maintenance of mobility
- controlling risks e.g. from infection, falls
Information for tutors

Essential requirements

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

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

Employer engagement and vocational contexts

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

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

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

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

Delivery guidance

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

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

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

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

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

<table>
<thead>
<tr>
<th>Topic and suggested assignments/activities/assessment</th>
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<tbody>
<tr>
<td>Introduction to the unit with an overview. A brief discussion of links to vocational practice and the skills which can be developed.</td>
</tr>
</tbody>
</table>

**Learning outcome 1**

Know the organisation of the human body.

Research cells, tissues and organs within the body.

Identification of main organs and their functions.

Undertake further research.

**Learning outcome 2**

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

Buzz group and identification of organs within main body systems.

Research two of these systems in more depth.

Discussion linking structure to function within body systems.

Buzz group to demonstrate interrelationship of systems.

Undertake further research.

**Assignment 1: Body Overview (P1)**

Annotated diagrams identifying the position of the main body parts and tissues.

**Assignment 2: Two Systems (P2, M1, D1)**

Prepare a training pack, with diagrams which illustrate the structure and function of two major body systems, a discussion on how the structure of each system helps it to carry out its function and an explanation of how the two systems interrelate to perform a particular function.

**Learning outcome 3**

Be able to carry out routine measurements and observations of the body.

Research routine observations and measurements using a range of resources.

Practice carrying out routine measurements and observations on peers.

Buzz group.

Research malfunctions of body systems and link to vocational context Undertake further research.

**Assignment 3: Practical (P3)**

A report which records the findings from routine measurements and observations.

**Learning outcome 4**

Understand care that should be given to patients or service users with bodily malfunctions.
Topic and suggested assignments/activities/assessment

Research a given workplace scenario and the appropriate care which should be given.

Undertake further research.

**Assignment 4: Malfunction and Body Systems (P4, P5, M2, M3)**
Prepare a supplement for the training pack which looks at one common malfunction for each body system.

**Assignment 5: Malfunctions and Care (P6, M3, D2)**
Prepare a supplement for the training pack which considers the care strategies for individuals with the malfunction.

Unit and assessment review.

Assessment guidance

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

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

For P4, each malfunction should be outlined in language appropriate for the level of the programme and the role of a care worker in a support role. For M2, learners should describe for each malfunction how measurements and observations may differ from normal values. P5 requires learners to identify risk factors for each of the two malfunctions, restricting these to the most common risk factors.
Routine care for P6, M3 and D2 should relate throughout to the two malfunctions described in P4. Routine care should include consideration of the role of routine monitoring of body systems through measurements and observations. Examples might include restrictions on, or requirements for, everyday life such as rest, activity and mobility or diet, eating and exercise. First aid care could be considered, for example propping up a casualty with suspected heart attack. Learners could indicate where medication may be an aspect of care. For D2, learners should be able to link the care to the effects of the malfunction, for example reduction in saturated fat intake and cessation of smoking reduces fatty deposits in blood vessels, but greater medical detail is not appropriate.

Programme of suggested assignments

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

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

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td>Society, Health and Development Diploma Foundation Level</td>
<td>Vocational Experience in a Health or Social Care Setting</td>
<td>Fundamentals of Anatomy and Physiology for Health and Social Care</td>
</tr>
<tr>
<td>Health, Wellbeing and Lifestyle</td>
<td>Society, Health and Development Diploma Higher Level</td>
<td>Physiology of Fluid Balance</td>
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<td>Patient-centred Health</td>
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<td></td>
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<td>Physiological Disorders</td>
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<td>Physiology of Co-ordination</td>
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<td>Mobility and Exercise for Health and Social Care</td>
</tr>
</tbody>
</table>

Suggested resources

Books


Journals

*Nursing Times* (Emap)

Websites *(Relevant websites applicable to learner’s home country)*

www.bbc.co.uk/schools/gcsebitesize/biology BBC bitesize biology

www.bbc.co.uk/science/humanbody BBC science website

www.biologyguide.net Biology guide

www.biology-innovation.co.uk Biology innovation

www.le.ac.uk/pa/teach/va/anatomy/frmst.htm The Virtual Autopsy

www.s-cool.co.uk/alevel/biology.html Educational biology
Unit 8: Human Lifespan Development

Level: SRF Level 2
Notional Learning Hours: 100
Unit value: 10
SRF unit code: 30892H
This unit is internally assessed

Unit aim

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

Unit introduction

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

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

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

Outcomes of learning

On completion of this unit a learner should:
1. Know developmental changes that occur at different life stages
2. Know positive and negative influences on individuals at different life stages
3. Know factors that can influence an individual’s self-concept
4. Understand different care needs of individuals at different life stages.
Assessment and grading criteria

