

BTEC

HIGHER NATIONALS

Social and Community Work

Specification

First Teaching from September 2018

First Certification from 2019

**Higher National
Certificate Lvl 4**

**Higher National
Diploma Lvl 5**

About Pearson

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Summary of changes in Pearson BTEC Higher Nationals in Social and Community Work Issue 5

Summary of changes made between previous issue and this current issue	Page number
<p><i>2.5.1 Progression to university</i></p> <p>University recognition and articulations section updated and reflects new website.</p>	13
<p><i>3.2.1 English language requirements for Higher Nationals</i></p> <p>Reverted wording back to previous issue</p>	20-21
<p><i>6.5.2 Compensation of HNC.</i></p> <p>Clarified statement by inserting words "<i>attempted but</i>" as is the case with the wording on compensation of HND.</p>	90
<p><i>Unit changes: Unit 1</i></p> <p>Minor changes to introduction text, amendments to essential content of to support clarity, enhance relevance to health and social care practice and holistic approach to assessment.</p> <p>Changes made to assessment criteria to provide more effective opportunities for holistic assessment of the unit, and to reflect the changes made to the content without affecting level of demand:</p> <ul style="list-style-type: none"> • P1 – replaced with previous P2 • P2 – changed to P1, criterion now states – ‘Summarise key features of the different levels of law’. • New P2 – ‘Describe the relationship between ethics and legislation in relation to the work of health and social care practitioners.’ • P5 – removed ‘human rights’. Changed ‘equal’ to equitable • M1 – changed to ‘Analyse the relationship between ethics and the law in terms of their relevance to own professional responsibilities as a health or care practitioner’. • D1 – now assesses LO1 and LO2 and states ‘Evaluate the relationship between ethics and the law and their impact on organisational policy and practice towards protecting the rights and maintaining the wellbeing of users of health, care or support services in own country’ • M2 – ‘safe and non-discriminatory practice’ amended to ‘within a legal framework’ • M3 – added ‘to provide safe and equitable care’ 	103-114

Summary of changes made between previous issue and this current issue	Page number
<ul style="list-style-type: none">• D2 – removed and incorporated in D1 to support holistic assessment• D3 – nominal change to D2. 'in relation to a real case scenario' added	

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

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1 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Social and Community Work, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with relevant Professional Bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new Pearson BTEC Higher National qualifications in Social and Community Work are designed to reflect this increasing need for high-quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6. This is never more evident than in the health and social care sector, where the expectation that students who are progressing on to employment or Level 6 vocational degrees have substantial, meaningful work experience in the sector is now the norm. The new Pearson BTEC Higher National qualifications in Social and Community Work embrace this development and enhance students' progression opportunities through mandatory work placement requirements that include assessment on placement to further embed meaningfulness.

1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time, the Pearson BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their Level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at Levels 4 and 5 means that students wishing to progress to Level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- A range of Core, Optional and Specialist units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- Fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce
- The opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills
- Learning Outcomes mapped against Professional Body standards and vendor accreditation requirements, where appropriate
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the Centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher-level thinking skills
- An approach to demand at Levels 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ)
- Support for student and tutors, including Schemes of Work and Example Assessment Briefs.

1.3 HN Global

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website <http://www.highernationals.com/>

With HN Global, tutors can access programme specifications which contain useful information on programme planning and Quality Assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up to date on the latest news regarding HN programmes.

1.4 Qualification Titles

Pearson BTEC Level 4 Higher National Certificate in Social and Community Work

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Integrated Health and Social Care)
- Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social Care Leadership and Management)
- Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Community Development)
- Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social and Community Work Practice).

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Integrated Health and Social Care)
- Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Social Care Leadership and Management)
- Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Community Development)
- Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Social and Community Work Practice with Adults)
- Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Social and Community Work Practice with Children, Young People and Families).

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

Pearson BTEC Level 4 Higher National Certificate in Social and Community Work:
603/2492/2

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work:
603/2493/4

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher National qualifications in Social and Community Work offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students
- The essential subject knowledge that students need to progress successfully into further study or the world of work
- A simplified structure: students undertake a substantial core of learning in the Higher National Certificate and can build on this in the Higher National Diploma, with Specialist and Optional units linked to their Specialist area of study
- Three Specialist pathways in the Level 4 HNC Diploma, four Specialist pathways in the Level 5 HND Diploma, and a general pathway at both levels, so there is something to suit each student's preference of study and future progression plans
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs
- Assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)
- Unit-specific grading and Pearson-set assignments
- A varied approach to assessment that supports progression to Level 6 and also allows Centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles
- Quality Assurance measures – as outlined in *Sections 6 and 7* of this Programme Specification – to ensure that all stakeholders (e.g. Professional Bodies, universities, colleges and students) can feel confident in the integrity and value of the qualifications
- Two sets of available qualifications, designed to meet the needs and expectations of students aspiring to work in social work, community work and community development.

A thematic approach to learning in Health and Social Care

The Pearson BTEC Higher Nationals for the health and social care sector recognises that there are employability-related knowledge and skills that underpin effective practice across students' learning that are sector-specific. These are embedded across units in the HN in Social and Community Work qualifications, and are referred to as the 'Practice Themes'. Further detail on these Practice Themes can be found in *Section 2.7*.

Work placement/experience requirements

The Total Qualification Time for the Pearson BTEC Level 4 HNC Diploma in Social and Community Work includes a requirement of 225 hours' work placement or experience in social or community care settings. The mandatory elements of work placement/experience are as follows:

- A minimum of 75 hours in **one** social or community care setting is required. Examples of recommended settings for placement are in *Appendix 7* in this specification
- Students can undertake placement in more than one setting, providing they meet the minimum requirement for types of setting as indicated above

The Total Qualification Time for the Pearson BTEC Level 5 HND Diploma in Social and Community Work includes a requirement of 375 hours' work placement or experience in social or community care settings. The mandatory elements of work placement/experience are as follows

- A minimum of 100 hours in at least **one** social or community care setting is required, other than for the pathways listed below.
- For specialist pathways in Social and Community Work with Adults, and Social and Community Work Practice with Children, Young People and Families, a minimum of 100 hours in **two** different social and community care settings, or with **two** different service user groups is required.

Examples of recommended settings for placement are in *Appendix 7* in this specification.

Additional guidance

- Students can undertake placement in more than two different individual settings, providing they meet the minimum requirement for hours' placement as indicated above.

Supervision and assessment requirements on placement

Students are expected to be allocated a placement supervisor during their placement in each setting who will monitor and contribute to the continuous assessment of their progress; students are also required to be assessed during their practice on placement by a tutor/Assessor from the Centre delivering the qualification.

Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.8 Collaborative development

Students completing their Pearson BTEC Higher Nationals in Social and Community Work will be aiming to go on to employment or progress to the second or final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from Professional Bodies and universities, and with the providers who will be delivering the qualifications. In addition, it was just as important to ensure that we consulted with service users to inform both the design and content of the units.

We are very grateful to the university and further education tutors, employers, Professional Body and service user representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

- Skills for Care
- Anchor
- British Association of Social Workers
- Ginger Giraffe
- Independence Matters
- The Joint University Council – Social Work Education Committee
- Goldsmiths, University of London
- London South Bank University
- Northumbria University
- University of Salford, Manchester
- Sheffield Hallam University

- Belfast Metropolitan College
- Newcastle-under-Lyme College
- Northern Regional College
- North West Regional College
- Southern Eastern Regional College
- Sunderland College
- Sussex Coast College.

The content and level of the Higher National Certificate and Higher National Diploma in Social and Community Work has been written following advice from the Professional Bodies listed in *Section 1.8* above and is intended to support articulation to Level 6 in social care-related degree courses, excepting degrees to regulated professions such as social work.

To support progression to level 5 or level 6 in social or community work-related degree courses through accreditation of prior learning or articulation, units in the Higher National Diploma in Social and Community Work are referenced against national social work and community development capabilities and occupational standards in the UK.

2 Programming purpose and objectives

2.1 Purpose of the Pearson BTEC Higher Nationals in Social and Community Work

The purpose of Pearson BTEC Higher Nationals in Social and Community Work is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the social and community work sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

2.2 Objectives of the Pearson BTEC Higher Nationals in Social and Community Work

The objectives of the Pearson BTEC Higher Nationals in Social and Community Work are as follows.

- To equip students with social and community work skills and the knowledge and understanding necessary to achieve high performance in the global health and social care environment
- To provide education and training for a range of careers in social and community work, including: family support work roles, resource officer and personal assistant roles, community development work, public health and community support work, care planning roles, advocacy, social services supervisory or lower management roles, counselling and rehabilitation support roles
- To provide insight and understanding into the diversity of roles within the social and community work sector, recognising the importance of collaboration at all levels
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values
- To provide opportunities for students to enter or progress in employment in social or community work, or progress to higher education qualifications such as an Honours degree in Social Work, Youth and Community Work, Childhood Studies, Public Health, Social Policy or a related area
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives
- To support students to understand the local, regional and global context of social and community work, management and community development and, for those students with a global outlook, to aspire to international career pathways

- To provide students with opportunities to address contemporary social care issues facing the sector, and society at large; with particular emphasis on integrated and compassionate care, and person-centred approaches to providing social care interventions and support to individuals across the lifespan
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond
- To allow flexibility of study and to meet local or specialist needs
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations
- To provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer's needs and their own career aspirations
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry

We meet these objectives by:

- Providing a thorough grounding in social and community work principles and a degree of specialism at Level 4 that leads the student to a range of Specialist progression pathways at Level 5 relating to individual professions within the social and community work sector
- Equipping individuals with sector-relevant acumen, understanding, and social and community work skills for success in a range of the social care, community work, care navigation and supervisory or lower management roles in social services
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.

Who is this qualification for?

The Pearson BTEC Higher National qualifications in Social and Community Work are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the health and social care sector and are designed for students who wish to pursue or advance their career in social and community work or related fields. In addition to the knowledge, understanding and skills that underpin the study of the health and social care sector, Pearson BTEC Higher Nationals in Social and Community Work give students experience of the breadth and depth of the sector that will prepare them for further study or training in social and community work related fields.

2.3 Aims of the Level 4 Higher National Certificate in Social and Community Work

The Pearson BTEC Level 4 Higher National Certificate in Social and Community Work offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through Specialist pathways and the selection of Optional units across a range of occupationally-relevant subjects at Level 4. This effectively builds underpinning Core and Specialist skills while preparing the student for further subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in evidence-based practice, personal research, self-study, directed study and workplace learning and experience.

At Level 4, students develop a broad knowledge and awareness of key aspects of the social and community work sector through four Core units, which include one unit assessed by a Pearson-set assignment. The units are:

- Law, Policy and Ethical Practice in Health and Social Care
- Demonstrating Professional Principles and Values in Health and Social Care Practice
- Mental Health and Wellbeing – a Whole Person Approach
- Fundamentals of Evidence-based Practice (Pearson-set Project).

Depending on the 'Specialist pathway' at Level 4, students will undertake a further two Specialist units (related to their Level 4 Pathway) from:

- Organisational Contexts of Social and Community Work
- Social Policy and Administration
- Social Work Principles and Introduction to Practice
- Applied Understanding of Human Development and Behaviour
- Community Development – Principles and Practice
- Planning and Supporting Community-led Activities
- Effective Reporting and Record-keeping in Health and Social Care Services.

The Centre can also choose one further Optional unit (pathway-dependent) at Level 4 from the following:

- Youth and Community Work
- Contemporary Social Issues
- Inspiring Young People
- Working with Informal Care
- Sociological Approaches in Social and Community Work
- Health, Safety and Risk Management in Care Environments
- Resource Planning in Social and Community Care Services

Graduates successfully completing the Pearson BTEC Higher National Certificate in Social and Community Work will be able to demonstrate a sound knowledge of the basic concepts, values and principles of Social and Community Work, and the skills to perform effectively as a support worker in a number of different settings in the health and social care sector. They will be able to communicate accurately and appropriately and they will have the behaviours and qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to social and community work, show resilience under pressure, and meet challenging targets within a given resource.

2.4 Aims of the Level 5 Higher National Diploma in Social and Community Work

The Level 5 Higher National Diploma in Social and Community Work offers students three Specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to Professional Body and Apprenticeship standards (where appropriate) and can provide professional or apprenticeship status and progression to direct employment.

The Level 5 Higher National Diploma offers the following Specialist pathways for students who wish to concentrate on a particular aspect of social and community work:

- Social Care Leadership and Management
- Community Development
- Social and Community Work Practice with Adults
- Social and Community Work Practice with Children, Young People and Families

There is also a non-Specialist 'Integrated Health and Social Care' pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students and supports progression into a range of social and community work-related degrees.

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in social and community work, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to further specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the social and community work sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university.

2.5.1 Progression to university

The Pearson BTEC Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant social and community work-related courses, for example:

- BA/BSc (Hons) in Social Work
- BA (Hons) in Social and Community Work
- BA (Hons) in Youth Work
- BA (Hons) in Community Development
- BA (Hons) in Working with Children, Young People and Families
- BA (Hons) in Social Policy
- BA (Hons) in Psychology
- BA (Hons) in International Development
- BA/BSc (Hons) in Health and Social Care.

University recognition and articulations

We work with a range of higher education institutions around the world that recognise and accept BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities allow advanced entry onto the second or third year of a degree, and agreements can include credit transfer, articulation and case-by-case admission. Students should be aware that university admission criteria are always subject to change and remain at the discretion of the institution. Students should take time to understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>.

Details of entry requirements for BTEC Higher National graduates into degree programmes at institutions in the UK and internationally can be found on the Pearson Degree Course Finder website. Students should always check the entry requirements for degree programmes at specific Higher Education providers.

2.5.2 Employment

After completing a Pearson BTEC Higher National Certificate or Diploma, students can also progress directly into employment.

The skills offered as part of the Pearson BTEC Higher National Diploma can provide graduates with the opportunity to work in many different areas of the social and community work sector. Below are some examples of job roles each qualification could lead to.

Pathway	Job roles
Integrated Health and Social Care	Senior care assistant, senior support worker in a range of health and social care settings, pathway tracker, integrated support worker, care navigator or coordinator
Community Development	Community development worker, community education officer, project coordinator, voluntary sector field worker or research assistant, charity officer, advocacy roles
Social Care Leadership and Management	Lower managerial, coordinator and supervisory roles in social administration, operation and support services, e.g. information, office, estates, advice and guidance services
Social and Community Work Practice with Adults	Family support worker, resource officer, prison officer, advisor, community support worker, people-facing lower management roles in social services
Social and Community Work Practice with Children, Young People and Families	Providing additional requirements are met, work as a Children, Young People and Families senior supervisor or lower management roles in community-based settings, e.g. educational settings, youth justice, youth centres, children's centres, contact supervisor, resource officer, family support worker

2.6 Use of Maths and English within the curriculum

Those working in the social and community work cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the Pearson BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations with a range of audiences, including customers, other professionals and people accessing health or care services
- Use of professional, sector-specific language
- Use of mathematical methods to accurately record and present data for diagnostic or treatment purposes in a health or care context
- Use of analytical and computational methods to solve problems, and assist with clinical trials, audits and research projects as required.

Many aspects of social and community work require good maths skills and we strongly recommend all students complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A* to C and / or 9 to 4 grade in GCSE Maths (or equivalent) prior to starting the course (see *Entry requirements* in Section 3.2).

2.7 How Pearson BTEC Higher Nationals in Social and Community Work provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson BTEC Higher National Social and Community Work qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in three main categories.

- **Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively
- **Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising
- **Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation

Pearson Example Assessment Briefs make recommendations for a range of real or simulated assessment activities, for example group work, where appropriate, to encourage development of collaborative and interpersonal skills or a solution-focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. Example Assessment Briefs are for guidance and support only and **must** be customised and amended according to localised needs and requirements. All assignments must still be verified as per the internal verification process.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way Pearson BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active personal research skills
- Effective writing skills
- Analytical skills
- Critical thinking and reflective practice
- Evidence-based practice
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence and capability in practice-based skills in the workplace
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in the appendices.

2.8 Sector-specific knowledge and skills: Themes for effective practice in health and social care.

The Pearson BTEC Higher Nationals in Social and Community Work also embed a range of employability-related knowledge and skills specific to the health and social care sector. These are embedded throughout the units in the qualification, and are referred to as the 'Practice Themes'. The Practice Themes that are mapped into, and assessed throughout, units in the qualification are:

- a. Law, Regulation and Ethical Practice:** This refers to the legal and regulatory frameworks that govern practice in health and social care. On an ongoing basis, students are expected to consider and apply relevant law and regulation and demonstrate an understanding of how these relate to ethical practice in health and social care.

- b. Professional Values, Attitudes and Behaviours:** These values, attitudes and behaviour refer to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with others in health and social care. These include: care, compassion, competence, effective verbal, written, electronic and non-verbal communication, courage, commitment, working within the limits of own knowledge and skills, professional presentation and self-and time management. Students are expected to reflect these values, attitudes and behaviour throughout their learning, in the classroom and the workplace. The values, attitudes and behaviour identified reflect the requirements of codes of conduct as set out by Professional Bodies, including the Health and Care Professions Council and the Sector Skills Councils for Health and Care.
- c. Health, Safety and Safeguarding through the Lifespan:** A central tenet of health and social care practice. Most students will work with individuals with different needs, including some who may be vulnerable, in their roles as students and as part of the health and social care workforce. Students are expected to consider and apply appropriate measures, strategies and approaches to support the health, safety and safeguarding/protection of those they work with and demonstrate this application as appropriate throughout their learning.
- d. Valuing and Promoting Diversity, Difference and Inclusion:** This not only refers to respectful and non-discriminatory approaches, including being person-centred, to working with others regardless of their personal characteristics, but also includes taking positive action to support a diverse and inclusive work and learning environment. Students will evidence their understanding that these approaches underpin much of the work they do in their roles as part of a health and social care workforce throughout their study.
- e. Promoting Physical and Mental Health, and Emotional Wellbeing:** Students will develop their understanding of the interrelationship between physical and mental health and emotional wellbeing. Throughout their learning, students will develop skills in adopting a holistic approach to caring for others, taking into consideration both physical, mental and emotional aspects of an individual's health and wellbeing, recognising the value of mental health and emotional wellbeing in supporting an individual's overall health.
- f. Numeracy in Practice:** This is an essential feature of students' practice in health and social care and its value should not be underestimated. The appropriate and accurate use of numeracy skills can make a difference to the recovery or survival of a service user. Developing numerate students will support a health and social care workforce that is effective and efficient. Students are required to apply mathematical principles in a number of ways throughout their learning and work practice, from calculations and measurements to data analysis and evaluation.

The employability-related knowledge and skills selected for the Practice Themes were identified through a rigorous process of research and consultation with a range of stakeholders, including the following professional and regulatory bodies:

- Skills for Health
- Skills for Care
- Royal College of Nursing
- Nursing and Midwifery Council
- British Association of Social Workers
- Northern Ireland Social Care Council.