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

<table>
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<tr>
<th>Assessment and grading criteria</th>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>identify key aspects of physical, intellectual, emotional and social development at each of the life stages.</td>
<td>M1 outline key aspects of physical, intellectual, emotional and social development at each of the life stages.</td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td>state positive and negative influences on growth and development.</td>
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</tr>
<tr>
<td>P3</td>
<td>state factors that influence an individual’s self-concept.</td>
<td>M2 outline how factors can influence the development of an individual’s self-concept.</td>
<td>D1 describe how factors can influence the development of an individual’s self-concept.</td>
</tr>
<tr>
<td>P4</td>
<td>explain potential differences in care needs of individuals at different life stages.</td>
<td>M3 discuss potential differences in the care needs of individuals at different life stages.</td>
<td>D2 justify care provided to an individual at their different life stages.</td>
</tr>
</tbody>
</table>
Unit content

1 Know developmental changes that occur at different life stages

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

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

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

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

Life events:
- predictable/unpredictable e.g. birth, birth of sibling, going to nursery/school, moving house, employment, redundancy, serious injury, marriage, divorce, parenthood, retirement, ageing, bereavement, abuse
3 Know factors that can influence an individual’s self-concept

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

4 Understand different care needs of individuals at different life stages

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

Providing for care:
- considerations, e.g. recognition of diversity, active support, promotion of independence, promotion of choice, treating individuals with respect and dignity, safeguarding, work of multidisciplinary teams, formal and informal care provision
Information for tutors

Essential requirements


Employer engagement and vocational contexts

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

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

Delivery guidance

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

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

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

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

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

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

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

**Learning outcome 1**

Know developmental changes that occur at different life stages.

Clarification of differences between growth and development.

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

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

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

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

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

**Learning outcome 2**

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

Socio-economic factors influencing development could be addressed through the use of mini case studies or TV soap operas. Small group work with presentations to the rest of the group for each factor.

Predictable life events could be illustrated on a timeline with unpredictable events added.

**Assignment 2: Factors Affecting Growth and Development (P2)**

Produce a report on a case study.

**Learning outcome 3**

Know factors that can influence an individual’s self-concept.

The portrayal of self-image and individual self-concept could be developed through the use of the media. There are some good illustrations of the public's perceptions of adolescents in the press and on Teachers’ TV, for example.

Media presentation of disability, older people, weight and mental health are all useful tools with which to start discussions.

**Assignment 3: Self-concept (P3, M2, D1)**

Produce a report on self-concept using a case study.
### Topic and suggested assignments/activities/assessment

#### Learning outcome 4
Understand different care needs of individuals at different life stages.

Care needs for different groups of individuals could be introduced through the use of case studies. This could also be useful as preparation for work placement if available.

Visiting speakers are useful in introducing learners to the work of multidisciplinary teams.

Care provision is, ideally, addressed through work experience or visits to different care settings. If this is not possible the use of case studies is suitable.

#### Assignment 4: Care Needs and Provision (P4, M3, D2)
Produce a report on care needs.

Unit and assessment review.

### Assessment guidance

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

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

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

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

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

P3 is within Assignment 3 and, again, this can be evidenced by a case study and report. To achieve P3, learners should state factors that influence an individual’s self-concept. M2 can also be achieved in Assignment 3 by outlining how factors can influence the development of an individual’s self-concept. If learners also describe how factors can influence the development of an individual’s self-concept they can achieve D1.
P4 in Assignment 4 can be evidenced by a care needs report. To achieve P4, learners need to explain different common care needs for an individual at different life stages. M3 can be achieved by discussing the nature of these needs in detail. Learners will also have the opportunity to achieve D2 by justifying the care provided for a particular individual at different stages of their life.

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

**Programme of suggested assignments**

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

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1, M1</td>
<td>Assignment 1: Developmental Changes at Different Life Stages.</td>
<td>You have been asked by a popular health magazine to prepare a series of articles for publication which explores the key aspects of physical, intellectual, emotional and social development.</td>
<td>Magazine pages in the form of a booklet supported by images.</td>
</tr>
<tr>
<td>P2</td>
<td>Assignment 2: Factors Affecting Development.</td>
<td>You are working for a children’s charity and have been asked to visit a family (case study provided) to determine the various factor that are influencing the children’s growth and development.</td>
<td>Case study and report.</td>
</tr>
<tr>
<td>P3, M2, D1</td>
<td>Assignment 3: Self-Concept.</td>
<td>Focus on five factors that can influence the development of a person’s self-concept, based on a provided case study</td>
<td>Case study and report.</td>
</tr>
</tbody>
</table>
### Criteria covered

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>P4, M3, D2</td>
<td>Assignment 4: Care Needs and Provision.</td>
<td>Care needs report.</td>
</tr>
<tr>
<td></td>
<td>Explore the potential different care needs for an individual you have</td>
<td></td>
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<tr>
<td></td>
<td>worked with whilst on placement or for an individual in a provided case</td>
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<tr>
<td></td>
<td>study. Be sure to include several aspects of care. This could be in the</td>
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<tr>
<td></td>
<td>form of a care plan.</td>
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</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Skills in Health and Social Care</td>
<td>Cultural Diversity in Health and Social Care</td>
<td>Development through the Life Stages</td>
</tr>
<tr>
<td>Looking after Children</td>
<td>Individual Needs in Health and Social Care</td>
<td>Personal and Professional Development</td>
</tr>
<tr>
<td>Images of People</td>
<td>Vocational Experience in a Health or Social Care Setting</td>
<td>Caring for Children and Young People</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supporting and Protecting Adults</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caring for Older People</td>
</tr>
</tbody>
</table>
Suggested resources

Books
Lindon J – *Early Years Care and Education* (Thomson Learning, 2002) ISBN 9781861527226
Meggitt C and Bruce T – *Child Care and Education* (Hodder Arnold, 2002) ISBN 9780340846285
Minett P – *Child Care and Development* (John Murray, 2001) ISBN 9780719586101
Wright D – *Human Physiology and Health* (Heinemann, 2000) ISBN 9780435633042

Journals
*Child Care, Health and Development* (Blackwell Publishing)
*Health Service Journal* (Public Sector Management)
**Websites (Relevant websites applicable to learner's home country)**

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.breakthrough-uk.com">www.breakthrough-uk.com</a></td>
<td>Breakthrough UK</td>
</tr>
<tr>
<td><a href="http://www.communitycare.co.uk">www.communitycare.co.uk</a></td>
<td>Community care – for everyone in social care</td>
</tr>
<tr>
<td><a href="http://www.cqc.org.uk">www.cqc.org.uk</a></td>
<td>The Quality Care Commission</td>
</tr>
<tr>
<td><a href="http://www.cwdcouncil.org.uk">www.cwdcouncil.org.uk</a></td>
<td>Children’s Workforce Development Council</td>
</tr>
<tr>
<td><a href="http://www.dh.gov.uk">www.dh.gov.uk</a></td>
<td>Department of Health</td>
</tr>
<tr>
<td><a href="http://www.learner.org/discoveringpsychology/development">www.learner.org/discoveringpsychology/development</a></td>
<td>Lifespan development</td>
</tr>
<tr>
<td><a href="http://www.nhs.uk">www.nhs.uk</a></td>
<td>The National Health Service</td>
</tr>
<tr>
<td><a href="http://www.nursingtimes.net">www.nursingtimes.net</a></td>
<td>The Nursing Times</td>
</tr>
</tbody>
</table>
Unit 9: Creative and Therapeutic Activities in Health and Social Care

Level: SRF Level 2
Notional Learning Hours: 100
Unit value: 10
SRF unit code: 30893H
This unit is internally assessed

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

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

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

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

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

On completion of this unit a learner should:

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

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

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong> identify creative and therapeutic activities for people using health and social care services.</td>
<td><strong>M1</strong> outline the benefits of creative and therapeutic activities for individuals using health and social care services.</td>
<td><strong>D1</strong> describe the importance of relevant legislation, guidelines and policies relevant to the implementation of creative and therapeutic activities.</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> identify the benefits of creative and therapeutic activities for individuals using health and social care services.</td>
<td><strong>M2</strong> outline legislation, guidelines and policies relevant to the implementation of creative and therapeutic activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> identify legislation, guidelines and policies relevant to the implementation of creative and therapeutic activities.</td>
<td><strong>M3</strong> carry out a planned creative or therapeutic activity in a health or social care environment.</td>
<td><strong>D2</strong> present an evaluation of the effectiveness of your planned activity to meet the holistic needs of an individual.</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> explain the role of the professional when planning creative and therapeutic activities in a health and social care environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> plan a creative or therapeutic activity for an individual using health or social care services.</td>
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<td></td>
</tr>
</tbody>
</table>
Unit content

1 Know different creative and therapeutic activities and their benefits

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

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

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

Cognitive benefit:
- memory
- problem solving
- communication
- organisation

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

Social benefits:
- interaction with others
- development of relationships and social networks
2 Know legislation and regulations relevant to the implementation of creative and therapeutic activities

Legislation/regulations in home country

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

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

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

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

4 Be able to implement appropriate creative and therapeutic activities

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

Needs of the individual:
- for example physical, sensory, social isolation, learning disability, depression, developmental, communication
Plan creative and therapeutic activities:
- needs of individual
- timing
- resources e.g. materials, equipment
- space/setting
- barriers
- health and safety

Resources:
- for example art and craft materials, games, music
- equipment e.g. digital cameras, recording equipment, computer, cooking ingredients, gardening equipment

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

Essential requirements

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

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

Access to the internet.

Employer engagement and vocational contexts

Organisations which offer appropriate work experience.