They reflect the approach taken by a number of professional standards in the sector and are in line with the expectations for professional practice in health and social care.

The Practice Themes are referred to throughout the units studied in this programme and students are expected to demonstrate application of Practice Themes consistently as a feature of their learning.

3 Planning your programme

3.1 Delivering the Higher Nationals in Social and Community Work

You play a central role in helping your students to choose the right Pearson BTEC Higher National qualification.

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or Optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

3.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a Centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Health and Social Care (or related subject)
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C and/or 9 to 4 (or equivalent) in subjects such as maths and English
- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Centres may wish to consider applicants' prior learning when considering their acceptance on a Pearson BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to *Section 8* of this document.)

3.2.1 English language requirements for Higher Nationals

Pearson's mission is to help people make more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are **both** taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme **where the programme is both taught and assessed in English:**

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications **wholly or partially** in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

3.2.2 Centre approval

To ensure that Centres are ready to assess students and that we can provide the support that is needed, all Centres must be approved before they can offer these qualifications. For more information about becoming a Centre and seeking approval to run our qualifications please visit the support section on our website (<http://qualifications.pearson.com/>).

3.2.3 Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that Centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level.

3.2.4 Resources required

As part of your Centre approval, you will need to show that the necessary material resources and work spaces are available to deliver Pearson BTEC Higher Nationals. For some units, specific resources are required and these are clearly indicated in the unit descriptors.

3.2.5 HN Global support

HN Global is an online resource that supports Centre planning and delivery of Pearson BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see *Sections 5 and 6* of this Programme Specification.

3.2.6 Modes of delivery

Subject to approval by Pearson, Centres are free to deliver Pearson BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- Full-time
- Part-time
- Blended learning.

3.2.7 Recommendations for employer engagement

Pearson BTEC Higher Nationals are vocational qualifications and, as an approved Centre, you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in *Section 5.2* about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

3.2.8 Support from Pearson

We provide a range of support materials, including Schemes of Work and suggested assignments, with supporting templates. You will be allocated an External Examiner early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.

3.2.9 Student employability

All Pearson BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant, and have been mapped to the following Professional Body standards and Higher Apprenticeship Standards as follows:

- Links to the Professional Capabilities Framework for Social Work in England are mapped in *Appendix 6*
- Links to the National Occupational Standards for Social Work (Northern Ireland, Scotland, Wales and Ireland) are mapped in *Appendix 6*
- Links to the Community Development National Occupational Standards are mapped in *Appendix 6*

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.3 Access to study

This section focuses on the administrative requirements for delivering a Pearson BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression.

There should be equal opportunities for all those wishing to access the qualifications. We refer Centres to our *Pearson Equality and Diversity Policy*, which can be found in the support section of our website (<http://qualifications.pearson.com/>).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicants' prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to students during the teaching and assessment of the qualification. For further guidance and advice please refer to *Section 9* on reasonable adjustments.

3.4 Student registration and entry

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (<http://qualifications.pearson.com/>).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change (for example if a student decides to choose a different Specialist pathway), then the Centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

3.5 Access to assessments

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website (<http://www.jcq.org.uk/>).

3.6 Administrative arrangements for internal assessment

3.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (<http://qualifications.pearson.com>). We may ask to audit your records, so they must be retained as specified. All student work must be retained for a **minimum of 12 weeks** after certification has taken place.

3.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (<http://qualifications.pearson.com/>).

3.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy, which can be found in the document linked above.

Please note that your Centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

3.6.4 Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (<http://qualifications.pearson.com/>).

If your Centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland, a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk

3.7 Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. Full information on dealing with malpractice and plagiarism is available on the support section of our website (<http://qualifications.pearson.com/>). It provides full information on the actions we expect you to take.

Pearson may conduct investigations if it is believed that a Centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

3.7.2 Student malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemaalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

3.7.3 Tutor/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

3.7.4 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

Your Centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

4 Programme structure

4.1 Units, credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

Pearson BTEC Higher Nationals consist of Core units, Specialist units and Optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body and/or Higher Apprenticeship standards
- Required combinations of Optional units are clearly set out in the tables below.

Units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a Total Unit Time of 150 hours and 60 hours of Guided Learning.

Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning in the classroom or workplace
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning (GL) is defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Programme structures

The programme structures specify:

- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The Core units
- The Specialist units
- The Optional units
- The maximum credit value in units that can be Centre-commissioned.

When combining units for a Pearson BTEC Higher National qualification, it is the Centre's responsibility to make sure that the correct combinations are followed.

4.2.1 Pearson BTEC Level 4 Higher National Certificate in Social and Community Work

- Qualification credit value: a minimum of 120 credits. This is made up of seven units, six with a value of 15 credits, and one with a value of 30 credits.
- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours
- **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- There is a required mix of Core, Specialist and Optional units totalling 120 credits. All units are at Level 4.
- In some cases, a maximum of 30 credits from a Higher National qualification may be from units designed by the Centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information please refer to Higher National Commissioned Qualifications.

Please note that some Specialist units are available as Optional units and some Optional units are available as Specialist units.

Work placement requirements

The Pearson BTEC Level 4 Higher National Certificate in Social and Community Work requires at least 225 hours of work experience to be completed.

Further detail regarding the mandatory elements of work placement/experience are in *Section 1.7*.

Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Integrated Health and Social Care)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Plus THREE Optional units which can be selected from the Specialist and Optional units given below. Please note that only ONE specialist unit can be selected per pathway group below.			
Group: Social Care Leadership and Management			
Specialist Unit	5 Organisational Contexts of Social and Community	15	4
Specialist Unit	6 Social Policy and Administration	15	4
Group: Community Development			
Specialist Unit	8 Community Development – Principles and Practice	15	4
Specialist Unit	11 Organising and Supporting Community-led Activities	15	4
Group: Social and Community Work Practice			
Specialist Unit	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit	10 Applied Understanding of Human Development and Behaviour	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4

Optional Unit	16 Sociological Approaches in Social and Community Work	15	4
Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4
Optional Unit	18 Resource Planning in Social and Community Care Services	15	4

Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social Care Leadership and Management)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Specialist Unit <i>Mandatory</i>	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit <i>Mandatory</i>	6 Social Policy and Administration	15	4
Plus ONE Optional unit which can be selected from the Specialist and Optional units given below			
Group: Community Development			
Specialist Unit	8 Community Development – Principles and Practice	15	4
Specialist Unit	11 Organising and Supporting Community-led Activities	15	4
Group: Social and Community Work Practice			
Specialist Unit	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit	10 Applied Understanding of Human Development and Behaviour	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4
Optional Unit	16 Sociological Approaches in Social and Community Work	15	4

Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4
Optional Unit	18 Resource Planning in Social and Community Care Services	15	4

Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Community Development)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Specialist Unit <i>Mandatory</i>	8 Community Development – Principles and Practice	15	4
Specialist Unit <i>Mandatory</i>	11 Planning and Supporting Community-led Activities	15	4
Plus ONE Optional unit which can be selected from the Specialist and Optional units given below			
Group: Social Care Leadership and Management			
Specialist Unit	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit	6 Social Policy and Administration	15	4
Group: Social and Community Work Practice			
Specialist Unit	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit	10 Applied Understanding of Human Development and Behaviour	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4

Optional Unit	16 Sociological Approaches in Social and Community Work	15	4
Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4
Optional Unit	18 Resource Planning in Social and Community Care Services	15	4

Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social and Community Work Practice)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Specialist Unit <i>Mandatory</i>	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit <i>Mandatory</i>	10 Applied Understanding of Human Development and Behaviour	15	4
Plus ONE Optional unit which can be selected from the Specialist and Optional units given below			
Group: Social Care Leadership and Management			
Specialist Unit	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit	6 Social Policy and Administration	15	4
Group: Community Development			
Specialist Unit	8 Community Development – Principles and Practice	15	4
Specialist Unit	11 Planning and Supporting Community-led Activities	15	4
Group: Shared Specialist			
Specialist Unit	5 Organisational Contexts of Social and Community Work	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4

Optional Unit	16 Sociological Approaches in Social and Community Work	15	4
Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4
Optional Unit	18 Resource Planning in Social and Community Care Services	15	4

4.2.2 Pearson BTEC Level 5 Higher National Diploma in Social and Community Work

- Qualification credit value: a minimum of 240 credits. This is made up of fourteen units, twelve with a value of 15 credits, and two with a value of 30 credits.
- **Total Qualification Time (TQT)** Higher National Diploma (HND) = 2,400 hours
- **Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours
- There is a required mix of Core, Specialist and Optional units totalling 240 credits. Units are at Level 4 and Level 5.
- In some cases, a maximum of 60 credits from a Higher National qualification may be from units designed by the Centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information please refer to Higher National Commissioned Qualifications.
- Please note that some Specialist units are available as Optional units and some Optional units are available as Specialist units.
- The requirements of the HNC have to be met.

Work placement requirements

The **Pearson BTEC Level 5 Higher National Diploma in Social and Community Work** requires at least 375 hours of work experience to be completed, which includes the 225 hours placement requirement of the Higher National Certificate.

Further detail regarding the mandatory elements of work placement/experience are in *Section 1.7*.

Progression through pathways

The Pearson BTEC Level 5 Higher National Diploma in Social Community and Work consists of the Pearson BTEC Level 4 Higher National Certificate in Social Community and Work (above) plus an additional 120 credits at Level 5 delivered via one of the four corresponding Specialist pathways:

- Community Development
 - Social Care Leadership and Management
 - Social and Community Work Practice with Adults
 - Social and Community Work Practice with Children, Young People and Families
- or a general pathway: Integrated Health and Social Care.

Students will typically progress from the HNC to the HND within the pathways as titled. A Centre may allow students on the Integrated Health and Social Care pathway at the HNC level to progress to another Specialist pathway in the HND, providing the student has completed (and passed) at least one of the Specialist units for that pathway in the HNC. The Centre must also undertake a suitable mapping of Recognition of Prior Learning (RPL) for the other Specialist mandatory HNC unit in the Specialist pathway elected in support of any potential review by an External Examiner.

Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.

There is a required mix of Core, Specialist and Optional units totalling 240 credits. The Core units required for each Level 5 Specialist pathway (in addition to the Specialist units) are *Unit 19: Reflective Approaches in Implementing Person-centred Practice* which is weighted at 15 credits, and *Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work*, weighted at 30 credits.

The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases, a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the Centre and approved by Pearson. Core units and Specialist units may **not** be substituted.

Work placement requirements

All pathways of the Pearson BTEC Level 5 Higher National Diploma in Social and Community Work require at least 375 hours of work experience to be completed.

The mandatory elements of work placement/experience are as follows.

- For Integrated Health and Social Care, Community Development, and Social Care Leadership and Management pathways, a minimum of **one** social and community care setting is required
- For Social and Community Work Practice with Adults, and Children, Young People and Families pathways, a minimum of **two** different settings, or with two different service user groups is required, across the two years of the qualification.

Supervision and assessment requirements on placement

Students are expected to be allocated a placement supervisor during their placement in each setting who will monitor and contribute to the continuous assessment of their progress; students are also required to be assessed during their practice on placement by a tutor/assessor from the Centre delivering the qualification.

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Integrated Health and Social Care)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Plus THREE Optional unit which can be selected from the Specialist and Optional units given below. Please note that only ONE specialist unit can be selected per pathway group.			
Group: Social Care Leadership and Management			
Specialist Unit	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit	6 Social Policy and Administration	15	4
Group: Community Development			
Specialist Unit	8 Community Development – Principles and Practice	15	4
Specialist Unit	11 Organising and Supporting Community-led Activities	15	4
Group: Social and Community Work Practice			
Specialist Unit	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit	10 Applied Understanding of Human Development and Behaviour	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4
Optional Unit	16 Sociological Approaches in Social and Community Work	15	4

Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4
Optional Unit	18 Resource Planning in Social and Community Care Services	15	4
Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	19 Reflective Approaches in Implementing Person-centred Practice	15	5
Core Unit <i>Mandatory</i>	20 Investigating Innovative Approaches in Social and Community Work	30	5
Plus an additional FIVE Optional units which can be selected from the Specialist and Optional units given below. *Please note that only one Specialist unit can be selected per pathway group below.			
Group: Social Care Leadership and Management			
Specialist unit	23 Managing Quality in Care Environments	15	5
Specialist unit	29 Commissioning Projects and Services	15	5
Specialist unit	39 Supervising and Managing Others in Social and Community Care	15	5
Group: Community Development			
Specialist unit	22 Coproduction and Partnership Working in Social and Community Work	15	4
Specialist unit	30 Community Development Practice	15	5
Specialist unit	46 Global Contexts of Community Development	15	5
Group: Social and Community Work Practice with Adults			
Specialist unit	21 Strength-based Approaches to Working with Vulnerable Adults	15	5
Group: Social and Community Work Practice with Children, Young People and Families			
Specialist unit	27 Family Support and Intervention: Working with Children and Families	15	5
Group: Shared Specialist			
Specialist Unit	24 Assessment and Care Support Planning	15	5
Specialist Unit	25 Safeguarding Children, Young People and Vulnerable Adults	15	5

Optional Units			
Optional unit	26 Supporting Team and Partnership Working Across Health and Social Care Services	15	5
Optional unit	28 Building Relationships with Individuals in Marginalised Communities	15	5
Optional unit	31 From Conflict to Resolution	15	5
Optional unit	32 Team and Individual Leadership: Mentoring and Coaching Others	15	5
Optional unit	33 Social and Community Services in Criminal Justice Practice	15	5
Optional unit	34 Developing Opportunities for Social Investment	15	5
Optional unit	35 Youth Justice: Gangs and Serious Youth Violence	15	5
Optional unit	36 Mental Health: Distress and Disorder	15	5
Optional unit	37 Working with Housing and Homelessness	15	5
Optional unit	38 Developing Effective Helping Relationships	15	5
Optional unit	40 Contemporary Approaches to Disability	15	5
Optional unit	41 Family Support and Intervention: Fostering and Adoption	15	5
Optional unit	42 Social Work in Educational Environments	15	5
Optional unit	43 Managing Budgets in Care Services	15	5
Optional unit	44 International Social Work and Community Development	15	5
Optional unit	45 Community Outreach and Support Work	15	5
Optional unit	47 Sustainability Planning in Social and Community Care	15	5
Optional unit	48 Transformation and Change Management in Social Care	15	5
Optional unit	49 Working with Individuals who have Experienced Trauma	15	5
Optional unit	50 Applying Creative Skills in Social Care Practice	15	5

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Social Care Leadership and Management)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Specialist Unit <i>Mandatory</i>	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit <i>Mandatory</i>	6 Social Policy and Administration	15	4
Plus ONE Optional unit which can be selected from the Specialist and Optional units given below			
Group: Community Development			
Specialist Unit	8 Community Development – Principles and Practice	15	4
Specialist Unit	11 Planning and Supporting Community-led Activities	15	4
Group: Social and Community Work Practice			
Specialist Unit	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit	10 Applied Understanding of Human Development and Behaviour	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4
Optional Unit	16 Sociological Approaches in Social and Community Work	15	4
Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4

Optional Unit	18 Resource Planning in Social and Community Care Services	15	4
Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	19 Reflective Approaches in Implementing Person-centred Practice	15	5
Core Unit <i>Mandatory</i>	20 Investigating Innovative Approaches to Practice in Social and Community Work	30	5
Specialist Unit <i>Mandatory</i>	23 Managing Quality in Care Environments	15	5
Specialist Unit <i>Mandatory</i>	29 Commissioning Projects and Services	15	5
Specialist Unit <i>Mandatory</i>	39 Supervising and Managing Others in Social and Community Care	15	5
Plus an additional TWO Optional units which can be selected from the Specialist and Optional units given below. *Please note that only one Specialist unit can be selected per pathway group below.			
Group: Community Development			
Specialist unit	22 Coproduction and Partnership Working in Social and Community Work	15	5
Specialist unit	30 Community Development Practice	15	5
Specialist unit	46 Global Contexts of Community Development	15	5
Group: Social and Community Work Practice with Adults			
Specialist unit	21 Strength-based Approaches to Working with Vulnerable Adults	15	5
Group: Social and Community Work Practice with Children, Young People and Families			
Specialist unit	27 Family Support and Intervention: Working with Children and Families	15	5
Group: Shared Specialist			
Specialist unit	24 Assessment and Care Support Planning	15	5
Specialist unit	25 Safeguarding Children, Young People and Vulnerable Adults	15	5

Optional Units			
Optional unit	26 Supporting Team and Partnership Working Across Health and Social Care Services	15	5
Optional unit	28 Building Relationships with Individuals in Marginalised Communities	15	5
Optional unit	31 From Conflict to Resolution	15	5
Optional unit	32 Team and Individual Leadership: Mentoring and Coaching Others	15	5
Optional unit	33 Social and Community Services in Criminal Justice Practice	15	5
Optional unit	34 Developing Opportunities for Social Investment	15	5
Optional unit	35 Youth Justice: Gangs and Serious Youth Violence	15	5
Optional unit	36 Mental Health: Distress and Disorder	15	5
Optional unit	37 Working with Housing and Homelessness	15	5
Optional unit	38 Developing Effective Helping Relationships	15	5
Optional unit	40 Contemporary Approaches to Disability	15	5
Optional unit	41 Family Support and Intervention: Fostering and Adoption	15	5
Optional unit	42 Social Work in Educational Environments	15	5
Optional unit	43 Managing Budgets in Care Services	15	5
Optional unit	44 International Social Work and Community Development	15	5
Optional unit	45 Community Outreach and Support Work	15	5
Optional unit	47 Sustainability Planning in Social and Community Care	15	5
Optional unit	48 Transformation and Change Management in Social Care	15	5
Optional unit	49 Working with Individuals who have Experienced Trauma	15	5
Optional unit	50 Applying Creative Skills in Social Care Practice	15	5

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Community Development)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Specialist Unit <i>Mandatory</i>	8 Community Development – Principles and Practice	15	4
Specialist Unit <i>Mandatory</i>	11 Organising and Supporting Community-led Activities	15	4
Plus ONE Optional unit which can be selected from the Specialist and Optional units given below			
Group: Social Care Leadership and Management			
Specialist Unit	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit	6 Social Policy and Administration	15	4
Group: Social and Community Work Practice			
Specialist Unit	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit	10 Applied Understanding of Human Development and Behaviour	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4
Optional Unit	16 Sociological Approaches in Social and Community Work	15	4
Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4

Optional Unit	18 Resource Planning in Social and Community Care Services	15	4
Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	19 Reflective Approaches in Implementing Person-centred Practice	15	5
Core Unit <i>Mandatory</i>	20 Investigating Innovative Approaches to Practice in Social and Community Work	30	5
Specialist Unit <i>Mandatory</i>	22 Coproduction and Partnership Working in Social and Community Work	15	5
Specialist Unit <i>Mandatory</i>	30 Community Development Practice	15	5
Specialist Unit <i>Mandatory</i>	46 Global Contexts of Community Development	15	5
Plus an additional TWO Optional units which can be selected from the Specialist and Optional units given below. *Please note that only one Specialist unit can be selected per pathway group below.			
Group: Social Care Leadership and Management			
Specialist unit	23 Managing Quality in Care Environments	15	5
Specialist unit	29 Commissioning Projects and Services	15	5
Specialist unit	39 Supervising and Managing Others in Social and Community Care	15	5
Group: Social and Community Work Practice with Adults			
Specialist unit	21 Strength-based Approaches to Working with Vulnerable Adults	15	5
Group: Social and Community Work Practice with Children, Young People and Families			
Specialist unit	27 Family Support and Intervention: Working with Children and Families	15	5
Group: Shared Specialist			
Specialist unit	24 Assessment and Care Support Planning	15	5
Specialist unit	25 Safeguarding Children, Young People and Vulnerable Adults	15	5

Optional Units			
Optional unit	26 Supporting Team and Partnership Working Across Health and Social Care Services	15	5
Optional unit	28 Building Relationships with Individuals in Marginalised Communities	15	5
Optional unit	31 From Conflict to Resolution	15	5
Optional unit	32 Team and Individual Leadership: Mentoring and Coaching Others	15	5
Optional unit	33 Social and Community Services in Criminal Justice Practice	15	5
Optional unit	34 Developing Opportunities for Social Investment	15	5
Optional unit	35 Youth Justice: Gangs and Serious Youth Violence	15	5
Optional unit	36 Mental Health: Distress and Disorder	15	5
Optional unit	37 Working with Housing and Homelessness	15	5
Optional unit	38 Developing Effective Helping Relationships	15	5
Optional unit	40 Contemporary Approaches to Disability	15	5
Optional unit	41 Family Support and Intervention: Fostering and Adoption	15	5
Optional unit	42 Social Work in Educational Environments	15	5
Optional unit	43 Managing Budgets in Care Services	15	5
Optional unit	44 International Social Work and Community Development	15	5
Optional unit	45 Community Outreach and Support Work	15	5
Optional unit	47 Sustainability Planning in Social and Community Care	15	5
Optional unit	48 Transformation and Change Management in Social Care	15	5
Optional unit	49 Working with Individuals who have Experienced Trauma	15	5
Optional unit	Applying Creative Skills in Social Care Practice	15	5

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Social and Community Work Practice with Adults)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Specialist Unit <i>Mandatory</i>	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit <i>Mandatory</i>	10 Applied Understanding of Human Development and Behaviour	15	4
Plus ONE Optional unit which can be selected from the Specialist and Optional units given below			
Group: Social Care Leadership and Management			
Specialist Unit	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit	6 Social Policy and Administration	15	4
Group: Community Development			
Specialist Unit	8 Community Development – Principles and Practice	15	4
Specialist Unit	11 Planning and Supporting Community-led Activities	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4
Optional Unit	16 Sociological Approaches in Social and Community Work	15	4
Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4

Optional Unit	18 Resource Planning in Social and Community Care Services	15	4
Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	19 Reflective Approaches in Implementing Person-centred Practice	15	5
Core Unit <i>Mandatory</i>	20 Investigating Innovative Approaches to Practice in Social and Community Work	30	5
Specialist Unit <i>Mandatory</i>	21 Strength-based Approaches to Working with Vulnerable Adults	15	5
Specialist Unit <i>Mandatory</i>	24 Assessment and Care Support Planning	15	5
Specialist Unit <i>Mandatory</i>	25 Safeguarding Children, Young People and Vulnerable Adults	15	5
Plus an additional TWO Optional units which can be selected from the Specialist and Optional units given below. *Please note that only one Specialist unit can be selected from each group below			
Group: Social Care Leadership and Management			
Specialist unit	23 Managing Quality in Care Environments	15	5
Specialist unit	29 Commissioning Projects and Services	15	5
Specialist unit	39 Supervising and Managing Others in Social and Community Care	15	5
Group: Community Development			
Specialist unit	22 Coproduction and Partnership Working in Social and Community Work	15	5
Specialist unit	30 Community Development Practice	15	5
Specialist unit	46 Global Contexts of Community Development	15	5
Optional Units			
Optional unit	26 Supporting Team and Partnership Working Across Health and Social Care Services	15	5
Optional unit	28 Building Relationships with Individuals in Marginalised Communities	15	5
Optional unit	31 From Conflict to Resolution	15	5
Optional unit	32 Team and Individual Leadership: Mentoring and Coaching Others	15	5
Optional unit	33 Social and Community Services in Criminal Justice Practice	15	5

Optional unit	34 Developing Opportunities for Social Investment	15	5
Optional unit	35 Youth Justice: Gangs and Serious Youth Violence	15	5
Optional unit	36 Mental Health: Distress and Disorder	15	5
Optional unit	37 Working with Housing and Homelessness	15	5
Optional unit	38 Developing Effective Helping Relationships	15	5
Optional unit	40 Contemporary Approaches to Disability	15	5
Optional unit	41 Family Support and Intervention: Fostering and Adoption	15	5
Optional unit	42 Social Work in Educational Environments	15	5
Optional unit	43 Managing Budgets in Care Services	15	5
Optional unit	44 International Social Work and Community Development	15	5
Optional unit	45 Community Outreach and Support Work	15	5
Optional unit	47 Sustainability Planning in Social and Community Care	15	5
Optional unit	48 Transformation and Change Management in Social Care	15	5
Optional unit	49 Working with Individuals who have Experienced Trauma	15	5
Optional unit	50 Applying Creative Skills in Social Care Practice	15	5

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Children, Young People and Families)		Unit credit	Level
Level 4 units			
Core Unit <i>Mandatory</i>	1 Law, Policy and Ethical Practice in Health and Social Care	15	4
Core Unit <i>Mandatory</i>	2 Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4
Core Unit <i>Mandatory</i>	3 Mental Health and Wellbeing: a Whole Person Approach	15	4
Core Unit <i>Mandatory</i>	4 Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4
Specialist Unit <i>Mandatory</i>	9 Social Work Principles and Introduction to Practice	15	4
Specialist Unit <i>Mandatory</i>	10 Applied Understanding of Human Development and Behaviour	15	4
Plus ONE Optional unit which can be selected from the Specialist and Optional units given below			
Group: Social Care Leadership and Management			
Specialist Unit	5 Organisational Contexts of Social and Community Work	15	4
Specialist Unit	6 Social Policy and Administration	15	4
Group: Community Development			
Specialist Unit	8 Community Development – Principles and Practice	15	4
Specialist Unit	11 Organising and Supporting Community-led Activities	15	4
Optional Units			
Optional Unit	7 Contemporary Social Issues	15	4
Optional Unit	12 Inspiring Young People	15	4
Optional Unit	13 Working with Informal Carers	15	4
Optional Unit	14 Health, Safety and Risk Management in Care Environments	15	4
Optional Unit	15 Youth and Community Work	15	4
Optional Unit	16 Sociological Approaches in Social and Community Work	15	4
Optional Unit	17 Effective Reporting and Record-keeping in Health and Social Care Services	15	4

Optional Unit	18 Resource Planning in Social and Community Care Services	15	4
Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	19 Reflective Approaches in Implementing Person-centred Practice	15	5
Core Unit <i>Mandatory</i>	20 Investigating Innovative Approaches to Practice in Social and Community Work	30	5
Specialist Unit <i>Mandatory</i>	27 Family Support and Intervention: Working with Children and Families	15	5
Specialist Unit <i>Mandatory</i>	24 Approaches to Assessment and Care Support Planning	15	5
Specialist Unit <i>Mandatory</i>	25 Safeguarding Children, Young People and Vulnerable Adults	15	5
Plus an additional TWO Optional units which can be selected from the Specialist and Optional units given below. *Please note that only one Specialist can be selected per pathway group below.			
Group: Social Care Leadership and Management			
Specialist unit	23 Managing Quality in Care Environments	15	5
Specialist unit	29 Commissioning Projects and Services	15	5
Specialist unit	39 Supervising and Managing Others in Social and Community Care	15	5
Group: Community Development			
Specialist unit	22 Coproduction and Partnership Working in Social and Community Work	15	5
Specialist unit	30 Community Development Practice	15	5
Specialist unit	46 Global Contexts of Community Development	15	5
Optional Units			
Optional unit	26 Supporting Team and Partnership Working Across Health and Social Care Services	15	5
Optional unit	28 Building Relationships with Individuals in Marginalised Communities	15	5
Optional unit	31 From Conflict to Resolution	15	5
Optional unit	32 Team and Individual Leadership: Mentoring and Coaching Others	15	5
Optional unit	33 Social and Community Services in Criminal Justice Practice	15	5

Optional unit	34 Developing Opportunities for Social Investment	15	5
Optional unit	35 Youth Justice: Gangs and Serious Youth Violence	15	5
Optional unit	36 Mental Health: Distress and Disorder	15	5
Optional unit	37 Working with Housing and Homelessness	15	5
Optional unit	38 Developing Effective Helping Relationships	15	5
Optional unit	40 Contemporary Approaches to Disability	15	5
Optional unit	41 Family Support and Intervention: Fostering and Adoption	15	5
Optional unit	42 Social Work in Educational Environments	15	5
Optional unit	43 Managing Budgets in Care Services	15	5
Optional unit	44 International Social Work and Community Development	15	5
Optional unit	45 Community Outreach and Support Work	15	5
Optional unit	47 Sustainability Planning in Social and Community Care	15	5
Optional unit	48 Transformation and Change Management in Social Care	15	5
Optional unit	49 Working with Individuals who have Experienced Trauma	15	5
Optional unit	50 Applying Creative Skills in Social Care Practice	15	5

4.2.3 Meeting local needs (MLN)

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to *Commissioned qualification design and validation service* of our website

<http://qualifications.pearson.com> or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. **Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.**

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5)**. This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

For the **Pearson BTEC Level 4 Higher National Certificate in Social and Community Work**, the maximum number of credits that can be imported by pathway are as follows.

Pathway	Import at Level 4
Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Integrated Health and Social Care)	15 credits
Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Community Development)	15 credits
Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social Care Leadership and Management)	15 credits
Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social and Community Work Practice)	15 credits

For the **Pearson BTEC Higher National Diploma in Social and Community Work**, the maximum number of credits that can be imported by pathway are as follows.

Pathway	Import at Level 4	Import at Level 5
Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Integrated Health and Social Care)	15 credits	30 credits
Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Community Development)	15 credits	30 credits
Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Social Care Leadership and Management)	15 credits	30 credits
Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Social and Community Work Practice with Adults)	15 credits	30 credits
Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Children, Young People and Families)	15 credits	30 credits

4.2.4 Pearson BTEC Higher National Commissioned Development

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* on our website <http://qualifications.pearson.com>

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

4.3 Pearson-set assignments

There are Pearson-set assignments, as part of the Core units. Each year, Pearson will issue a *Theme* and (for Level 4) a set of related *Topics*. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, tutors will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with tutors, based on the Pearson-set Theme.

For example, from the Higher Nationals in Business:

Theme: "Corporate Social Responsibility (CSR) and its importance for sustainability and competitive advantage."

Level 4 Topics:

- How to start up a socially responsible company
- The impact of CSR on a functional area (e.g. HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability
- Implementing CSR activities within organisations to meet sustainability objectives.

Centres can find relevant support in the Pearson-set Guidance for the units, and the theme and topic release documentation which will be provided for each level.

The aim of the Pearson-set assignments is to provide a common framework for Centres to develop work that will allow cross-sector benchmarking through the standardisation of student work, and identification and sharing of ‘best practice’ in higher education teaching and learning. Pearson will share the ‘best practice’ results with all Centres. For further information about Pearson-set Assignments and assessment, see *Section 6* of this document.

4.4 Practice-based assessments

A key feature of the Higher Nationals in Social and Community Work is the inclusion of ‘practice-based assessment’ at Level 4 and Level 5. These assessments are intended to provide a framework in which necessary work-based learning can be delivered and assessed, relative to the pathway the student is on. These assessments are embedded in some units on the qualification, referenced in the table below. This enables Centres with the potential to develop both greater depth and to support students to engage with more Specialist areas of the subject and engage meaningfully with the employers that students are placed with.

The aim of these ‘practice-based assessments’ is to provide Centres with greater work-relatedness and enable the development of programmes of study and course offers that are unique to their particular locale, market and student cohort.

Level 4 Units that include practice-based assessment	Level 5 Units that include practice-based assessment
(2) Demonstrating Professional Principles and Values in Health and Social Care Practice	(19) Reflective Approaches in Implementing Person-centred Practice
(8) Community Development – Principles and Practice	(27) Family Support and Intervention – Working with Children and Families
(11) Planning and Supporting Community-Led Activities	(29) Commissioning Projects and Services
(14) Health, Safety and Risk Management in Care Environments	(30) Community Development Practice
(17) Effective Reporting and Record-keeping in Health and Social Care Services	(31) From Conflict to Resolution
	(32) Team and Individual Leadership: Mentoring and Coaching Others

	(35) Youth Justice: Gangs and Serious Youth Violence
	(38) Developing Effective Helping Relationships

4.5 Optional Units

The Optional Units available in the Higher Nationals in Social and Community Work are intended to provide Centres with a range of units that may be applicable to *any* pathway. These units have been written to provide scope for a Centre to tailor their course offer to include areas of additional content that provide a unique student experience.

As an example, at Level 5, a standard approach to Social Care Leadership and Management might see the following units offered.

Unit	Type
Reflective Approaches in Implementing Person-centred Practice	Core
Investigating Innovative Approaches to Practice in Social and Community Work (Pearson-set)	Core
Managing Quality in Care Environments	Specialist
Commissioning Projects and Services	Specialist
Supervising and Managing Others in Social and Community Care	Specialist
Transformation and Change Management in Social Care	Optional
Developing Opportunities for Social Investment	Optional

However, a Centre may choose to develop a more 'specialised' programme; with greater emphasis on management related to community development and offer:

Unit	Type
Reflective Approaches in Implementing Person-centred Practice	Core
Investigating Innovative Approaches to Practice in Social and Community Work (Pearson-Set)	Core
Managing Quality in Care Environments	Specialist
Commissioning Projects and Services	Specialist
Supervising and Managing Others in Social and Community Care	Specialist
Coproduction and Partnership Working in Social and Community Work	Specialist Unit from Community Development Pathway
From Conflict to Resolution	Optional

In each example, students would have the key skills for social care leadership and management but will also have a unique experience based on the combination of Optional units offered by the Centre.

In addition to the designated Optional units, a Centre may also choose to include one of the Specialist units from another pathway thereby further expanding the scope of units that may be combined to form the qualification.

4.6 The unit descriptor

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

Unit Title	A broad statement of what the unit will cover.
Unit Code	The Ofqual unit designation
Unit Type	There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)
Unit level	All Pearson BTEC Higher National units are at Level 4 or Level 5
Credit value	The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits
Introduction	Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit
Learning Outcomes	The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit.
Essential Content	This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

Learning Outcomes and Assessment Criteria

Each unit sets out the 'Pass', 'Merit' and 'Distinction' criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit's Learning Outcomes with the student's work. This assignment may be graded at 'Pass', 'Merit' or 'Distinction level, depending on the quality of the students work.

Recommended Resources

Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

Web resources – referencing:

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

[1] A link to the main page of the website

[2] The title of the site

[3] The name of the section or element of the website where the resource can be found

[4] The type of resource it is, which may be one of the following –

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum

Web

[1]ec.europa.eu

[2]Official website of the European Commission

[3]Provides information on EU health and social care legislation and policy

[4](General Reference)

[1]ifsw.org

[2]Website of the International Federation of Social Workers

[3]The Role of Social Work in Social Protection Systems: The Universal Right to Social Protection

[4](Report)

5 Teaching and learning

The aim of this section is to provide guidance to Centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, Centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing, students completing a Pearson BTEC Higher National in Social and Community Work will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a Centre.

5.1 Delivering quality and depth

A high-quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, Centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.

One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Pearson BTEC Higher National in Social and Community Work is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- Providing access to library facilities which have, as a minimum, available copies (physically and/or electronically) of all required reading material
- Access to research papers and journals
- Utilising a virtual learning environment (VLE) to support teaching
- Working with local employers (see below) to present real-life case studies
- Creating Schemes of Work that embrace a range of teaching and learning techniques
- Listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies, and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- Course programme overview, including an introduction to the Themes and work placement requirements
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of the tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.

Pearson offers Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and Quality Assurance of BTECs in Centres. This is available on the HN Global website www.highernationals.com. HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course. With HN Global, students can search, share, comment, rank and sort a vast range of learning resources via an online digital library and tutors can create and annotate reading lists for students.

5.2 Engaging with employers

Just as the student voice is important, so too is the employer's. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Social and Community Work. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice. Work placement is a mandatory and essential element of students' programme and development, and is integrated throughout the qualification. Centres are encouraged to actively engage employers in the delivery and assessment of aspects of the programme as relevant.

Centres should consider a range of employer engagement activities. These could include:

- Work placement (mandatory)
- Field trips to local healthcare and social care settings, including community-based provision
- inviting local health and social care employers, service users and deliverers to present guest lectures
- Using employers to judge the quality of assessed presentations and/or products
- (For the more entrepreneurial) establishing a panel of experts who students can present their research and recommendations for service improvement to.

While detailed guidance on assessment has been provided in this specification (see *Section 6*), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment vehicles. This enables centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the centre's responsibility to judge the extent to which any employer contributes to teaching and learning.

5.3 Engaging with students

Students are integral to teaching and learning. As such it is important that they are involved as much as possible with most aspects of the programme on to which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected Higher Education representative as part of the Student Union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit specific feedback can also be collated by students completing unit feedback forms, end of year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby teachers adopt a 'reflection on action' approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end of programme feedback, or through ongoing dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that Centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that Centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- The sequencing of units
- Whether to have condensed or expanded delivery
- Teaching and learning techniques.

5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Pearson BTEC Higher National Diploma in Social and Community Work it is strongly advised that Level 4 units are delivered, and achieved, by students before progression to Level 5. However, students are able to progress to level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

For example, at Level 4, Unit 1 and Unit 3 could be the first two units that Higher National Certificate students are exposed to. The former introduces students to the fundamentals of the frameworks within which Health and Social Care Practitioners work, how this is structured and the internal and external factors that influence Social and Community Work strategy and operations. The latter provides students with an opportunity to gain an understanding of the fundamental importance of mental health awareness in social and community work, ensuring students are well-equipped for placement and the professional expectations they need to have and behaviours they should exemplify.

At Level 5, Centres could sequence, for example, Unit 20 before Unit 17. The former provides a broader understanding of what influences the behaviour of individuals and organisations when providing services for those with long-term health conditions, with the latter using this knowledge to develop strategies to assess and plan the provision for individuals in receipt of care services.

5.4.2 Condensed, expanded or mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an extended period. The following tables provide examples of this, based on four units being delivered in one teaching block.

Condensed version:

Weeks 1 to 6	Week 7	Weeks 8 to 13	Week 14
Unit 1	Assessment	Unit 3	Assessment
Unit 2		Unit 4	

Expanded version:

Weeks 1 to 12	Weeks 13 and 14
Unit 1	Assessment
Unit 2	
Unit 3	
Unit 4	

Mixed version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2					Assessment	Unit 3							
Unit 4													

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle. The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the Centre.