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

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

Delivery guidance

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Topic and suggested assignments/activities/assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit introduction.</td>
</tr>
<tr>
<td><strong>Learning outcome 1</strong></td>
</tr>
<tr>
<td>Know different creative and therapeutic activities and their benefits.</td>
</tr>
<tr>
<td>Explore a range of creative and therapeutic activities.</td>
</tr>
<tr>
<td>Work placement/home activities – observe and discuss activities.</td>
</tr>
<tr>
<td><strong>Assignment 1: Creative and Therapeutic Activities and Their Benefits for People Using Health and Social Care Services (P1, P2, M1)</strong></td>
</tr>
<tr>
<td>Identify a range of creative and therapeutic activities and explore the benefits to individual service users.</td>
</tr>
<tr>
<td><strong>Learning outcome 2</strong></td>
</tr>
<tr>
<td>Know legislation and regulations relevant to the implementation of creative and therapeutic activities.</td>
</tr>
<tr>
<td>List the relevant legislation and guidelines relating to creative and therapeutic activities.</td>
</tr>
<tr>
<td><strong>Learning outcome 3</strong></td>
</tr>
<tr>
<td>Understand the role of professionals supporting individuals who undertake creative and therapeutic activities.</td>
</tr>
<tr>
<td>Class and workplace activity – explore policies from different health and social care organisations Explore benefits in relation to all areas of development.</td>
</tr>
<tr>
<td>Relate activities to benefits.</td>
</tr>
<tr>
<td>Further research on principles and values of the sector.</td>
</tr>
<tr>
<td>Explore ways that professionals apply principles and values when planning Consider risks to health and safety of a range of activities.</td>
</tr>
</tbody>
</table>
**Topic and suggested assignments/activities/assessment**

**Assignment 2: The Role of the Professional and the Legislation, Guidelines and Policies Which Govern Their Work (P3, P4, M2, D1)**

A handout which:

- explores the relevant health and safety legislation, guidelines and policies.
- explains the role of the professional in planning, implementing and supporting activities.

**Learning outcome 4**

Be able to implement appropriate creative and therapeutic activities.

Explore different ideas for creative and therapeutic activities Discuss needs and preferences with individual or group.

Draft plans for an activity for both an individual and group and discuss with individuals, supervisor/manager and tutor. Review plans and make amendments.

**Assignment 3: Planning for a Creative or Therapeutic Activity – a Planning Document (P5)**

Discuss and agree final plan with tutor and manager/supervisor Seek and organise appropriate resources.

Implement activity and review within a health or social care environment.

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

Unit and assessment review.

**Assessment guidance**

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

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

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

P4 requires learners to explain employee responsibilities in relation to health and safety and the potential risks to health and safety when planning creative activities.
For P5, planned activities should be detailed and include an initial assessment of the needs and abilities of all individuals involved. The aims, in terms of the holistic benefits to individuals, should be stated. Plans should be clearly laid out including timing, location, resources to be used, support needs and risk assessment. Evidence that learners have discussed and agreed their plans and any subsequent amendments with their tutor should be available. Activity plans, to be carried out within the chosen organisation, must also be agreed with the manager or supervisor. Learners must demonstrate that they adhere to the principles and values of the sector. A witness testimony, from a suitably qualified health or social care worker, should be included with evidence of activity implementation for M3. D2 should be evidenced by an evaluation of the success or otherwise of the planned activity, indicating where things could be improved if the activity was to be repeated.

**Programme of suggested assignments**

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

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

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

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

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<tr>
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</thead>
<tbody>
<tr>
<td>BTEC Introductory Diploma Health and Social Care Developing Skills in Health and Social Care</td>
<td>BTEC Diploma in Health and Social Care Vocational Experience in a Health or Social Care Setting</td>
<td>BTEC National Diploma in Health and Social Care Health, Safety and Security in Health and Social Care</td>
</tr>
<tr>
<td>Society, Health and Development Foundation Level Is it Safe?</td>
<td>Communication in Health and Social Care</td>
<td>Caring for Older People</td>
</tr>
<tr>
<td></td>
<td>Ensuring Safe Environments in the Health and Social Care Sectors</td>
<td>Caring for Individuals with Additional Needs</td>
</tr>
<tr>
<td></td>
<td>BTEC in Children’s Care Learning and Development Supporting Children’s Play and Learning</td>
<td>BTEC National Diploma in Children’s Care learning and Development Children’s Learning Activities and Play</td>
</tr>
<tr>
<td></td>
<td>Society, Health and Development Higher Level Principles, Values and Personal Development</td>
<td>Society, Health and Development Advanced Level Principles and Values in Care</td>
</tr>
</tbody>
</table>
Suggested resources

Books
Agar K – How to Make Your Care Home Fun: Simple Activities (Jessica Kingsley, 2008) ISBN 9781843109525
Banks B W – Activities for Older People (Butterworth Heinemann, 2000) ISBN 9780750647410
Bruce T – Cultivating Creativity in Babies, Toddlers and Young Children (Hodder and Stoughton, 2004) ISBN 9780340814673
Lloyd P – Lets All Listen Songs for group work in settings that include students with learning difficulties and autism (Jessica Kingsley, 2007) ISBN 9781843105831

Booklets
Activities in Care Homes for People with Dementia (www.pssru.ac.uk/pdf/MCpdfs/Activities_factsheet.pdf, 2005)
No Cook Cooking (NAPA publications, www.napa-activities.co.uk)
What is Important to You? (Mental Health Foundation, 2004) ISBN 1 903645 55 7

Journals
Care and Health Magazine (PSSRU publications)
Child Education Plus+ (Scholastic Limited)
Community Care Magazine (Reed Business Information)
Creative Steps (Bubbles publishing Limited)
Disability Now (Disability Now)
Nursery World (Haymarket Publishing Limited)
**Websites** *(Relevant websites applicable to learner's home country)*

- www.ccwales.org.uk  
  Council for Wales

- www.cot.co.uk  
  College of Occupational Therapists

- www.cwd.council.org.uk  
  Children’s Workforce Development Council

- www.learningdisabilities.org.uk  
  Foundation for people with learning disabilities

- www.mencap.org.uk  
  Mencap (for people with learning disabilities

- www.napa-web.co.uk  
  National Association of Providers of activities for Older People

- www.niscc.info  
  Northern Ireland Social Care Council

- www.petsastherapy.org  
  Pets as therapy

- www.rda.org.uk  
  Riding for the Disabled

- www.rnib.org.uk  
  Royal National Institute of Blind People

- www.rnid.org.uk  
  The Royal National Institute for Deaf People

- www.skillsforcare.org.uk  
  Sector Skills Council for Social Care

- www.skillsforhealth.org.uk  
  Sector Skills Council for Health
Unit 10: The Impact of Diet on Health

Level: SRF Level 2
Notional Learning Hours: 100
Unit value: 10
SRF unit code: 30895H
This unit is internally assessed

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

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

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

Outcomes of learning
On completion of this unit a learner should:
1 Know dietary needs of individuals at different life stages
2 Understand effects of unbalanced diets on the health of individuals
3 Know specific dietary needs of service users
4 Understand principles of food safety and hygiene.
Assessment and grading criteria

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

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>identify the components of a balanced diet.</td>
<td>M1 discuss how the components of a balanced diet contribute to an individual’s health at different life stages.</td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td>identify different dietary needs at each life stage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td>explain two medical conditions related to unbalanced diets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4</td>
<td>identify two service users with specific dietary needs.</td>
<td>M2 outline a two-day diet plan for two service users with specific dietary needs.</td>
<td>D1 justify how the two-day diet plan meets the dietary needs of the two service users.</td>
</tr>
<tr>
<td>P5</td>
<td>outline relevant legislation relating to preparing, cooking and serving food.</td>
<td>M3 discuss the effects of unsafe practices when preparing, cooking and serving food in a health or social care setting.</td>
<td>D2 assess the effectiveness of safe practices when preparing, cooking and serving food in a health or social care setting.</td>
</tr>
<tr>
<td>P6</td>
<td>explain safe practices necessary in preparing, cooking and serving food in a health or social care setting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit content

1 Know dietary needs of individuals at different life stages

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

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

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

Components of a balanced diet:
- carbohydrates, proteins, fats and oils
- vitamins
- minerals
- role in diet
- variations in need according to e.g. age, activity, lifestyle

Carbohydrates:
- simple (sugars), complex (starch and non-starch polysaccharides (fibre)
Proteins:
- animal and plant sources, essential amino acids
- importance of varied diet for vegetarians/vegans
- saturated, unsaturated and polyunsaturated

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

Vitamins:
- A
- B (complex)
- C
- D
- E
- K

Minerals:
- calciums
- iron
- sodium

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

Babies:
- breast feeding, formula feeding, weaning

Children and adolescents:
- to support growth and higher energy needs
- weight management
Adults:
- activity levels e.g. variations according to occupation
- lifestyle
- decrease in energy needs
- weight management
- pregnancy and breastfeeding

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

2 Understand effects of unbalanced diets on the health of individuals

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

3 Know specific dietary needs of service users

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

Religion/culture:
- e.g. Hindus, Jews, Muslims, Buddhists, vegetarians,

Two-day plan:
- breakfast
- midday meal
- evening meal
- snacks
- beverages
4 Understand principles of food safety and hygiene

Safe practices of food preparation, cooking and service:

- hygiene control
- temperature control
- pest control
- types of food contamination e.g. chemical, physical, biological

Effects of unsafe practices:

- types of food contamination e.g. chemical, physical, biological
- bacterial food poisoning e.g. Clostridium Perfringens, Staphylococcus Aureus, Campylobacter, Bacillus Cereus, Salmonella species
- E coli
- sources of food poisoning bacteria
- symptoms of food poisoning

Legislation, regulations and codes of practice:

- legislation/regulations in home country
Information for tutors

Essential requirements

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

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

Employer engagement and vocational contexts

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

Visits to different health and social care settings to look at food hygiene and safe food practices, and how they have put positive actions in place to reduce the hazard and risk of food poisoning, would also give learners the opportunity to investigate matters in a contextualised way.

Each learner should have the opportunity to be able to work/visit a health or social care setting to investigate issues for all four learning outcomes of this unit.

Tutors should investigate opportunities for learners to access information from other relevant organisations. Centres are encouraged to make links with local organisations early in the planning of this unit.

Delivery guidance

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

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

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

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

If facilities are available, practical cookery lessons and food preparation sessions could also be included to reinforce learner knowledge and practice.
Work-based learning experiences/visits to health or social care settings for example a residential home for the elderly, is encouraged so that learners can experience first-hand areas such as food storage, preparation and cooking practices, kitchen health and safety, service user-needs and preferences.

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

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

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

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

The use of case studies is also recommended.