As there are pros and cons to both approaches, the use of a planning forum would help to ensure the most suitable approach is taken. For example, Centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, Centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that Centres could introduce into a planned programme structure.

Technique	Face-to-face	Distance learning
Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example, to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run-up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.

Technique	Face-to-face	Distance learning
Virtual Learning Environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.	A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.
Blended learning	The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Work-based learning	Any opportunity to integrate work-based learning into the curriculum must be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning, for example when assignments require students to contextualise a response to a real organisation.	It is likely that the majority of distance learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.
Guest speakers	These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.	As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.

Technique	Face-to-face	Distance learning
Field trips	Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.	The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students.

5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, Centres must implement robust Quality Assurance measures and monitor the effectiveness of their implementation (see *Section 7* of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and, therefore, self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking social and community work practitioners for the future. Assessment can be either formative, summative or both.

5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, Centres could consider a number of actions.

Use of language

The first aspect of an assignment that a Centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the Learning Outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires 'analysis' then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design.

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set Assignment Briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

Employing a range of assessment tools

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in *Section 6.2 Setting effective assessments*).

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in their instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

6 Assessment

Pearson BTEC Higher Nationals in Social and Community Work are assessed using a combination of internally assessed **Centre-devised internal assignments** (which are set and marked by Centres) and internally assessed **Pearson-set assignments** (which are set by Pearson and marked by Centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size.

- For the HNC, one Core, 15 credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- For the HND, two Core units: one Core, 15 credit, unit at Level 4 and one Core, 30 credit, unit at Level 5, will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- All other units are assessed by Centre-devised internal assignments.

The purpose and rationale of having Pearson-set units on Higher Nationals is as follows.

Standardisation of student work – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all Centres, that grade decisions and Assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.

Sharing of good practice – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement. **These themes will align to those for QAA Higher Education Reviews.**

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs for review as part of the remote sampling request. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from Professional Bodies, employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery will take place over short or long periods of time, and when assessment can take place.

Example Assessment Briefs

Each unit has supporting Example Assessment Briefs (EABs) that are available to download from the course materials section on our website (<http://qualifications.pearson.com/>). The Example Assessment Briefs are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The EABs, with the exception of the mandatory Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted and, if so, must be adapted accordingly.

6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved Centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>). All the assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

6.1.1 Assessment through assignments

For internally assessed units the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and, formative assessment by, tutors.

An assignment is issued to students as an **Assignment Brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for Pearson BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that Assessors can apply all the criteria to the student's evidence at the same time. In *Appendix 1* we have set out a definition of terms that Assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the Learning Outcomes, showing coverage of the unit content and, therefore, attainment at Level 4 or 5 of the national framework
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and, therefore, the Pass criteria) through high performance in each learning outcome
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and, therefore, the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

6.1.3 The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your Centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook* available in the support section of our website (<http://qualifications.pearson.com/>).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record-keeping and liaison with the EE. The Programme Leader registers with annually Pearson and acts as an Assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
- **Internal Verifiers (IVs)** oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also Assessors, but they do not verify their own assessments.
- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, Assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.
- Your **EE** will sample student work across Assessors. Your EE will also want to see evidence of internal verification of assignments and assessed decisions.

6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record-keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

6.1.5 Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the Centre's arrangements. From induction onwards, you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

- How assignments are used for assessment
- How assignments relate to the teaching programme
- How students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your Centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

6.2 Setting effective assessments

6.2.1 Setting the number and structure of assignments

In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide online EABs for each unit to support you in developing and designing your own assessments.

In designing your own Assignment Briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number of Learning Outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of Learning Outcomes or to create a single assignment for the entire unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated Learning Outcomes are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.

- A learning outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the Learning Outcomes but the Learning Outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the Learning Outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier Learning Outcomes, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability to do so.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the Learning Outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

6.2.2 Providing an assignment brief

A good Assignment Brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learned.

An Assignment Brief should have:

- A vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment.
- Clear instructions to the student about what they are required to do, normally set out through a series of tasks
- An audience or purpose for which the evidence is being provided
- An explanation of how the assignment relates to the unit(s) being assessed.

6.2.3 Forms of evidence

Pearson BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of Learning Outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- Written reports, essays
- In-class tests
- Examinations
- Creation of financial documents
- Creation of planning documents
- Work-based projects
- Academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- Recordings of interviews/role plays
- Working logbooks, reflective journals
- Presentations with assessor questioning
- Time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 2*.)

The form(s) of evidence selected must:

- Allow the student to provide all the evidence required for the Learning Outcomes and the associated assessment criteria at all grade levels
- Allow the student to produce evidence that is their own independent work
- Allow a Verifier to independently reassess the student to check the Assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

6.3 Making valid assessment decisions

6.3.1 Authenticity of student work

An Assessor must assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- Evidence submitted for the assignment is the student's own
- The student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment, an Assessor may suspect that some or all of the evidence from a student is not authentic. The Assessor must then take appropriate action using the Centre's policies for malpractice. (See *Section 3.7* in this Programme Specification for further information.)

6.3.2 Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The Assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- The explanation of key terms in *Appendix 1* of this document
- Examples of verified assessed work
- Your Programme Leader and assessment team's collective experience.

6.3.3 Dealing with late completion of assignments

Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (see also *Section 3.6 "Administrative arrangements for internal assessment"*).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped grade; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped grades should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

6.3.4 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met
- May show why attainment against criteria has not been demonstrated
- Must not provide feedback on how to improve evidence but how to improve in the future.

6.3.5 Resubmission opportunity

An assignment provides the final assessment for the relevant Learning Outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment**.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project, or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

6.3.6 Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification can:

- Be permitted a repeat of a unit (at Centre discretion and with a decision made at the Assessment Board)
- Study the unit again (with full attendance and payment of the unit fee)
- Receive an overall unit grade for a successfully completed repeat (but this will be capped at a Pass for that unit)
- Repeat a unit once only.

6.3.7 Assessment Boards

Each Centre is expected by Pearson to hold Assessment Boards for all of its Pearson BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your Centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a Centre does not currently have such a process then the External Examiner (EE) should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of Higher Education process.

6.4 Planning and record-keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The Centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader should have an assessment plan. When producing a plan, the assessment team will wish to consider:

- The time required for training and standardisation of the assessment team
- The time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when Quality Assurance will take place
- The completion dates for different assignments
- Who is acting as IV for each assignment and the date by which the assignment needs to be verified
- Setting an approach to sampling Assessor decisions through internal verification that covers all assignments, Assessors and a range of students
- How to manage the assessment and verification of students' work so that they can be given formal decisions promptly
- How resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- Verification of Assignment Briefs
- Student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- Verification of assessment decisions.

Examples of records and further information are available in the *Pearson Quality Assurance Handbook* available in the support section of our website (<http://qualifications.pearson.com>).

6.5 Calculation of the final qualification grade

6.5.1 Conditions for the award

Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

6.5.2 Compensation provisions

Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have attempted but not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.

6.5.3 Calculation of the overall qualification grade

The calculation of the **overall qualification grade** is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified', i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

6.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points								
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

Pearson BTEC Level 5 Higher National Diploma

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points								
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

Opt = Optional

7 Quality assurance

Pearson's Quality Assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This will ensure that Centres have effective Quality Assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The Quality Assurance process for Centres offering Pearson BTEC Higher National programmes comprise five key components:

- 1 The approval process
- 2 Monitoring of internal Centre systems
- 3 Independent assessment review
- 4 Annual Programme Monitoring Report
- 5 Annual student survey.

7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing Centre approval process and then through the programme approval process. Programme approval for new Centres can be considered in one of two ways:

- Desk-based approval review
- Review and approval visit to the Centre.

Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- Have the human and physical resources required for effective delivery and assessment
- Understand the implications for independent assessment and agree to abide by these
- Have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- Have a system to internally verify assessment decisions to ensure standardised assessment decisions are made across all Assessors and sites.

Applications for approval must be supported by the Head of the Centre (Principal or Chief Executive, etc.) and include a declaration that the Centre will operate the programmes strictly, as approved and in line with Pearson requirements.

Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the Automatic Approval process, subject to the Centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of Centre, Pearson reserves the right to withdraw either qualification or Centre approval when it deems there is an irreversible breakdown in the Centre's ability either to quality assure its programme delivery or its assessment standards.

7.2 Monitoring of internal Centre systems

Centres will be required to demonstrate on-going fulfilment of the Centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by EEs. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Where appropriate, Centres may present evidence of their operation within a recognised code of practice, such as that of the QAA for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the Centre in correcting the problem.

7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the QAA's FHEQ, are subject to a visit from a Pearson appointed EE. The outcomes of this process will be:

- To confirm that internal assessment is to national standards and allow certification, **or**
- To make recommendations to improve the quality of assessment outcomes before certification is released, **or**
- To make recommendations about the Centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

7.4 Annual Programme Monitoring Report (APMR)

The APMR is a written annual review form that provides opportunity for Centres to analyse and reflect on the most recent teaching year. By working in collaboration with Centres, the information can be used by Pearson to further enhance the Quality Assurance of the Pearson BTEC Higher National programmes.

7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of the Quality Assurance process, by engaging with students studying on these programmes.

7.6 Centre and qualification approval

As part of the approval process, your Centre must make sure that the resource requirements listed below are in place before offering the qualification.

Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate Health and Safety policies relating to the use of equipment by staff and students.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.
- The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

7.7 Continuing Quality Assurance and standards verification

We produce annually the latest version of the *Pearson Quality Assurance Handbook* available in the support section of our website (<http://qualifications.pearson.com>). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of Quality Assurance are that:

- A Centre delivering Pearson BTEC Higher National programmes must be an approved Centre, and must have approval for the programmes or groups of programmes that it is delivering
- The Centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and Quality Assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved Centres a range of materials and opportunities for reviewing internal materials through the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved Centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- An approved Centre must follow agreed protocols for standardisation of Assessors and Verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved Centre and Pearson. We will make sure that each Centre follows best practice and employs appropriate technology to support quality-assurance processes where practicable. We work to support Centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on Centres. We monitor and support Centres in the effective operation of assessment and Quality Assurance.

The methods we use to do this for Pearson BTEC Higher Nationals include:

- Making sure that all Centres complete appropriate declarations at the time of approval
- Undertaking approval visits to Centres
- Making sure that Centres have effective teams of Assessors and Verifiers who are trained to undertake assessment
- Assessment sampling and verification through requested samples of assessments, completed assessed student work and associated documentation
- An overarching review and assessment of a Centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved Centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to Quality Assurance cannot seek certification for individual programmes or for all Pearson BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students 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 students' previous achievements and experiences whether at work, home or 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 valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (<https://qualifications.pearson.com>).

QCF Pearson BTEC Level 4 Higher National Certificate in Health and Social Care unit content mapped to the Level 4 units available in the RQF Pearson BTEC Higher National in Social and Community Work can be found in *Appendix 9* in this programme specification.

9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators' General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- All students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.
- Pearson's policy regarding access to its qualifications is that:
- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression
- There should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit students to Higher National 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 will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the Centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

Access to qualifications for students with disabilities or specific needs

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. Details on how to make adjustments for students with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents (<http://qualifications.pearson.com/>).

10 Higher Nationals in Social and Community Work Units

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit code	T/616/1636
Unit type	Core
Unit level	4
Credit value	15

Introduction

Health and social care practitioners are regulated by, and must adhere to, a range of law and policy when working within the most common settings of health trusts, primary care and other public authority settings. Even those working in voluntary, non-profit and private organisations will require a sound understanding of law and policy in order to practice proficiently, safely, ethically and legally. This unit develops students' knowledge and appreciation of the need for them to be thoroughly informed about, and compliant with, relevant law and policy. Further to this, the unit presents opportunities for students to apply relevant law and policy in practice settings, both actual and realistic, and to consider the place of codes of practice and ethics in their day-to-day work.

The Learning Outcomes in this unit build progressively from core underpinning legal principles and perspectives to national and international law on key topics within health and care practice. Students will investigate the legal and policy framework related to health and care practice in different settings, leading to opportunities to demonstrate their knowledge and skills through targeted assignments.

Students will evaluate the relative weight of, for example, codes of practice and organisational policy, and will develop an understanding of how to access advice and guidance if unclear about a path to follow. Students will consider how legal and ethical frameworks are interpreted and applied to different settings within the community, hospitals and other areas of health and care. Students will apply this learning to explore the relevance of statute, case law, codes of practice and organisational policy to their own and others' practice.

The knowledge and skills developed in this unit will support students in understanding how and when to access advice and guidance on legal issues relating to health, care and support service practice and provision. On completion of this unit, students will have acquired a good working knowledge of the way that legislation supports the development of policy and underpins ethical practice in health and care settings. This will support progression in employment and continuing higher education in areas related to health and social care.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the legal framework within which health and social care practitioners operate
2. Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner
3. Interpret the law in relation to key ethical and professional Practice Themes in health and social care
4. Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting.

Essential Content

LO1 Explore the legal framework within which health and social care practitioners operate

Definition of law, including the different levels of law in relation to health and social care practice

Legislation

National policy

Statutory guidance and regulations

Professional Codes of Practice and Codes of Conduct

Organisational policies

Relationships between the different levels of law

Legal framework as relevant to health and social care

The role of the legislature (Parliaments and Assemblies), Executive (e.g. Cabinet Government, Local Authorities and Health and Social Care Trusts) and the judiciary (courts and tribunals)

Introduction to case law and the role of the courts

Differences between civil law and criminal law

Legal responsibility and liability, e.g. vicarious liability and negligence, specifically as relevant to the roles and responsibilities of health and social care workers

Tutors should deliver with reference to the legal framework as currently applicable in own home nation

Ethics and ethical practice

Relationship of ethics to law in providing care to patients, clients and service users

Conduct and consent

Regulatory and Professional Bodies' Standards of Conduct, Performance, Ethics and Occupational Proficiency, International Occupational Standards and Codes of Ethics

Key features of, and differences between legislation, statutory guidance, codes of practice, and national and organisational policies

Enforceability

Ease of reading and application

Relevance to health and social care practice

Currency

Process to amend and update

Country-specific examples of each of the above

LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner

Introduction to key legislation relevant to health and social care

Health and Safety

Safeguarding and/or protection

Equality and human rights

Structure and function of health and social care

Impact of legislation on care service provision and the role of the health and social care practitioner

National policies

Health, social care and community support policies situated on the country-specific government policy page

Effects, enforcement and sanctions of national policy

Organisational policies

Organisational policy usually located on public domain website of relevant health, care or support service provider

Principles of organisational policy development e.g. subordination to national policy and law

Examples of common organisational policies, including equality, confidentiality, health and safety, conduct, lone working, disciplinary and grievance

Impact of organisational policy on the work of health and social care practitioners

LO3 Interpret the law in relation to key ethical and professional Practice Themes in health and social care

Key Practice Themes

Health, Safety and Safeguarding

Valuing and Promoting Diversity, Difference and Inclusion

Promoting Physical and Mental Health, and Emotional Wellbeing

Overview of Practice Themes as related in national and international law and impact on specific groups

Common law protections, the rule of law, residual liberties

Universal human rights instruments, 'claim rights' and the accompanying duties and responsibilities: e.g. Human Rights Act (1998) and relationship to national/regional law, impact on health and social care provision

Relevant human rights, e.g. the right to life, prohibition against inhumane and degrading treatment, right to privacy and family life, prohibition of discrimination, and impact on the work of the health and social care practitioner

Review of key features of national legislation identified in LO2 in relation to safeguarding and protecting users of health, care and support services

Country-specific safeguarding and/or protection legislation

Review of key features of national legislation identified in LO2 in relation to health and safety in the workplace

Country-specific health and safety legislation

Review of aspects of national legislation identified in LO2 in relation to promoting physical and mental health, and emotional wellbeing and impact on the role of the health and social care practitioner

Country-specific legislation related to health and social care practitioners' responsibilities in this regard

Equality legislation protecting the rights of specific individuals or groups e.g. United Nations Convention on the Rights of Persons with Disabilities (2008), UN Convention on the Rights of a Child (1989), UN Convention on the Elimination of All Forms of Discrimination against Women (2001), protected characteristics, prohibited acts, other current country-specific equality legislation

Aspects of Codes of practice interpreting the law

Responsibilities and duties (of health, social care and support service practitioners)

Adopting a holistic approach to promoting an individual's overall wellbeing e.g in the UK, as per the principles of the Care Act 2014

Being competent (professional and informed), demonstrating non-discriminatory, ethical, effective and safe practice that enhances individuals' wellbeing

Maintaining confidentiality, data protection principles, sharing information, statutory overrides

Links between legal frameworks and demonstrating professional values, attitudes and behaviour

Ensuring currency and compliance by keeping up-to-date with codes of practice and other practice requirements including Continuing Professional Development and training

Fitness to practice referrals and proceedings

LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting

Regulatory and ethical requirements

Professional practice regulators/regulation, e.g. EU Professional Qualifications Directive (2005/36/EC), in the UK, Health and Care Professions Council (HCPC)

Codes of Professional Practice and Ethics

Regulators of service providers

Impact of a lack of regard for regulatory and ethical requirements, e.g. unwarranted variation in healthcare

Relevant practice setting

In hospital:

statutory and independent sector health services, in or out-patient services

Close to home or at home:

nursing homes

other assisted and supported living services

community health or social care setting, e.g. mental health crisis housing

public health service information, advice and support services

domiciliary care services

charitable end of life or health and wellbeing support services

other health and social care services provided in own national region

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore the legal framework within which health and social care practitioners operate</p>		<p>LO1 and LO2</p> <p>D1 Evaluate the relationship between ethics and the law and their impact on organisational policy and practice towards protecting the rights and maintaining the wellbeing of users of health, care or support services in own country</p>
<p>P1 Summarise key features of the different levels of law and policy</p> <p>P2 Describe the relationship between ethics and legislation in relation to the work of health and social care practitioners</p>	<p>M1 Analyse the relationship between ethics and the law in terms of their relevance to own professional responsibilities as a health or care practitioner</p>	
<p>LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner</p>		
<p>P3 Describe the relationship between key legislation and national policies of direct relevance to health and social care practice</p> <p>P4 Compare national and organisational policies against national professional standards in terms of their impact on health and social care practice</p>	<p>M2 Reflect on ways in which specific tasks in health, care or support service practice meet national professional standards within a legal framework</p>	

Pass	Merit	Distinction
<p>LO3 Interpret the law in relation to key ethical and professional Practice Themes in health and social care</p>		<p>LO3 and LO4</p> <p>D2 Critically review ways in which health, care and support service practitioners can ensure currency and compliance with relevant legislation and national policies through ethical practice in relation to a real case scenario</p>
<p>P5 Explain how specific national and international law influence and inform the equitable and fair treatment of others in health, care and support services</p> <p>P6 Implement different and relevant legislation and policy in regard to safe and healthy conduct in own practice</p>	<p>M3 Analyse recent health and social care legislation or national policies in relation to their importance in informing rights and responsibilities of health, care or support service practitioners to provide safe and equitable care</p>	
<p>LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting</p>		
<p>P7 Describe the relationship between law, policy and ethical requirements in relation to a real case scenario in a health or care setting</p> <p>P8 Explain the impact of relevant law and policy on the outcome of a real case scenario</p>	<p>M4 Explain in detail how chosen law, policy and ethical considerations might result in different outcomes to the case scenario</p>	

Recommended resources

Textbooks

- BANKS, S. (2012) *Ethics and Values in Social Work (Practical Social Work Series)*. Basingstoke: Palgrave MacMillan.
- CARR, H. and GOOSEY, D. (2017) *Law for Social Workers (14th Edn.)*. Oxford: OUP Oxford.
- DALRYMPLE, J. and BURKE, B. (2006) *Anti-Oppressive Practice: Social Care and the Law (2nd Edn.)*. Buckingham: Open University Press.
- IFE, J. (2012) *Human Rights and Social Work: Towards Rights-Based Practice*. Cambridge: Cambridge University Press.
- LISTER, R. (2010) *Understanding Theories and Concepts in Social Policy*. Bristol: Policy Press.
- HARRIS, J. and WHITE, V. (2013) *A Dictionary of Social Work and Social Care (Oxford Quick Reference)*. Oxford: OUP Oxford.

Reports and Journals

- PARKER, C. and CLEMENTS, L. (2008) 'The UN Convention on the Rights of Persons with Disabilities: A new right to independent living?' *European Human Rights Law Review* 58

Websites

- | | |
|--------------------|---|
| ec.europa.eu | Official website of the European Commission
Provides information on EU health and social care legislation and policy
(General Reference) |
| ifsw.org | Website of the International Federation of Social Workers
The Role of Social Work in Social Protection Systems: The Universal Right to Social Protection
(Report) |
| legislation.gov.uk | legislation.gov.uk
UK-wide government website on legislation, often with explanatory notes
(General Reference) |

Links

This unit links to the following related units:

This unit is a synoptic unit and therefore links to some part of each of the units within the qualification pathways.

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-4	All assessment criteria
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-4	P1, P3-P8
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2-4	P4, P7, P8
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3	P5
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO3, LO 4	P6, P7, P8
THEME 6: NUMERACY IN PRACTICE	LO1	P1, P2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit code	A/616/1637
Unit type	Core
Unit level	4
Credit value	30

Introduction

Reflecting on our daily activities is an automatic process: it is part of human nature, and something conducted often unconsciously. Reflective practice involves self-observation and evaluation with the goal of refining practice on an ongoing basis. Reflecting on what we do is a fundamental skill that helps us to develop, improve personally and professionally. It is an active, dynamic process that also helps develop confidence in our ability to perform our daily working practice and to become proactive, professional leaders. The art of reflection is a tool that students will carry with them through and beyond their educational journeys and is a requisite for many roles in the sector. Developing the necessary skills early helps students to be prepared for their career progression pathways.

This unit is intended to run alongside other units in this qualification in order that students may gather evidence to compile a Professional Learning and Development Portfolio (PLAD) which captures evidence of learning and development against a framework of Practice Themes which forms the essential core running through the unit. The unit aims to develop the skills and knowledge necessary for students to reflect on their own and others' daily practice and improve students' own practice and professional development.

Students will firstly develop an understanding of the purpose and importance of continually reviewing their own practice and professional development through an exploration of the benefits and issues associated with reviewing practice. They will then develop their knowledge and skills of theoretical models and other techniques needed to support them in carrying out active, dynamic, action-based, real-time reflection. Students will record their evidence in the PLAD which will comprise learning from this and other units on an ongoing basis. Finally, students will evaluate their reflective journeys and the effectiveness of the PLAD in supporting their ongoing personal and professional development.

On successful completion of this unit, students will have gained the necessary knowledge and skills to complete a professional development portfolio that records evidence of a continuous cycle of reflection and improvement of knowledge and skills and be able to plan for their future career pathway.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the role of reflection in health and social care practice
2. Use the Practice Themes as a framework for reflection
3. Demonstrate active, ongoing, critical reflection of learning experiences
4. Assess the overall success of own reflective journey and consider future career pathway.

Essential Content

LO1 Explain the role of reflection in health and social care practice

The purpose of reflection in health and social care practice

For understanding the self, values, attitudes, approaches and behaviours against those required to carry out work role

To work with and collaborate effectively with others

To influence and change own and other's values, attitudes, approaches and behaviours, e.g. challenging hidden assumptions

For evaluating and revising own practice and influencing organisational change

Can be used to keep current with knowledge and practice

Operates as a continuous cycle enabling the building and checking of changes that result in positive outcomes

Benefits of conducting reflective practice for personal and professional development

Professional development and progression in career pathways

Recognising own development and learning and building confidence in skills

Keeping up to date with latest incentives, legislation, policy and best practice

Personal benefits outside professional learning and development, e.g. relationships, health and wellbeing

Contributing to developing a highly proficient and professional workforce

Enabling the provision of high-quality care and services for service users meeting individual needs, safeguarding/protecting individuals, promoting dignity, diversity and inclusion

Issues connected with ineffective reflective practice

Effects upon career progression

Unmotivated workforce leading to poor quality care and provision

Effects on multi-agency working and partnerships

Physical and psychological health safety and wellbeing of individuals

Typical models used to reflect on knowledge and skills

Gibbs (1998) reflective cycle

Johns (2000) Model for Structured Reflection

Rolfe's Framework for Reflective Practice

Kolb's experiential learning framework

Schon's reflection in action and reflection on action

Tools and techniques to gather evidence to reflect on practice

The Practical Learning and Assessment Documentation portfolio (PLAD) as a means to gather evidence of reflective learning and development, e.g.:

records of one-to-one and group appraisals, assessments and feedback from colleagues, professionals, assessors, family, friends and service users

records of supervisor/assessor observations of practice

diaries of practice

work placement timesheets

witness testimony

other evidence of practice/learning on placement

reflective accounts on learning using own or others' models of reflection

narratives and case studies

reflections

induction records, certificates of training and CPD

self-learning through internet, media and other sources

collaborative action learning group reflection

evidence of practice or learning from other units

development plans.

LO2 Use the Practice Themes as a framework for reflection

Gathering evidence of how the Practice Themes are applied to all areas of practice across the qualification, and in own performance in the workplace

Theme 1. Law, Regulation and Ethical Practice:

Evidence of understanding and experience of working in line with regulated ways of working and duties in supporting and caring for individuals and others, e.g. responsibilities and duty of role, case management, supervision and teaching, personal development, team working, assessment of individual's needs, communication strategies, personal centred care and wellbeing, physiological care, risk management, equality and diversity and quality care procedures

Evidence of taking personal responsibility, working independently within defined parameters of practice

Using initiative in a variety of situations and performing a range of skills consistent with own roles, responsibilities and professional values

Theme 2. Professional values, attitudes and behaviour in health and social care practice evidenced through:

Exploring own values, attitudes and behaviours and how they impact on the work done with others

The values, attitudes and behaviours of others and how to promote positive working and caring relationships

Exploring own communication style and how to use and adapt communications to different audiences reflecting individual needs of others

Communicating purposefully and appropriately using different forms, verbal, written, electronic, non-verbal

Exercising own skills attitudes and behaviours to support personal development of self and others

Commitment to adopting a person-centred approach, working with colleagues and individuals to promote quality care and services that ensure the health, safety and wellbeing of individuals

Demonstrating courage to challenges faced in different contexts and be adaptable to change

Theme 3. Health, Safety and Safeguarding through the Lifespan and how skills and knowledge are demonstrated through:

Carrying out roles and responsibilities in ensuring the health, safety and wellbeing of colleagues, service users and others visiting the premises

Own roles and responsibilities following and adhering to principles of safeguarding and protection, e.g. whistleblowing, recording and reporting, knowing when to escalate concerns and seek support

Theme 4. Valuing and promoting diversity, difference and inclusion evidence through:

Own fair and equitable treatment of and response to individual service users and others, inside and outside own work setting, regardless of their personal defining characteristics

Making adjustments to own working practices, behaviour and approach to meet the needs of individual service users and their loved ones

Making adjustments to own working practices, behaviour and approach to meet the needs of the organisation, colleagues and other professionals

Actively valuing and promoting the individuality, diversity and inclusion of others to include: age, gender, ethnicity, disability, sex, religion, culture and other protected characteristics

Theme 5. Promoting physical and mental health and wellbeing in health and social care practice evidenced through:

Demonstration of knowledge and skills in supporting individual needs of service users

Knowledge of different needs and possible outcomes where quality support and care is not provided

Developing and sharing strategies for disseminating awareness to others of needs of individual service users using evidence-based practice

Theme 6. Applied mathematics demonstrated through:

Use of IT technologies, e.g. healthcare-specific technology

Technologies used in GP practices

Administering medications

Taking, recording and interpreting accurate physiological measurements from patients or service users

Identifying statistical trends and use of statistics in research

Office work and other day-to-day activities

Linking use of the Practice Themes to quality performance indicators in health and social care practice:

Across different areas of health and social care practice

To other units completed as part of this qualification

To core values of care: care, compassion, competence, communication, courage, commitment

To appropriate professional or governing standards as applicable to own role, e.g. standards issued by relevant governmental agencies

To related skills and knowledge frameworks applicable to own area of practice

LO3 Demonstrate active, ongoing, critical reflection of learning experiences

Methods and skills for gathering evidence for reflection through own performance in daily activities:

How and where to seek information about current best practice, legislation, policy and other information to be able to carry out work role effectively

How to source information about own and other areas of health and social care practice and develop to promote an integrated working model

Sourcing feedback on own personal presentation, organisational skills and performance from others inside and outside work practice

Records of daily practice

Seeking a critique of skills, knowledge and practical competence through peer reviews, appraisals, observations, mentoring and critical friend models

Shadowing and observing colleagues to identify best practice, presentation and behaviours

Applying problem-solving, analytical thinking and decision-making skills to issues

Being objective, open-minded and self-critical of own abilities and needs

Gaining knowledge and skills through communicating with others, attending meetings, office work, own research

Building ethical relationships and working co-operatively with colleagues, service users and their families and other professionals to be able to reflect on performance and skills

Use of effective communication skills to meet and respond to the individual needs of others

Applying principles of duty of care, ensuring the health, safety and wellbeing of individuals is maintained

Developing numeracy skills in health and social care practice through observations of others in own practice and personal research

Critical self-reflection to assess own performance and knowledge across Practice Themes and links to other quality performance measures

Working with others to create team working environments and leading others demonstrating a range of competences including attitudes, behaviours commensurate with role

Develop and record reflections of working practice:

Producing a Professional Learning and Development Portfolio (PLAD) using the Practice Themes across all areas of working practice

Gathering evidence across range of topics covering the Practice Themes

Respecting confidentiality, privacy and setting's data protection policies

Ethical considerations, e.g. communicating and working collaboratively with service users, colleagues, families and other professionals

How own daily practice meets individual needs of service users, e.g. individual care needs, communication and behaviours

Evidence of own personal evidence-based and practical learning demonstrating self-management, problem-solving, critical thinking, decision-making, creative thinking and finding solutions

Own research and learning

Reflection of own knowledge, skills and practical competence to include experiences, values and own education

Reflections on areas of development and learning from other units forming part of this qualification

LO4 Assess the overall success of own reflective journey and consider future career pathway

Own personal and professional learning and development across the Practice Themes and other quality performance measures:

Effectiveness in promoting an integrated working model

Effectiveness of the use of the Practice Themes framework and effectiveness of capturing all learning and development in health and social care practice

Use of tools and techniques used and developed for reflection and their usefulness in supporting own reflective journey

The theoretical models used to define and support reflective practice and effectiveness in supporting own reflective journey

Developing a holistic reflection on unit outcomes and how they have supported understanding and development of self personally and professionally

Evaluating own holistic reflective practice development and identifying future career path:

Identifying and celebrating areas of success

Identifying areas and reasons for development

Identifying short-, medium- and long-term targets using Specific, Measurable, Agreed, Realistic, Time-bound, Ethical, Recorded (SMARTER) framework for own personal and professional development

Identifying own professional career pathway

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role of reflection in health and social care practice		D1 Evaluate how own reflections can impact on own personal and professional development and the experience of individuals using health, care or support services
<p>P1 Explain the purposes of reflection in health and social care practice</p> <p>P2 Describe models and tools used for reflection in health and social care practice</p>	<p>M1 Review the ways that reflective practice is applied in health, care or support service environments</p>	
LO2 Use the Practice Themes as a framework for reflection		D2 Assess the effectiveness of the plan in supporting the development of own reflective practice skills
<p>P3 Explain how the Practice Themes can be used to underpin reflection in learning and practice</p> <p>P4 Illustrate in detail the links between the Practice Themes and other performance indicators</p>	<p>M2 Produce a plan for reflecting on own learning and development using the Practice Themes and other quality assurance indicators</p>	
LO3 Demonstrate active, ongoing, critical reflection of learning experiences		LO3 and LO4 D3 Evaluate own holistic professional learning and development through practice
<p>P5 Explain methods used to gain evidence of effective reflective practice in own area of work practice</p> <p>P6 Produce a portfolio of evidence of reflection using the Practice Themes as a framework</p>	<p>M3 Analyse own performance and learning using the framework of Practice Themes and other quality performance measures</p>	
LO4 Assess the overall success of own reflective journey and consider future career pathway		
<p>P7 Review evidence gathered in own portfolio in regard to its contribution to own personal and professional development</p> <p>P8 Produce targets for the development of own professional career pathway</p>	<p>M4 Assess own personal learning and development in terms of its contribution to own journey towards a future career pathway</p>	

Recommended resources

Textbooks

BOLTON, G.E.J. (2014) *Reflective Practice: Writing and Professional Development (4th Edn.)*. London: Sage Publications Ltd.

JASPER, M. (2013) *Beginning Reflective Practice (2nd Edn.)* Boston: Cengage Learning Inc.

OELOFSEN, N. (2012) *Developing Reflective Practice: A Guide for Students and Practitioners of Health and Social Care (Oxon Ed Edition)*. Gloucestershire: Lantern Publishing Ltd.

KNOTT.C. and SCRAGG, T. (2016). *Reflective Practice in Social Work (Transforming Social Work Practice Series)*. London: Sage Publications Ltd.

RITTER, J. A., edited by VAKALAH I. H. F. O (2014). *101 Careers in Social Work (2nd Edn)*. New York: Springer.

SANDERSON, H. and LEWIS, J. (Great Britain) (2012) *A Practical Guide to Delivering Personalisation: Person-centred Practice in Health and Social Care*. London: Jessica Kingsley Publishers.

THOMPSON, N. (2016). *Anti-Discriminatory Practice: Equality, Diversity and Social Justice (Practical Social Work Series)*. Basingstoke: Palgrave

Websites

hsj.co.uk	Healthcare Services Journal (HSJ) The importance of reflective practices (Article)
nationalahec.org	Core Principles and Values of Effective Team Based Healthcare (Guidance)

Links

Unit 2 requires students to reflect on all aspects of daily practice and links to all other units taken as part of this qualification suite

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2 LO3 LO4	P3, P4, M2, D2 P6, M3, D3 P7, M4
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	All	P1, P2, P6, P7, M1, M3, M4, D1, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2 LO3 LO4	P3, P4, M2, D2 P6, M3, D3 P7, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2 LO3 LO4	P2, P4, M2, D2 P6, M3, D3 P7, M4
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO2 LO3 LO4	P2, P4, M2, D2 P6, M3, D3 P7, M4
THEME 6: NUMERACY IN PRACTICE	LO3 LO4	P6, M3, D3 P7, M4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit code	H/616/5665
Unit type	Core
Unit level	4
Credit value	15

Introduction

The term 'mental health' is often used when mental illness or disorder is actually being referred to. It is important that students explore what is meant by mental health in its positive sense, what does it mean to be mentally healthy? It is estimated that one in four people will experience mental ill-health during their lifetime, therefore the mental health and wellbeing of individuals, families and communities should be a primary concern of all those working in social or community work. A good understanding of individual mental health is important for staff employed in social and community work settings. Work in this sector can be stressful at times and it is vital that workers can identify their own mental health needs, take action to protect their mental wellbeing and are aware of sources of support for themselves as well as the individuals they provide care or support to.

This unit aims to provide an opportunity for students to explore definitions of mental health and wellbeing and the complex range of factors that influence our mental health. They will be encouraged to discuss mental wellbeing as a continuum, with mental health and emotional wellbeing fluctuating over time. Influences on mental health will be reviewed, including the interrelation of physical health, mental health and emotional wellbeing as well as social, psychological and environmental factors. Students will be encouraged to consider the range of factors that protect the mental health and wellbeing of individuals, families and communities and assess strategies that can be employed to maximise protective factors and build resilience. This unit will also provide students with the opportunity to explore strategies to maintain their own mental health and wellbeing.

Students will develop skills in independent and collaborative research, and develop an understanding of the risk and protective factors influencing mental health and wellbeing. Students will explore strategies that can be used to promote positive mental health in groups they work with, as well as developing an understanding of protecting their own mental health while employed in the social and community work sector.

Learning Outcomes

By the end of this unit students will be able to:

1. Review the factors that influence mental health and emotional wellbeing
2. Explain the value of early intervention in promoting positive mental health
3. Assess strategies to promote mental wellbeing in individuals and communities
4. Review the measures that social and community workers can take to promote their own mental health and resilience.