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

**Outline learning plan**

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

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

<table>
<thead>
<tr>
<th>Topic and suggested assignments/activities/assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the unit and induction activities.</td>
</tr>
<tr>
<td>Guest speaker: for example a dietician or nutritionist.</td>
</tr>
<tr>
<td><strong>Learning outcome 1</strong></td>
</tr>
<tr>
<td>Know dietary needs of individuals at different life stages.</td>
</tr>
<tr>
<td>Buzz group and discussion on dietary needs of individuals at different life stages.</td>
</tr>
<tr>
<td>Case studies on different individual’s dietary needs and their effects on individuals.</td>
</tr>
<tr>
<td>Investigation on factors influencing the diet of individuals e.g. religion/cultural needs – questionnaire.</td>
</tr>
<tr>
<td>Research on balanced diet and nutrients.</td>
</tr>
<tr>
<td><strong>Learning outcome 2</strong></td>
</tr>
<tr>
<td>Understand effects of unbalanced diets on the health of individuals.</td>
</tr>
<tr>
<td>Internet research and development of questions for visits/guest speakers on the different effects of unbalanced diets on the health of individuals.</td>
</tr>
<tr>
<td>Class discussions and presentations.</td>
</tr>
<tr>
<td>Guest speakers from health sector to talk about obesity/coronary heart disease/type 2 diabetes/questions and answers.</td>
</tr>
<tr>
<td>Case studies of children with malnutrition and specific nutrient deficiencies.</td>
</tr>
<tr>
<td>Topic and suggested assignments/activities/assessment</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td><strong>Assignment 1: Balanced and Unbalanced Diets and Associated Medical Conditions (P1, P2, P3, M1)</strong></td>
</tr>
<tr>
<td>Produce a display and report covering:</td>
</tr>
<tr>
<td>● the identification of the components of a balanced diet and dietary needs at each life stage.</td>
</tr>
<tr>
<td>● a discussion of how the components of a balanced diet contribute to an individual’s health at different life stages.</td>
</tr>
<tr>
<td>● an explanation of two medical conditions related to unbalanced diets.</td>
</tr>
</tbody>
</table>

**Learning outcome 3**

Know specific dietary needs of service users.

Class discussion on learners/their family and/or friends’ diets and dietary needs.

Case studies on different diets because of different conditions and requirements.

Small-scale survey on factors influencing the diet of individuals e.g. religion/cultural needs/vegetarianism – questionnaire.

Share findings from surveys.

Plan schedule/research for case studies in Assignment 2.

**Assignment 2: Dietary Adjustments and Diet Plan (P4, M2, D1)**

Two ‘case studies’ – each case study covering:

● identification of why specific dietary needs require dietary adjustment for two health or social care service users.

● an outline of a two-day diet plan for two service users with specific dietary needs.

● justification of how the two-day diet plan meets the dietary needs of the two service users.

**Learning outcome 4**

Understand principles of food safety and hygiene.

**Assignment 3: Safe and Unsafe Food Practices (P5, P6, M3, D2)**

Outline relevant legislation in relation to safe practices in preparing, cooking and serving food.

Investigate safe practices and discuss the effects of unsafe practices in different health and social care settings Assess the effectiveness of safe practices for food preparation, cooking and serving.

Development of questions for visits or guest speakers on food safety and hygiene.

Guest speakers from different health and social care settings/questions and answers.

Visits to various health and social care settings/questions and answers.

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

Workplace setting research on food safety and hygiene practices.

Unit and assessment review.
Assessment guidance

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1, P2, P3, M1</td>
<td>Assignment 1: Balanced and Unbalanced Diets and Associated Medical Conditions.</td>
<td>As a dietician you have been invited to a local primary school to contribute to a staff training day on diet, diet plans and food hygiene and safety.</td>
<td>Display and report.</td>
</tr>
<tr>
<td>P4, M2, D1</td>
<td>Assignment 2: Dietary Adjustments and Diet Plan.</td>
<td></td>
<td>Two case studies.</td>
</tr>
<tr>
<td>P5, P6, M3, D2</td>
<td>Assignment 3: Safe and Unsafe Food Practices.</td>
<td></td>
<td>Food safety and hygiene booklet.</td>
</tr>
</tbody>
</table>
Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society, Health and Development Diploma</td>
<td>BTEC First Health and Social Care</td>
<td>BTEC National Health and Social Care</td>
</tr>
<tr>
<td>Foundation Level 1 Is it Safe?</td>
<td>Individual Needs in Health and Social Care</td>
<td>Health, Safety and Security in Health and Social Care</td>
</tr>
<tr>
<td>Health, Wellbeing and Lifestyle</td>
<td>Ensuring Safe Environments in Health and Social Care</td>
<td>Development Through the Life Stages</td>
</tr>
<tr>
<td>Meeting Needs</td>
<td>Vocational Experience in a Health or Social Care</td>
<td>Public Health</td>
</tr>
<tr>
<td>Meeting Needs</td>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Cultural Diversity in Health and Social Care</td>
<td>Nutrition for Health and Social Care</td>
</tr>
<tr>
<td></td>
<td>Human Lifespan Development</td>
<td>Caring for Individuals with Additional Needs</td>
</tr>
<tr>
<td></td>
<td>GCSE in Health and Social Care</td>
<td>Infection Prevention and Control</td>
</tr>
<tr>
<td></td>
<td>Promoting Health and Wellbeing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health, Social Care and Early Years in Practice</td>
<td>Society, Health and Development Diploma Advanced Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safeguarding and Protecting Individuals and Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Society, Health and Development Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher Level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safeguarding and Protecting Individuals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth, Development and Healthy Living</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs and Preferences</td>
<td></td>
</tr>
</tbody>
</table>
Suggested resources