Essential Content

LO1 Review the factors that influence mental health and emotional wellbeing

Definitions of health and mental health:

Definitions of health

Definitions of mental health

Definitions of mental illness (versus mental health)

Mental health-mental distress as a continuum

Mental health versus mental illness

Characteristics of good mental health, resilience

Emotional wellbeing as a fundamental aspect of good mental health

Exploration of different definitions

Interconnection of physical and mental health and wellbeing:

Physical health and link to mental health and wellbeing

Impact of physical illness and disability on mental health and wellbeing

Physiological impact of mental and emotional health

Social and economic factors influencing mental health and wellbeing:

Influence of family and socialisation, domestic life

Community

Education and training

Social class

Employment/unemployment, economic stability

Housing

Social network and relationships

Culture

Psychological factors affecting mental health and wellbeing:

Life experiences: positive and negative

Stress

Impact of trauma, e.g. loss experienced by individuals, families, groups

Emotional resilience and mental health

Impact of factors on motivation

Importance of understanding of mental health for work in community and social work:

Holistic view of individual in context of family and community

Recognition of factors that may affect the mental health and wellbeing of individuals requiring social or community worker support

Supporting individuals and their families to maintain or improve their mental health and wellbeing

Recognising mental health and wellbeing as an aspect of what constitutes the overall wellbeing of individuals

Recognising own role in effectively assessing or addressing other aspects of wellbeing in promoting an individual's mental health and wellbeing

Respecting the individual as their own expert, supporting their control over their care

LO2 Explain the value of early intervention in promoting positive mental health

Importance of early experiences for mental health and wellbeing:

Impact of parenting-attachment

Children at risk, e.g. children in care, children with disabilities, parental substance use, mental illness, separation and divorce

Experiences at school, e.g. stigmatisation, bullying and other forms of discrimination, exam stress, truancy

Strategies to support at risk families, e.g. young parents, parenting education

Strategies used in schools that support mental health and wellbeing, e.g. mindfulness, breakfast clubs, after-school activities

Mental health and wellbeing in adulthood:

Transition into adulthood

Education and training, e.g. college, university, apprenticeships

Relationships, sexuality, life partnerships, separation

Ante-natal and post-natal mental health and wellbeing

Employment-work/life balance

Older adulthood:

Retirement – planning effectively
Physical activity for older adults
Protecting cognitive wellbeing
Maintaining social networks and relationships
Maintaining independence

Identifying early signs of mental stress:

Behavioural changes
Substance misuse
Changes in mood and motivation
Weight changes
Screening questionnaires
Signposting to appropriate support

Impact of early intervention:

Prevention of or reduction in impact of mental illness
Improvement in outcomes for children, adults and older adults
Role of social and community workers in supporting early intervention
Signposting to appropriate support

LO3 Assess strategies to promote mental wellbeing in individuals and communities

Mental health promotion:

Definitions and concepts of mental health and wellbeing promotion

Mental wellbeing as public health concern:

Overview of prevalence and impact of mental illness
Benefits of protecting mental health and wellbeing for individuals and different communities
National strategies to promote mental health and wellbeing
Strategies to support socio-economic factors that impact on mental health, e.g. housing, community development

Building emotional resilience:

Identifying risk factors

Identifying protective factors

Reducing risk and increasing protective factors

Management of change

Strategies to build self-esteem and confidence

Non-medical strategies to cope with stress:

Relaxation

Physical activity

Mindfulness

Complementary therapies

Physical health for mental wellbeing:

Health promotion strategies that protect physical health and impact on mental wellbeing

Lifestyle, e.g. physical or intellectual activity, diet, substance use

Social media:

Use of social media in promoting mental health and wellbeing, e.g. use of apps, social media campaigns

Positive and negative potential impacts of social media on mental health

Valuing and promoting diversity, difference and inclusion

Avoiding a one-size-fits-all approach

The relevance of cultural factors, and individual differences in strategies to promote mental health and wellbeing

LO4 Review the measures that social and community workers can take to promote their own mental health and resilience

Stress:

Sources of stress, life events, work

Coping strategies, healthy and unhealthy

Maintaining work-life balance

Stress and burnout

Impact of mental ill-health in the workplace:

Impact on worker, colleagues, service, people receiving support from service

Codes of practice – declaration of health

Legislation and policy to support mental health in the workplace:

Equality legislation

Disability discrimination legislation

Workplace mental health and wellbeing policy

Workplace policies to promote mental health and wellbeing – flexible working, training for line managers

Supervision:

Protection of social and community workers

Workload

Mental health and wellbeing

Personal planning:

Assessment of own strategies to support mental health and wellbeing

Identifying risk and protective factors

Making personal plan to enhance own mental health and wellbeing

Building own emotional resilience

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Review the factors that influence mental health and emotional wellbeing			D1 Evaluate the importance of an understanding of positive mental health for social and community work practice
<p>P1 Critically compare different definitions of health in terms of their assessment of the relationship between mental and physical health and wellbeing</p> <p>P2 Assess the impact of a range of social and psychological factors on individuals' mental health and wellbeing</p>	<p>M1 Analyse the relationship between the impact of factors affecting mental health and wellbeing and the characteristics of positive mental health in individuals</p>		
LO2 Explain the value of early intervention in promoting positive mental health			LO2 and LO3 D2 Critically appraise the effectiveness of a local or national strategy to promote the mental health and resilience of a specific group within the population
<p>P3 Review the significance of early experiences in childhood for mental health</p> <p>P4 Suggest action that can be taken by the social or community worker in addressing the early warning signs of mental stress in individuals</p>	<p>M2 Analyse the potential impact of early intervention on individuals' mental health and wellbeing</p>		
LO3 Assess strategies to promote mental wellbeing in individuals and communities			
<p>P5 Propose interventions that can be used to promote healthy methods to cope with stress for different individuals</p> <p>P6 Review strategies that can be used to build resilience in individuals</p>	<p>M3 Critically review the potential benefits and limitations of the use of different and current approaches to promoting mental health and wellbeing, using examples from own practice</p>		

Pass	Merit	Distinction
<p>LO4 Review the measures that social and community workers can take to promote their own mental health and resilience</p>		<p>D3 Analyse the impact on service provision of policies and processes that contribute to the promotion of mental health and wellbeing of workers in a specific social or community work setting</p>
<p>P7 Discuss the impact of a social or community worker's own mental health and wellbeing on colleagues, service provision and individuals receiving support</p> <p>P8 Produce a plan of how to enhance and maintain own mental health and wellbeing as a practitioner in social or community work</p>	<p>M4 Examine how workplaces in the social or community care sector can support an individual worker to maintain or improve their own mental health and wellbeing</p>	

Recommended resources

Textbooks

BÄHRER-KOHLER, S. and CAROD-ARTAL, F.J. (2017) (eds.). *Global Mental Health: Prevention and Promotion*. New York: Springer.

BROWN, J.S., LEARMONTH, A.M. and MACKERETH, C.J. (2014) *Promoting Public Mental Health and Well-being: Principles into Practice*. London: Jessica Kingsley.

HODES, M. and SHUR-FEN GAU, S. (2016) *Positive Mental Health, Fighting Stigma and Promoting Resiliency for Children and Adolescents*. Amsterdam: Elsevier.

KOPROWSKA, J. (2014) *Communication and Interpersonal Skills in Social Work (Transforming Social Work Practice Series)*. London: Sage Publications Ltd.

OISHI, S. (2012) *The Psychological Wealth of Nations: Do Happy People Make a Happy Society?* Oxford: Wiley-Blackwell.

Websites

gov.uk	UK national government website Mental Capital and Wellbeing: Making the most of ourselves in the 21st century (Report)
mind.org.uk	Mind The UK's leading mental health charity How to promote wellbeing and tackle the causes of work-related mental health problems (Guidance)
nice.org.uk	National Institute for Health and Care Excellence Mental health and wellbeing (General reference)
who.int	World Health Organization Promoting mental health: Concepts, emerging evidence, practice. (Report)

Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 7: Contemporary Social Issues

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 14: Health, Safety and Risk Management in Social Care Environments

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-4	P4, P5, P7, P8, M3, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2 LO3	P4, M2, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-3	P2, M1, M3, D1, D2
THEME 5: Promoting Physical and Mental Health, and Emotional Wellbeing	LO1-4	P1, P4, P5, P6, P8, M2, M3, M4, D2, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 4: Fundamentals of Evidence-based Practice

Unit code	J/616/1639
Unit type	Core (Pearson-Set Project)
Unit level	4
Credit value	15

Introduction

Evidence-based practice in health and social care involves taking a systematic approach to examining a range of evidence in order to answer key questions of relevance to the sector. The basis of evidence-based practice is research. In health and social care, research is conducted for a number of reasons for example, to find prevalence or incidence of disease, to assess quality of life or patient satisfaction. Research has global relevance and plays a significant role in influencing the development of high-quality provision, supporting a high-functioning integrated workforce and promoting the health and wellbeing of those who use health, care services.

Working in health and social care provides unique opportunities for practitioners to make a difference, developing the skills and knowledge to conduct research is fundamental in order to support quality practice, influence positive change and promote a highly-skilled workforce.

The aim of this unit is to develop students' knowledge and skills to understand the purpose and process of research in health and social care particularly in relation to promoting integrated approaches to care. Students will carry out a literature review on a topic drawn from the Practice Themes aimed at quality improvement within wider health, care or support service practice. Students will learn how to source current literature and assess the reliability and validity of sources to be able to construct an argument that leads to a proposal for a potential research study. Throughout this process, students will learn how they can dynamically influence changes and improvements within the health and social care sector. The unit will develop students' skills in understanding the steps they need to take to complete a literature review, academic conventions for presenting literature and how it forms the rationale for a personal research project.

On completion of this unit, students will have developed the pre-requisite skills needed to design a proposal that either extends from their literature review or highlights a further potential area of research. Possessing the necessary skills for conducting quality personal research that leads to evidence-based practice, will enhance students' academic skills, professionalism and employment opportunities within the health and social care sector.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the role of research for evidence-based practice in health and social care
2. Conduct a review of key literature relating to a research topic towards improvements in care practice
3. Develop a project proposal using evidence-based practice
4. Examine the value of the literature review process in influencing positive change in health, care or support service provision.

Essential Content

LO1 Explain the role of research for evidence-based practice in health and social care

The principle, purposes and value for conducting research in health and social care practice:

How research develops, improves or identifies gaps in practice and/or provision

Value of research in developing cost-effective interventions and promoting health and wellbeing of individuals

Individuals and organisations involved in conducting research into health and social care practice

How research can develop or extend knowledge and understanding

How research can improve own and others' professional development

The ways that research can inform other services to foster an integrated professional workforce

The types and areas of research undertaken in health and social care

The research process

Understanding the recursive and evolving nature of the research process

Understanding the steps taken when carrying out personal research

Selecting a personal research topic

Developing research aims and objectives, e.g. research questions and hypotheses

Conducting a literature review

Selecting methodology for data collection

Selecting sample for study

Ethical considerations: health and social care ethics – beneficence, non-maleficence, autonomy and justice

Collecting primary data

Conducting data analysis

Drawing conclusions and organising research

The professional and personal skills required in order to conduct a literature review

LO2 **Conduct a review of key literature relating to a research topic towards improvements in care practice**

The literature review process:

The purpose of a literature review

Providing up-to-date information of research in the area

Identifying methods that can be used in any further research

Provides an understanding of similar findings, inconsistencies, areas not previously identified, possible further research ideas for evidence-based practice

Identifying topic for research in health, care or support service provision using the Practice Themes as a framework

Preliminary searches to determine feasibility of conducting an evidence-based project in chosen area

Conducting a literature review using internet, books, journals, reports, web sites and other sources

Primary and secondary sources

Methods used for searching internet, e.g. use of Boolean searches, key words, terms

Reading techniques used to assess appropriateness of literature, e.g., scanning, skimming

Assessing the validity and reliability of sources using tools e.g., source, appearance, method, timeliness, applicability, balance (SAMTAB) methods

Making notes and evaluating sources of information for reliability and validity

Examining results of literature search and critically evaluating to provide a summary of current knowledge about the research topic

Presenting literature reviews using academic writing and use of Harvard referencing system

LO3 **Develop a project proposal using evidence-based practice**

Identifying principle methods to conduct research using evidence-based practice

Purpose of evidence-based practice: to use all current and available evidence, theoretical and practical, to provide robust answers to critical issues in health, care or support services

Ability of evidence-based practice to gain access to new ideas and thinking, find solutions, opportunities to develop practice, service provision, positive outcomes, integrated workforce

Primary research methods used for an evidence-based practice approach, e.g. questionnaires, interviews, observations

Elements of the process of developing the project proposal

Identifying suitable title and research questions using one of the Practice Themes

Considering potential impact of research, using evidence-based-practice

Identifying potential participants or sample

Ethical considerations

Developing a timeline for research

Presenting potential evidence-based practice study to an audience

LO4 **Examine the value of the literature review process in influencing positive change in health and social care practice**

Impact of literature review on influencing innovation and improvement in health and social care

Effectiveness of literature review in identifying current research and thinking in areas of evidence-based health, care or support service practice and provision

How literature review can help to define research questions and methodologies

How literature review can be applied to different Practice Themes and prompt further research

How potential evidence-based practice research study may influence practice or provision in health, care or support services, e.g. quality of delivery

How potential evidence-based practice research study may impact on own future practice in contributing to effective service provision, to seek and influence change proactively within the health and social care sector

How findings from any research study can be used to encourage integrated care model, promote knowledge exchange and multidisciplinary working

Evaluate own contribution to research process

Evaluating own role in conducting a literature review

Recognising own contribution to research process and development of own skills and knowledge in terms of an evidence-based approach to practice

How evidence-based practice could affect own future career progression

How potential research study can support leadership and development of others to engage in evidence-based practice

Setting targets for developing own personal and professional development in terms of evidence-based practice

Identifying ways to develop personal and professional practice to be able to conceive innovation and improvement in evidence-based health, care or support service practice

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain the role of research for evidence-based practice in health and social care		M1 Analyse own current skills and knowledge in being able to conduct a literature review in health and social care towards evidence-based practice	D1 Evaluate the skills required to conduct ethical research to positively influence practice and provision in health, care and support services
P1 Describe the purpose and process of conducting research in enabling evidence-based practice in health and social care	P2 Explain the skills and qualities needed to conduct a literature review in health and social care		
LO2 Conduct a review of key literature relating to a research topic towards improvements in care practice		M2 Evaluate the reliability and validity of own literature review	LO2 and LO3 D2 Critically assess the viability of own project proposal in relation to the literature review conducted
P3 Conduct a literature review using a range of sources relating to the research topic	P4 Explain results of literature search that summarises current knowledge about research topic		
LO3 Develop a project proposal using evidence-based practice		M3 Justify rationale for proposed research study based on research topic	
P5 Explain the benefits of evidence-based practice as a method in carrying out research	P6 Produce a project proposal for a proposed study based on research topic		

Pass	Merit	Distinction
<p>LO4 Examine the value of the literature review process in influencing positive change in health and social care practice</p>		
<p>P7 Describe different ways in which the literature review influences evidence-based health and social care practice</p> <p>P8 Explain how recent research has had a positive impact on current practice to improve service delivery</p>	<p>M4 Analyse how the personal research process has an impact on own learning and practice in the workplace</p>	<p>D3 Evaluate own journey towards contributing to innovation and improvement in evidence-based health, care or support practice and service delivery</p>

Recommended resources

Textbooks

BELL, J. (2014) *Doing your Research Project: A Guide for First-Time Researchers (6th Edn.)* Oxford: Open University Press.

BRYMAN, A. (2015) *Social Research Methods*. Oxford: OUP Oxford.

TAYLOR, B., KILLICK, C. and MCGLADE, A. (2015) *Understanding & Using Research in Social Work (Mastering Social Work Practice)*. Exeter: Learning Matters.

RIDLEY, D. (2012). *The Literature Review: A Step-By-Step Guide For Students (Sage Study Skills Series)*. Sage Publications Ltd.

WHITTAKER, A. (2012). *Research Skills for Social Work (Transforming Social Work Practice Series)*. Exeter: Learning Matters.

Websites

bps.org.uk British Psychological Society (BPS)
Code of Human Research Ethics
(Guidance)

ec.europa.eu European Commission (EC)
Ethics for Researchers
(Guidance)

esrc.ac.uk Economic and Social Research Council (ESRC)
Framework for Research Ethics
(Guidance)

socialworkpolicy.org Social Work Policy Institute
EVIDENCE-BASED Practice
(Resources)

Links

This unit has links with a number of units in the qualification, depending on the topic researched for the literature review.

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	All Learning Outcomes	P1, P2, M1, D1 P3, P4, M2, D2 P6, M3, D3 P7, P8, M4, D4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN (dependant on topic chosen)	LO1, LO3, LO4	P1, P2, P3, P4 P5, D2 P8, M4, D3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION (dependant on topic chosen)	LO1, LO3, LO4	P1, P2, M1, D1 P5, D2 P8, M4, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING (dependant on topic chosen)	LO1, LO4	P1, P2, M1, D1 P7, P8, M4, D3
THEME 6: NUMERACY IN PRACTICE	LO2, LO3	P4 P6, M2, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 5: Organisational Contexts of Social and Community Work

Unit Code	K/616/5666
Unit Level	4
Credit Value	15

Introduction

Social and community work takes place within a range of settings, including people's own homes. The role of the practitioner in social and community work is diverse and requires skills and knowledge that can be adapted to areas of care. The diverse range of service provision will reflect the needs of local populations and the current climate of society's approaches to providing support and care. In addition, social and community work operates within organisational frameworks influenced by various factors, including government policy, policy reforms, funding restrictions and demographic shifts. The work relies upon organisational structures that are based upon current legislative and regulatory frameworks required to meet social needs within different settings.

In this unit, students will identify the organisational context of the area of work they are engaged in and analyse the factors that affect the construct of organisational policies. They will consider the area of the work and the effects of internal and external drivers on the development of the service provision.

This unit will enable students to take a wider viewpoint of the functions of social and community work within society and the impact of changing organisational contexts. Completion of this unit will provide a basis for further study in the area of social policy, change management, policy development and management studies.

Learning Outcomes

By the end of this unit students will be able to:

1. Define the contexts underpinning the organisation of social and community work
2. Explore the effects of external drivers and policy reform on social and community care service provision
3. Review the role of the care worker in developing partnership approaches to social and community work
4. Examine the ways that an organisation providing social or community services meets the needs of the individual service user.

Essential Content

LO1 Define the contexts underpinning the organisation of social and community work

Sociological perspective of social and community work:

Social and community work as a function of building a fairer and more equal society, taking into account a range of factors, e.g. political and economic constructs, systems of stratification, e.g. age, gender, ethnicity, social class, partnership formation and relationship breakdown

Social constructs – family and households, community

Socioeconomic indicators, e.g. education, work, unemployment, leisure

Societal change, e.g. demographics, wealth, technological development national and transnational changes

Cultural values and beliefs, e.g. in relation to nationality, ethnicity, religious belief, distribution of income and wealth

Relationship of sociological factors to service development and design to support marginalised, at-risk or vulnerable groups

Groups supported through social and community work:

Socially excluded and marginalised groups, e.g. travellers, homeless, migrant populations, refugees, prisoners, unemployed, children and young people not in education, employment or training, individuals with addiction issues, older adults, children leaving care, survivors of abuse, individuals with mental ill health, individuals with disabilities and/or learning difficulties

Community support, e.g. tackling social isolation and integration, life skills, training and employability skills

Support to socially excluded and marginalised groups:

Statutory, voluntary and private social and community care services

Services, projects and initiatives related to, e.g. health, education, leisure, culture, crime prevention, care services, regeneration

Recognising and planning to take into account diversity, e.g. religion, culture, sexual orientation, gender and gender identity, age, disability, socio-economic status, demographics, environment, housing, lifestyle

Promoting interdependence
Enabling sustainable development
Facilitation of support packages
Tackling inequality

Ways that social and community care services work together:

Adherence to regulatory guidelines
Agreed ways of working – policies based upon legislative frameworks
Anti-discriminatory practice and equality of opportunity based upon legislative principles
Supporting advocacy approaches
Supporting best interests and safeguards in accordance with legislative and code of practice regulations
Integrated services as required by legislation, e.g. in the UK, Health and Social Care Act 2012, Care Act 2014

Structure of organisations:

Mission statements – value-led service, ethos
Coping with change
Transparency, open dialogue
Effective communication strategies
Flexible and imaginative approaches
Management and leadership approaches
Service user involvement
Reflective, reflexive practitioners
Training and commitment to professional development
Partnership approaches

Effectiveness of approaches:

Focused approaches based upon measured outcomes
Target-driven and person-centred
Promoting self-reliance and development of independence
Facilitative approaches
Advocacy and local action support groups
Regeneration and change management

LO2 Explore the effects of external drivers and policy reform on social and community care service provision

External drivers:

e.g. government changes, policy and legislative reform, e.g. in the UK, the personalisation agenda, funding reviews, Serious Case Reviews

Regulatory requirements, Fundamental Standards, National Occupational Standards

Policy reform:

e.g. government changes and local authority reselection, reviews of and changes to health and social care funding, service entitlements and provision, social care workforce development

Frameworks for measuring outcomes

Effects of external drivers and policy reform on social and community service provision:

Commissioning strategies e.g. clinical commissioning groups and social care commissioning of services, best value approaches, effective partnership approaches to service provision

Local authority reviews e.g. audit of service delivery, rationalisation of service delivery

Staffing e.g. staff morale, ability, responsiveness, minimum wage and pay increments, high mobility of staff

Training e.g. professional development opportunities, lack of progression structure

Client needs – changing needs, severity of condition, accessibility of support, social exclusion, poverty

Budget restrictions e.g. changes to funding, pooled budgets, allocation of resources, regional variations in funding entitlements

Difficulties in accessing services e.g. inequality of opportunity, environmental factors, physical factors

Organisational responsiveness to external drivers and policy changes through effective change management:

Planned Cycle of Social Care Change (PSCC)

Lewin's Change Management Model

Kotter's 8-step Change Model

LO3 **Review the role of the care worker in developing partnership approaches to social and community work**

Roles and responsibilities:

Support workers e.g. promoting support and independence, empowering individuals, supporting and encouraging active participation and promoting choice, control and consent

Activity organisers e.g. encouraging active involvement and participation

Different health professionals e.g. consultants, community nurses, clinical teams, therapeutic teams, hospital staff

Individuals or groups in social care teams e.g. social workers, advocates, addiction teams, intervention teams

Individuals or groups within the statutory infrastructure e.g. education, police, court services, housing, welfare and benefits

Individuals or groups working in partnership with the individual receiving care or support and their family and friends e.g. local neighbourhood teams, commissioning groups

Barriers to developing effective partnerships:

e.g. ineffective communication, lack of resources or time, poor planning, lack of clear target setting, conflict, mistrust, power relationships, non-integrative approaches, lack of involvement of service users and their social networks in decision-making processes.

Partnership approaches:

Shared thinking

Multiagency reviews

Sharing information

Solution-focused approaches

Outcomes-based assessment

Realistic target setting

Active participation

Person-centred

LO4 Examine the ways that an organisation providing social or community services meets the needs of the individual service user

Person-centred approaches:

e.g.

Approaches aimed at enabling people who use services to plan their own futures and to get the services that they need

Embracing the principles of independence, choice, inclusion, equality and empowerment as the foundations of service provision

Based upon needs, preferences and skills of the individual

Contribution and voice of individual, family and friends

Based upon dignity, respect and values

Service user input into the design or delivery of the service they receive

Working with service users to develop and achieve their individual outcomes, i.e. results or goals that service users/carers and professionals agree they want to achieve together

Seamless and proactive

Tailored to religious, cultural, ethnic needs of individuals

Working proactively to include the most disadvantaged groups

Increased community access and inclusion

Development of relationships

Greater opportunities for choice

Advancement of valued and respected roles

Development of improved personal skills

Challenges in implementing person-centred care:

e.g. outdated models of service provision, funding, inadequate staffing, insufficient time for staff to work with service users on devising and delivering person-centred plans, culture and attitudes, resources, staff skills and training, working with families, user involvement, multi-agency working, policies and expectations

Role of the organisation

e.g. contribution to development and review of national and local policy

Strong planning process that puts the person at the centre and deliberately shifts power towards the individual

Developing culture of autonomy, individuality and independence and positive risk-taking

Encouraging involvement of non-professionals

Community action that embraces interdependence and inclusion

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Define the contexts underpinning the organisation of social and community work		D1 Evaluate the effectiveness of local approaches in social and community work services in supporting specific socially excluded or marginalised groups
P1 Describe different sociological perspectives of social and community work P2 Explain how social and community work services support a specific socially excluded or marginalised group in own locale	M1 Assess how social and community work services work together to support a specific socially excluded or marginalised group in own locale	
LO2 Explore the effects of external drivers and policy reform on social and community care service provision		D2 Make reasoned recommendations for how the local social or community care service can respond to external drivers and policy reform through effective change management strategies
P3 Describe the effects of external drivers and policy reform on social and community care service provision in own locale	M2 Analyse the effects of external drivers and policy reform on a social or community care service in own locale	
LO3 Review the role of the care worker in developing partnership approaches to social and community work		LO3 and LO4 D3 Evaluate own organisation's role in developing partnerships within local communities to meet the needs of the individual and their outcomes
P4 Compare the roles and responsibilities of professionals involved in enabling partnership approaches in social and community work P5 Explain how own role within an organisation that provides social or community care services supports a partnership approach	M3 Analyse the barriers to developing effective partnerships within social and community work	

Pass	Merit	Distinction
<p>LO4 Examine the ways that an organisation providing social or community services meet the needs of the individual service user</p>		
<p>P6 Explain how an organisation providing social or community services supports person-centred approaches to care</p>	<p>M4 Assess the challenges in implementing person-centred approaches to support in social and community work</p>	

Recommended resources

Textbooks

BALDOCK, J., LAVINIA, M., MANNING, N., and VICKERSTAFF, S. (2011) *Social Policy* (4th Ed). Oxford: Oxford Press.

SCRAGG, T. (2010) *Managing Change in Health and Social Care Services*. Pavilion Publishing and Media.

STIRK, S. (2012) *Creating Person-Centred Organisations: Strategies and Tools for Managing Change in Health, Social Care and the Voluntary Sector*. London: Jessica Kingsley.

THOMPSON, N. (2017) *Promoting Equality: Working with Diversity and Difference* (4th Edn.). Basingstoke: Palgrave.

Websites

ec.europa.eu	Website of the European Commission National Social Reports for different regions of the EU (Strategy and Policy) (Reports)
gov.uk	UK Government website Social Policy Issues (General guidance) The Adult Social Care Outcomes Framework-2013-14 (Report)
jrf.org.uk	The Joseph Rowntree Foundation Person-centred planning in social care (General guidance) Person-centred planning (Training)
scie.org.uk	Social Care Institute for Excellence 1. Organisational Change in Social Care (Report) 2. Change Management (General guidance)

1. KINSELLA, P. (2000) What are the Barriers in Relation to Person-centred Planning?

(Report)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 6: Social Policy and Administration

Unit 7: Contemporary Social Issues

Unit 16: Sociological Approaches in Social and Community Work

Unit 18: Resource Planning in Social and Community Care Services

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 23: Managing Quality in Care Environments

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 29: Commissioning Projects and Services

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, M2, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1, LO3, LO4	P2, M1, D1, P4, P5, P6, M4, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1, LO4	P2, M1, D1, P6, M4, D3

THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO4	P2, M1, D1, P6, M4, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO4	P6, M4, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students should be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 6: Social Policy and Administration

Unit Code	M/616/5667
Unit Level	4
Credit Value	15

Introduction

The welfare of individuals is affected not only by their own actions but also by that of others. The state has a role to play in improving welfare as well as in overseeing the practicalities of service organisation and delivery in an increasingly complex and diverse society. For workers in this sector, it is important to develop a knowledge and appreciation of the need to be thoroughly informed about the impact of devolution, the European Union and wider international issues such as globalisation and how this has influenced social policy and the administration of services. Further to this, they need to develop an awareness of the impact of wider structural and cultural issues that may affect both the implementation of policy and service user access.

In this unit, students will explore the fundamental concepts of social policy, in particular the historical and current context of social policy, the role of central and local government, devolved government, and comparative and wider influences on social policy. Students will consider how policy is implemented, the importance of inter-organisational relationships and the impact of wider social policy structures and issues on service delivery. They will examine the impact of wider structural and cultural issues such as social exclusion, discrimination and roles, beliefs and ideologies. Students will analyse the importance of service-user involvement in the social policy process and how that involvement has developed over time, and will also be asked to consider its importance and what difference it has made. Finally, students will investigate the importance of partnership and inter-agency working, the constraints affecting service delivery and the importance of evaluating provision from the service user's perspective. Students will then apply this learning and explore its relevance in their own and others' practice.

This unit will support those interested in working directly with service users in a range of situations from local authority, independent and community settings. It is also useful for those who wish to continue on in higher education qualifications such as social work and related degree programmes.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the current context of social policy and administration both nationally and on a global scale
2. Describe how influences on social policy impact social or community service organisation and delivery
3. Assess the wider structural and cultural issues that affect social policy and administration globally
4. Explore the value of service user involvement in the social policy process.

Essential Content

LO1 Explore the current context of social policy and administration both nationally and globally

Fundamental concepts in social policy and administration:

Definition of

Origins and development

Distinguishing policy from organisational administration

The history of social policy:

Emergence of welfare

Post-Second World War

Present welfare developments

Comparative social policy – at least three countries from different global regions from:

Nordic countries

Anglo Saxon countries

European continental countries

Mediterranean countries

African countries

Asian countries

Australasian countries

Middle Eastern countries

North American countries

South American countries

Ideological context of social policy internationally and nationally:

Globalisation and the welfare state

Cultural diversity

Demographic change

Mobility

Racism

Politics

Economic reform

LO2 Describe how influences on social policy impact social or community service organisation and delivery

The making of social policy:

Central government

Local government

Devolved government

The impact of wider socioeconomic and political changes in own global region on own national social policy e.g. in Europe, the European Union and Europeanisation of social policy

Globalisation and the impact on international and national social policy

Influences:

Pressure groups

Media

Political elites

Think tanks

Research institutions

Funding service organisation and delivery:

Taxation

Grants

Insurance models

Funding streams, e.g. individuals, community, European Social Fund or other current transnational funding streams

Fiscal policy

Impact of labour markets

Impact of globalisation

LO3 Assess the wider structural and cultural issues that affect social policy and administration globally

Structural issues:

Social control

Poverty

Inequality

Discrimination

Social exclusion

Cultural issues:

Race

Gender

Age

Disability

Religion

Roles, beliefs and ideologies:

Roles

Values

Norms

Beliefs

Culture

Ideologies, e.g. political, economic, religious

LO4 Explain the value of service user involvement in the social policy process

Service users:

e.g.

Patient

Lay people

Families

Children

Carers

Volunteers

Charitable organisations

Community Based Organisations (CBOs)

Approaches to service user involvement:

Direct approaches, e.g. forums, public enquiries, surveys, focus groups, complaints policies

Indirect approaches, e.g. questionnaires, satisfaction surveys

Value of involving service users for service providers:

Democratises decision-making in social policy

Preserves values of social justice, fairness and respect for individuals' rights

Consistent values and asset-based approach in service delivery

Increases levels of engagement, active participation and use of services

Reduced likelihood of exclusion, marginalisation and inequality

Flexible and responsive service

Reduces complaints and increase in positive feedback

Promotes high quality and standards

Learn new ways of working and redress perceived or actual power imbalances

Develops a deeper awareness and understanding of needs and concerns

Learn from service users, developing new skill sets

Communication practices improve

Confidence to work collaboratively and creatively

Value of involvement for service users:

Learn how to influence relationships with professionals

Develop own personal and communication skills

Become more reflective and proactive

Increase in confidence and recognition of own value and use of assets

Sustainable relationships are developed

New models of care are developed that are co-designed

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the current context of social policy and administration both nationally and on a global scale		LO1 and LO2 D1 Evaluate the ideological context of social policy and the impact on current service organisation and delivery in different nations
P1 Summarise the current context of social policy in own home nation P2 Describe the influences on social policy over time on a global scale	M1 Analyse the influences on global social policy in terms of their impact on social policy in different world regions	
LO2 Describe how influences on social policy impact social or community service organisation and delivery		
P3 Detail the role of government in social or community service organisation and delivery P4 Describe how different influences impact on social policy and community service organisation and delivery in own national region	M2 Compare and contrast how social or community care services are funded in different countries and the impact on the type of services offered	
LO3 Assess the wider structural and cultural issues that affect social policy and administration globally		LO3 and LO4 D2 Evaluate the impact of structural and cultural factors on service user involvement in the development of effective social policy and service delivery in own area of works
P5 Identify the main structural and cultural issues affecting social policy P6 Explain the impact of structural and cultural issues on social policy and administration	M3 Assess structural and cultural issues affecting the delivery of services within own area of work	

Pass	Merit	Distinction
LO4 Explain the importance of service user involvement in the social policy process		
P7 Describe the importance of service user involvement in the development of social policy	M4 Analyse the importance of service user involvement for both the provider and user	
P8 Explain the different approaches to service user involvement in service delivery		

Recommended resources

Textbooks

ALCOCK, P. and CRAIG, G. (2009) *International Social Policy (2nd Edn.)*. London: MacMillan.

ALCOCK, P., HAUX, T., MAY, M. and WRIGHT, S. (Eds). (2016). *The Student's Companion to Social Policy (5th Edn.)*. Oxford: Wiley-Blackwell.

BALDOCK, J., LAVINIA, M., MANNING, N., and VICKERSTAFF, S (2011) *Social Policy (4th Edn.)*. Oxford: Oxford Press.

FU, T. and HUGHES, R. (2011) *Ageing in East Asia: Challenges and Policies for the Twenty-First Century (Comparative Development and Policy in Asia)*. Oxford: Routledge.

HANTRAIS, L. (2007) *Social Policy in the European Union (3rd Edn.)*. London: Palgrave.

LISTER, R. (2010) *Understanding Theories and Concepts in Social Policy*. Bristol: Policy Press.

Websites

gov.uk	UK Government website Social policy issues (Reference for UK legislation and policy)
un.org	United Nations Department of Economic and Social Affairs – Social Policy and Development (General reference)
jrf.org.uk	Joseph Rowntree Foundation Focus on social research (General reference)
social-policy.org.uk	Social Policy Focus on current issues in social policy, national and international (General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 7: Contemporary Social Issues

Unit 18: Resource Planning in Social and Community Care Services

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 23: Managing Quality in Care Environments

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 29: Commissioning Projects and Services

Unit 37: Working with Housing and Homelessness

Unit 44: International Social Work and Community Development

Unit 46: Global Contexts of Community Development

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	3, LO4	P5, P6, M3, D2 P7

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 7: Contemporary Social Issues

Unit Code	T/616/5668
Unit Level	4
Credit Value	15

Introduction

Post-war recovery following the Second World War saw countries around the world taking a greater international and national statutory interest in achieving peace, stability and reducing inequalities between citizens e.g. on a global scale, the formation of the United Nations (UN) in 1945, and the World Health Organisation in 1948. One of the fundamental priorities of the UN at its establishment was to *“achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion”*. Many countries around the world supported this vision and reflected it in the restructure and development of national systems to tackle inequalities between citizens. The success of such systems has not been without challenges, especially as society’s needs evolve and change. How workers in health, social and community care services understand and respond to these changes is directly related to our capacity to provide the essential services required to improve the lives of those in need.

In this unit, students will develop their understanding of the contemporary social issues that give rise to inequalities, poverty and social injustice. They will explore historical contexts and their role in contributing to an understanding of how current day contemporary social issues have given rise to reform. Students will examine arguments positing the efficacy of addressing social issues through means such as enquiries and reform, looking at those which assert a reactive approach and produce legislation impacting on interpretations, delivery and the ability to tackle forms of inequality in practice. Students will explore a social issue applicable to their own situation and identify its impact on their own practice, the wellbeing of individual users of services, their families and the wider social and community work provision. They will assess the overall impact of social issues and debate the ways in which society deals with inequalities, diversity and inclusion. Students will use information to debate different types of reform and put forward their ideas to provide a robust service that promotes a positive framework for those employed in social and community work practice.

In completing this unit, students will have a broader, more practical understanding of contemporary social issues and the fundamental role social and community care workers play in enabling a fairer, more equal society. It is useful for students progressing to roles in community and social work support, as well as continuing in related higher education degrees.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the historical context for contemporary social issues relevant to social and community work practice
2. Explore contemporary social issues in social and community work practice
3. Review a social issue in relation to own area of practice
4. Examine own role in challenging or advocating a contemporary social issue.