Books
Learning and Skills Council – *Standards for Health and Safety*

Websites *(Relevant websites applicable to learner’s home country)*
www.bohs.org British Occupational Hygiene Society
www.csci.org.uk Commission for Social Care Inspection
www.doh.gov.uk Department of Health
www.foodstandards.gov.uk Food Standards Agency
www.hse.gov.uk Health and Safety Executive
Annexes
Annexe A: Calculation of the qualification grade

Generic examples of calculation of the qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted by the centre.

The two tables below (which are also included in Section 5: Assessment and grading) are used to calculate the qualification grade above pass. The generic examples that follow the tables demonstrate how the tables are used.

Points available per unit value at specified unit grades and levels

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

<table>
<thead>
<tr>
<th>Unit level</th>
<th>Points per unit value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>Level 1</td>
<td>3</td>
</tr>
<tr>
<td>Level 2</td>
<td>5</td>
</tr>
<tr>
<td>Level 3</td>
<td>7</td>
</tr>
</tbody>
</table>

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

Qualification grade

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Points range above pass grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Merit</td>
</tr>
<tr>
<td>Pearson BTEC International Level 2 Certificate</td>
<td>85–94</td>
</tr>
<tr>
<td>Pearson BTEC International Level 2 Extended Certificate</td>
<td>170–189</td>
</tr>
<tr>
<td>Pearson BTEC International Level 2 Diploma</td>
<td>340–379</td>
</tr>
</tbody>
</table>

Generic examples

Please note the following examples are generic and are not based on the units included in this specification.
Generic example 1

**Achievement of pass qualification grade**

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

<table>
<thead>
<tr>
<th>Level</th>
<th>Unit value</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit = unit value x grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>2</td>
<td>5</td>
<td>Pass</td>
<td>5 × 5 = 25</td>
</tr>
<tr>
<td>Unit 2</td>
<td>2</td>
<td>5</td>
<td>Pass</td>
<td>5 × 5 = 25</td>
</tr>
<tr>
<td>Unit 3</td>
<td>2</td>
<td>5</td>
<td>Merit</td>
<td>5 × 6 = 30</td>
</tr>
</tbody>
</table>

**Qualification grade totals**

| 15 | Pass | 80 |

Generic example 2

**Achievement of merit qualification grade**

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a merit qualification grade.

<table>
<thead>
<tr>
<th>Level</th>
<th>Unit value</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit = unit value x grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>2</td>
<td>5</td>
<td>Pass</td>
<td>5 × 5 = 25</td>
</tr>
<tr>
<td>Unit 2</td>
<td>2</td>
<td>5</td>
<td>Merit</td>
<td>5 × 6 = 30</td>
</tr>
<tr>
<td>Unit 3</td>
<td>2</td>
<td>5</td>
<td>Merit</td>
<td>5 × 6 = 30</td>
</tr>
</tbody>
</table>

**Qualification grade totals**

| 15 | Merit | 85 |

Generic example 3

**Achievement of distinction qualification grade**

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a distinction qualification grade.

<table>
<thead>
<tr>
<th>Level</th>
<th>Unit value</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit = unit value x grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>2</td>
<td>5</td>
<td>Merit</td>
<td>5 × 6 = 30</td>
</tr>
<tr>
<td>Unit 2</td>
<td>2</td>
<td>5</td>
<td>Merit</td>
<td>5 × 6 = 30</td>
</tr>
<tr>
<td>Unit 3</td>
<td>2</td>
<td>5</td>
<td>Distinction</td>
<td>5 × 7 = 35</td>
</tr>
</tbody>
</table>

**Qualification grade totals**

| 15 | Distinction | 95 |
Generic example 4

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Extended Certificate, qualification value of 30, achieves the points required to gain a merit qualification grade.

<table>
<thead>
<tr>
<th>Level</th>
<th>Unit value</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit = unit value x grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>2</td>
<td>5</td>
<td>Merit</td>
<td>6</td>
</tr>
<tr>
<td>Unit 2</td>
<td>2</td>
<td>5</td>
<td>Pass</td>
<td>5</td>
</tr>
<tr>
<td>Unit 3</td>
<td>2</td>
<td>5</td>
<td>Distinction</td>
<td>7</td>
</tr>
<tr>
<td>Unit 6</td>
<td>2</td>
<td>10</td>
<td>Pass</td>
<td>5</td>
</tr>
<tr>
<td>Unit 8</td>
<td>3</td>
<td>5</td>
<td>Pass</td>
<td>7</td>
</tr>
</tbody>
</table>

**Qualification grade totals**
- **Total points required for Merit grade:** 175

Generic example 5

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Diploma, qualification value of 60, achieves the points required to gain a merit qualification grade.

<table>
<thead>
<tr>
<th>Level</th>
<th>Unit value</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit = unit value x grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>2</td>
<td>5</td>
<td>Merit</td>
<td>6</td>
</tr>
<tr>
<td>Unit 2</td>
<td>2</td>
<td>5</td>
<td>Pass</td>
<td>5</td>
</tr>
<tr>
<td>Unit 3</td>
<td>2</td>
<td>5</td>
<td>Distinction</td>
<td>7</td>
</tr>
<tr>
<td>Unit 6</td>
<td>2</td>
<td>10</td>
<td>Merit</td>
<td>6</td>
</tr>
<tr>
<td>Unit 9</td>
<td>1</td>
<td>5</td>
<td>Merit</td>
<td>4</td>
</tr>
<tr>
<td>Unit 10</td>
<td>2</td>
<td>10</td>
<td>Distinction</td>
<td>7</td>
</tr>
<tr>
<td>Unit 11</td>
<td>2</td>
<td>10</td>
<td>Merit</td>
<td>6</td>
</tr>
<tr>
<td>Unit 14</td>
<td>2</td>
<td>10</td>
<td>Merit</td>
<td>6</td>
</tr>
</tbody>
</table>

**Qualification grade totals**
- **Total points required for Merit grade:** 360
# Annexe B: Grading domains – BTEC International Level 2
generic grading domains

<table>
<thead>
<tr>
<th>Grading domain 1</th>
<th>Indicative characteristics – merit</th>
<th>Indicative characteristics – distinction</th>
</tr>
</thead>
</table>
| **Application of knowledge and understanding**  
(Learning outcome stem understand or know) |  
- Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis).  
- Apply and/or select relevant concepts.  
- Apply knowledge to different contexts.  
- Apply knowledge to non-routine contexts (i.e. assessor selection).  
- Make comparisons.  
- Show relationships between pass criteria. |  
- Synthesise knowledge and understanding across pass/merit criteria.  
- Evaluate concepts/ideas/actions.  
- Analyse/research and make recommendations.  
- Judges implications of application of knowledge/understanding.  
- Applies knowledge and understanding to complex activities/contexts. |

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<th>Grading domain 2</th>
<th>Indicative characteristics – merit</th>
<th>Indicative characteristics – distinction</th>
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</table>
| **Development of practical and technical skills**  
(Learning outcome stem be able to) |  
- Use advanced techniques/processes/ skills successfully.  
- Act under limited supervision/ demonstrate independence (note: pass cannot require support).  
- Apply to non-routine activities.  
- Demonstrate within time and/or resource constraints.  
- Produce varied solutions (including non-routine).  
- Modify techniques/processes to situations. |  
- Demonstrate creativity/originality/own ideas.  
- Apply skill(s) to achieve higher order outcome.  
- Select and use successfully from a range of advanced techniques/processes/skills.  
- Reflects on skill acquisition and application.  
- Justifies application of skills/methods.  
- Makes judgements about risks and limitations of techniques/processes.  
- Innovates or generates of application of techniques/processes for new situations. |
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| **Personal development for occupational roles** | ● Takes responsibility in planning and undertaking activities.  
● Reviews own development needs.  
● Finds and uses relevant information sources.  
● Acts within a given work-related context showing understanding of responsibilities.  
● Identifies responsibilities of employers to the community and the environment.  
● Applies qualities related to the vocational sector.  
● Internalises skills/attributes (creating confidence). | ● Manages self to achieve outcomes successfully.  
● Plans for own learning and development through the activities.  
● Analyses and manipulates information to draw conclusions.  
● Applies initiative appropriately.  
● Assesses how different work-related contexts or constraints would change performance.  
● Takes decisions related to work contexts.  
● Applies divergent and lateral thinking in work-related contexts.  
● Understands interdependence. |

**Grading domain 4**

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<th>Application of generic skills</th>
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<th>Indicative characteristics – distinction</th>
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| (Any learning outcome stem) | ● Communicates using appropriate technical/professional language.  
● Makes judgements in contexts with explanations.  
● Explains how to contribute within a team.  
● Makes adjustments to meet the needs/ expectations of others (negotiation skills).  
● Select and justify solutions for specified problems. | ● Presents self and communicates information to meet the needs of a typical audience.  
● Takes decisions in contexts with justifications.  
● Produces outputs subject to time/ resource constraints.  
● Reflects on own contribution to working within a team.  
● Generate new or alternative solutions to specified problems. |
Annexe C: National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care against the underpinning knowledge of the Level 2 NVQ in Health and Social Care, Health and Social Care SSC National Occupational Standards.

**KEY**

✓ indicates that the Pearson BTEC International Level 2 cover all of the underpinning knowledge of the NOS

# indicates partial coverage of the NOS

   a blank space indicates no coverage of the underpinning

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