Essential Content

LO1 Describe the historical context for contemporary social issues relevant to social and community work practice

Contemporary social issues:

Human rights, equality and social justice

Diversity and inclusion

Oppression and discrimination

Poverty and socio-economic disadvantage

Globalisation

Technology and innovation

Proliferation of the media, e.g. social media

Historical milestones in development of a national approach to tackling poverty, equality and social exclusion (post-WWII developments):

Policy and legislation addressing issues of poverty and inequality

Links to charity organisations, raising awareness and providing support

Forms of social administration and poverty relief drives social action, political action, working to improve social conditions

Notion of a welfare state and social security to tackle poverty, inequality and social justice, e.g. in the UK, Beveridge report, National Health Service Act (1946)

Intended effects on social and community care and social inclusion

Impact of globalisation and migration patterns, e.g. refuge and asylum seeking

Development of specific interventions for individuals who are considered vulnerable to discrimination, inequality and social exclusion, e.g. individuals with mental health needs, mental and physical disabilities, women, minority ethnic groups, children

Pressure groups and voluntary sector organisations advocating for eradication of poverty, inequality and social justice:

Charities which support research into inequality and social justice (Joseph Rowntree Foundation)

Professional, governmental and non-governmental organisations, e.g. National Institute for Health and Care Excellence (NICE), World Health Organisation (WHO), United Nations International Children's Emergency Fund (UNICEF), International Federation of Social Workers (IFSW), British Association of Social Workers (BASW), Community Care

Social issues giving rise to political Inquiries and legislation:

Child abuse and exploitation

Institutionalisation

Discrimination against groups, communities, race, identity

Gender discrimination

Safeguarding and protection of vulnerable children/adults

Impact of poverty on different groups

Impact of Inquiries and legislation on addressing contemporary social issues:

Consequences of taking a reactive as opposed to a proactive approach to dealing with contemporary social issues

Risk of producing too much legislation (over-legislation) which impacts on efficiency in carrying out work roles

Impact of over-legislation on caseloads, administration

Opinions on creating a panoptic type of regulation

Impact on conducting work practice

Impact on tackling inequalities

LO2 Explore contemporary social issues in social and community work practice

Contemporary issues at a macro level giving rise to change:

International perspectives, e.g. recognition of professional qualifications, cross-border cooperation, access to treatments

Government funding and spending

Quality of services against economic variations

Impact of globalisation and migration patterns on governments, economic and political agendas and policy

Cross-societal welfare models and welfare reform ideology

Rising costs

Privatisation

Wider cultural, social and environmental factors

Contemporary social issues at a micro level:

Human rights

Abuse of power, e.g. abuse received from individuals

Safety of children and vulnerable adults

Child poverty

Social justice

Youth justice

Rehabilitation and correction

Education

Social identity, conformity and citizenship

Effects of oppression and victimisation

Respect, dignity

Immigration, asylum seekers and refugees

Models of welfare

Impact of technology and innovation on approaches to social and community care services

Families and lifestyle factors:

Restrictions on welfare benefits

Social and economic wealth

Divorce/family breakdown

Lone parents

Fostering and adoption

Drugs and/or alcohol misuse or abuse

Self-harm

Inequality:

Perception and treatment of people with different abilities, learning difficulties, physical disability, dementia

Perception and treatment of mental health

Perception and treatment of individuals of different ethnicity and nationality

Perception and treatment of individuals of different gender, gender identity, sexuality

Perception and treatment of individuals of different ages
Perception and treatment of individuals of different religion or belief systems
Effects of social exclusion
The impact of beliefs and values on the perception and treatment of different individuals and groups
Promoting equality, inclusion

Care in the community:

Civic engagement and active citizenship, developing a sense of belonging
Changing expectations and effects of generational change
Tackling homelessness
Lifestyle choices, e.g. promoting independent living
Social and economic capital
Effects of immigration on lifestyle choices, rights, values, beliefs and needs
Helping the elderly to remain in their own homes
Use of new technology to support independent living

Workforce contemporary social issues:

Recruitment, training and retention
Approaches taken in service provision to meet service user need, movement towards person-centred care and support
Caseload and administration
Ageing population
Qualifications and experience
Complexity and use of assistive and e-technologies
Complaints systems
Values and principles
Putting the client or service user first, promoting independence
Integrated services and service provision

LO3 **Review a social issue in relation to own area of practice**

Selecting social issue and linking with Practice Themes with regard to one of:

Valuing and promoting diversity, difference and inclusion

Health, safety and safeguarding

Promoting physical, mental and emotional wellbeing

Sourcing evidence-based practice/research supporting social issue:

Specialist sources of information, e.g. websites, news, media, journals, publications

Support networks, pressure groups, campaigners that can promote awareness of social issues

Methods of analysis in development of review:

Methods to identify validity, reliability, key arguments

Potential impact of social issue on statutory, non-statutory and independent service provisions and models of welfare, e.g. privatisation, reduction in resourcing, changing agenda, discrimination

Impact of social issue on outcomes for individuals

LO4 **Examine own role in challenging or advocating a contemporary social issue**

Ways to promote awareness of contemporary social issues:

Stimulate debate, collaboration through presentation, paper or other forms of communication

Gaining support through dissemination of literature supporting argument

Empowering individuals to play an active role

Rationale for promoting awareness of contemporary social issues:

Challenging or advocating social issue to ensure social justice

Impact on likely physical and psychological wellbeing of individuals

Raising awareness and support to effect change or development

Own personal and professional development

Reflection on own role:

Working to create change/promote social issue

Own professional values, principles and beliefs

Own professional practice in promoting contemporary social issues

Own role in championing social issue

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the historical context for contemporary social issues in social and community work practice		LO1 and LO2 D1 Evaluate the impact of contemporary social issues on current social or community work practice
P1 Review the historical milestones that have contributed to current understanding of contemporary social issues P2 Describe how different inquiries and legislation have addressed current contemporary social issues	M1 Analyse the impact of historical antecedents on current social or community work policy	
LO2 Explore contemporary social issues in social and community work practice		
P3 Outline ways in which contemporary social issues have influenced policy and reform on a macro level P4 Describe a range of social issues that have impacted on areas of social and community work on a micro level	M2 Discuss how macro level policy reforms have impacted on current social and community work practice on a micro level	
LO3 Review a social issue in relation to own area of practice		LO3 and LO4 D2 Reflect on how tackling contemporary social issues in practice can improve social and community service provision and reduce social inequality
P5 Summarise a contemporary social issue relating to own area of practice using one Practice Theme P6 Relate the issue identified to its potential impact on social or community service provision and the experience of service users	M3 Assess the impact of a contemporary social issue on different aspects of social or community service provision	

Pass	Merit	Distinction
<p>LO4 Examine own role in challenging or advocating a contemporary social issue</p>		
<p>P7 Define the relationship between a contemporary social issue and own professional development</p> <p>P8 Explain different strategies that can be applied in own work towards addressing a contemporary social issue</p>	<p>M4 Discuss how own challenge or promotion of a contemporary social issue impacts on the development of service provision and service user experience in own area of practice</p>	

Recommended resources

Textbooks

- BULLOCK, H. (2013) *Women and Poverty: Psychology, Public Policy, and Social Justice*. Oxford: Wiley-Blackwell.
- BURNS, K.S (2017) *Social Media: A Reference Handbook (Contemporary World Issues)*. California: ABC-CLIO.
- LAVALETTE, M. and PENKETH, L. (2014) *Race, Racism and Social Work: Contemporary Issues and Debates*. Bristol: Policy Press.
- STOMBLER, M. and JUNGELS, A.M. (2016) *Focus on Social Problems: A Contemporary Reader*. Oxford: Oxford University Press.
- WHITTAKER, D.J. (2005) *Asylum Seekers & Refugees (The Making of the Contemporary World)*. Oxford: Routledge.
- TEATER, B (2014) *Social Work: An Introduction to Contemporary Practice*. Buckinghamshire: Open University Press.

Websites

- jrf.org.uk Joseph Rowntree Foundation
Independent organisation working to inspire social change through research, policy and practice
(General reference)

Links

This unit links to the following related units:

Unit 4: Fundamentals of Evidence-Based Practice (Pearson-Set Project)

Unit 6: Social Policy and Administration

Unit 16: Sociological Approaches in Social and Community Work

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 31: From Conflict to Resolution

Unit 34: Developing Opportunities for Social Investment

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 36: Mental Health: Distress and Disorder

Unit 37: Working with Housing and Homelessness

Unit 40: Contemporary Approaches to Disability

Unit 44: International Social Work and Community Development

Unit 46: Global Contexts of Community Development

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO2	P2, P3, P4, M1, M2, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-4	P4, P7, P8, M2, M3, M4, D1, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-4	P3, P4, M2, D1 P5, P6, M3, D2 P7, P8, M4, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3, LO4	P6, P7, P8, M3, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 8: Community Development – Principles and Practice

Unit Code	A/616/5669
Unit Level	4
Credit Value	15

Introduction

Community development is undertaken by a wide range of people in different settings and roles. Community development practitioners may be paid (employed workers) or unpaid (community activists and voluntary workers). All community development practitioners need to be competent in the necessary skills and knowledge, and to work with integrity to support communities which may have few recognised resources and limited access to decision makers. Community development practice covers a number of areas and includes working with individuals, families and groups, supporting their wellbeing and addressing the issues of social, cultural and economic inequality experienced by communities.

In this unit, students will develop their knowledge and appreciation of the need for community development. Further, the unit will also develop students' awareness of the impact of wider structural and cultural issues that may affect the implementation of community development initiatives, participation and access. Students will review the skills, values and processes required for community development practice, examining the key principles and how they are translated into practice. They will explore how to engage with communities in order to identify and respond to needs through action and go on to recognise the need to promote and support effective relationships with key professionals and individuals. They will consider ways in which to develop and promote opportunities for community learning and social change within a community.

The knowledge and skills developed in this unit will support students' ability to understand the importance of locally driven community development, the role of facilitators and the dilemmas affecting community development. This unit will support students wishing to progress in working in community development as well as to continuing higher education in subjects related to community development.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the characteristics of community development
2. Explore approaches to effecting social change through community development
3. Describe the processes involved in effective community development
4. Participate in a community development initiative.

Essential Content

LO1 Describe the characteristics of community development

Definitions of community development:

Supporting environments that enable individuals to work collectively

Strengthening societal change through collective action

Collective action to generate solutions to common problems

Enabling communities to function and grow together while managing conflict

Purpose of community development:

e.g. meeting community needs, enabling change or transformation, enabling environmental stewardship, improving or maintaining individual and community health and wellbeing, challenging and driving change in working practice and provision, influencing social change

Types of community development:

National and international community development

Subtypes, e.g. social, education, health behaviours, economic, environmental

Types of community:

Communities defined by geography e.g. neighbourhood, region, nation

Communities defined by interest e.g. digital, professional communities

Communities defined by identity e.g. culture, ethnicity, language

Importance of community cohesion:

Benefits for services and individuals e.g. inclusive, democratic, coordinated and collaborative approaches to addressing challenges and improving lives of individuals, fairness and equity, reflecting the needs of users

Methods of establishing community cohesion, e.g. social or community clubs, networks, meetings or events, in-person or online

Key values of community development:

Social justice and equality

Anti-discrimination

Empowerment

Collective action
Generation of solutions to common problems
Working and learning together
Community empowerment

Key terminology in community development practice:

Baseline data, demographics, community structure
Community-based organisations (CBOs)
Participatory impact assessments (IAs), e.g. social (SIA), equality (EqIA), economic (EIA), health (HIA), environmental (EIA)
Stakeholder mapping, stakeholder engagement plan or policy
Monitoring and evaluation (M&E), incorporating key performance indicators (KPI), baseline data
Focus group discussions (FGDs)

Key legislative and regulatory features when working in community development:

Health and Safety, safeguarding and/or protection, equality and diversity, inclusion, data protection
Individual policy on change development within own organisations

LO2 **Explore approaches to effecting social change through community development**

Approaches to effect social change:

Social planning
Social action

Characteristics of social planning:

Process of addressing social issues at a strategic level
Usually adopts a top-down, hierarchical approach
Research-orientated
Takes the form of laws, regulations, media campaigns, programmes of services and provision
Opportunities for statutory funding for local CBOs to implement strategic goals

Agencies in social planning:

Typically directed by specialists and experts, e.g. policy makers, legislators, government, planners, funders

Issues relating to social planning structures:

Ineffective identification of baseline data, may not take into account or have an understanding of community needs at a grassroots level

Planners may lack experience in, or of, the community affected by changes so desired outcomes may not be achieved or achieved poorly

Characteristics of social action:

Steps taken by groups or individuals within communities to effect social or political change

Usually at local level, community-focused

Usually participative and consensual

Typically generated by those with little perceived power, minorities, individuals with specific needs, e.g. mental health, disabilities

Pressure groups, activists, supporters and promoters of causes, CBOs, educators and researchers, charities

May be political or radical in nature

Usually not-for-profit and takes the form of community-based projects, lobbying for reform or action, local networks

Influence of international community development market and impact in own country

Agencies for community development towards enabling social action:

Members of a community, those with common ideals, needs come together to effect change and solve specific problems, e.g. practitioners, individuals, families, carers, community-based organisations, charities

Issues relating to social action:

Individuals' views and opinions may be too radical

Expectations may be unrealistic

Action based on perceived notion of issues and may not recognise wider influencing factors

Lack of expertise, knowledge and experience

Limited social, political or economic power may make it difficult to challenge existing social structures and effect change

Community learning for social change:

Enabling opportunities for community development learning, e.g. informal and formal training events, newsletters, information to individuals, families, carers, stakeholders

Facilitation of community learning for social and political change, e.g. building and sharing learning through involvement in driving public agendas, raising awareness through pressure group membership

LO3 Describe the processes involved in effective community development

Theory of Change (ToC):

Top-down approach, e.g. starts with desired outcomes and works backwards, takes a holistic approach

Identification of issue that requires improvement/change

Necessity for change and potential benefits

Concept of 'blue sky thinking'

Resources, measures and other aspects needed to achieve change

Process:

Action-based research that asks questions to create awareness of issues

Desk research, e.g. review key legislation, stakeholder mapping, identify and establish protocols, related ongoing or previous initiatives

Baseline to determine current state of the issue and support measurement of progress at the end of the process

Participatory IAs

Capacity audits of potential service providers – capacity and constraints

Participatory programme planning

Early identification of exit strategies

Development of the community-based initiative or organisation

Implementation and review

Understand and engage with communities

Clarity of purpose, establishing a baseline

Facilitating community research and consultations to identify needs

Engaging communities and supporting community learning, e.g. through use of drama for development, films, people's voices (documentaries)

Demonstrating respect for cultural values and norms, e.g. dress, language

Analysing and disseminating findings from community research to individuals, colleagues, professionals with interest in community development

Supporting groupwork and collective action

Approaches to establishing a baseline and understanding community needs:

Direct approaches, e.g. forums, public enquiries, face-to-face surveys, focus groups

Indirect approaches, e.g. questionnaires, satisfaction surveys, comment boxes

Use of local and national research, databases

Consultations with individuals, families and carers, professionals

Information from voluntary, charitable, community organisations

Groupwork and collective action:

Organising community events and activities, e.g. holiday clubs, supporting independent living, sponsored run, fêtes, sales

Management of collaborations, conflict, effecting positive change

Facilitating community leadership

Addressing and managing conflict situations with colleagues, individuals, professionals

Collaborative and cross-sectoral working:

Promoting, supporting and maintaining effective relationships

Networks and partnerships useful for community development initiatives:

e.g. individuals, families, carers, local businesses, places of worship, charities, potential donors, sponsors, local CBOs

The roles of different organisations in collaborative and cross-sectoral working:

e.g. national and local aid agencies, international charities, national charities, local charities, local social enterprises and CBOs, cooperatives

LO4 **Participate in a community development initiative**

Identifying a community development initiative to support:

Identifying own area of interest

Establishing baseline to determine local related need

Researching local initiatives relevant to own area of interest, e.g. through internet searches, physically accessing local community centres, schools, cooperatives, social enterprises, charities, CBOs

Making contact, e.g. via email, in person

Establishing own role in supporting the initiative

Agreeing working pattern and schedule of activities

Organisational governance guiding own work role:

Policies and procedures of work practice

Legislative frameworks relating to community development

Roles and responsibilities of others within the initiative

Resourcing and funding capacities

Systems for monitoring and evaluating community development activities

Managing internal organisational development and external relationships

Supervision and support to colleagues

Supporting a community development initiative:

Professional attitudes and behaviour, e.g. supporting planning, time management, organisation, professional presentation appropriate to the initiative, effective and appropriate communication

Demonstrating enthusiasm, drive and willingness to commit

Taking part in required activities, demonstrating appropriate leadership and supporting others

Supporting community learning

Developing internal and external relationships

Reflecting on own performance

Evaluating own role in championing community development in practice

Recognising areas for development, e.g. areas for organisational development in meeting community development standards, areas for own personal and professional development in meeting standards

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the characteristics of community development		D1 Evaluate the effectiveness of the initiative in embodying the key values of community development and enabling sustainable change
P1 Describe different types of community development in relation to their purpose using real-world examples from different types of community P2 Explain how the key values of community development contribute to effective community development practice	M1 Assess the success of a recent community development initiative in effecting the change it intended to make	
LO2 Explore approaches to effecting social change through community development		D2 Critically assess how to promote learning opportunities while respecting the knowledge of communities
P3 Outline the main differences between social action and social planning in relation to community development P4 Explain the benefits of community development for individuals in communities.	M2 Assess how social change is created through community learning	
LO3 Describe the processes involved in effective community development		LO3 and LO4 D3 Critically reflect on own contribution to a community development initiative in terms of its success in supporting positive outcomes for the community and other stakeholders
P5 Detail the process of effecting change through community development, using theory and specific examples to support. P6 Suggest ways in which to promote and support collaborative and cross-sectoral relationships across community development networks	M3 Critique different methods used to understand and engage communities in terms of their effectiveness in realising positive change	

Pass	Merit	Distinction
LO4 Participate in a community development initiative		
P7 Rationalise own decision to provide support to a community development initiative organised by a recognised community-based setting. P8 Actively engage in a community development initiative, supporting planning, implementation and evaluation	M4 Reflect on the effectiveness of own role in supporting the initiative as aligned with organisational governance within the setting	

Recommended resources

Textbooks

CHANAN, G. and MILLER, C. (2013) *Rethinking Community Practice: Developing Transformative Neighbourhoods*. Chicago: Policy Press.

GILCHRIST, A. and TAYLOR, M. (2011) *The Short Guide to Community Development*. Bristol: Policy Press.

JEPSON, A. and CLARKE, A. (eds) (2015) *Managing and Developing Communities, Festivals and Events*. Hants: Palgrave MacMillan.

Websites

fcdl.org.uk	Federation for Community Development Learning Information on National Occupational standards for community work (General reference)
communitycare.co.uk	Community Care News and information on community care related issues (General reference)
jrf.org.uk	Joseph Rowntree Foundation Grants, information, research on areas of areas of wellbeing (General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 7: Contemporary Social Issues

Unit 11: Planning and Supporting Community-led Activities

Unit 18: Resource Planning in Social and Community Care Services

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 30: Community Development Practice

Unit 44: International Social Work and Community Development

Unit 45: Community Outreach and Support Work

Unit 46: Global Contexts of Community Development

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO4	P2, M2, D2 P7, P8, M4, D3
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-4	P2, M1, D1 P3, P4, M2, D2 P5, P6, M3, D3 P7, P8, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-2	P2, M1, D1 P3, P4, M2, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1-2	P2, M1, D1 P3, P4, M2, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 9: Social Work Principles and Introduction to Practice

Unit Code	M/616/5670
Unit Level	4
Credit Value	15

Introduction

As per the global definition, social work practice focuses on enhancing the wellbeing of individuals in communities, supporting them to address life challenges, through engaging with them and the social, economic and political structures within which they exist. Principles of human rights, social justice, collective responsibility and respect for diversity underpin the profession and serve as the motivation and justification for social work action. In solidarity with those who are disadvantaged, the profession strives to alleviate poverty and to work with vulnerable and oppressed people in order to promote social inclusion. All of this is underpinned by theories of social work, social sciences, humanities and local, national and international knowledge.

In this unit, students will develop their understanding of social work principles and will inform their understanding of social and community work in practice. Students will review the knowledge, skills and values that underpin social work and begin to explore the dynamic and evolving nature of professional social work in the 21st century. They will consider the complexity of interactions between human beings and their environment, and the capacity of people both to be affected by, and to alter, the multiple influences upon them. Effective practice and understanding and how to achieve these are fundamental aspects of social work. In this vein, students will examine methods of social work practice, explore the legal and policy context of social work practice and demonstrate the use of strategies for achieving good practice.

This unit will also help to underpin other units studied in this qualification, as well as enhancing employability within the social care sector and the progression to further professional study in social work.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the principles of social work
2. Explore the legal and policy context of social work practice
3. Examine methods of social work practice
4. Demonstrate the use of strategies for achieving good practice.

Essential Content

LO1 Describe the principles of social work

Definition of social work:

Global definition and key purposes

Regional variances in the scope of social work in own nation

Perception of social work in different global regions

Understanding the role of social workers

Social work as an evolving profession, responsive to social, economic and political challenges as specific to region

Features of social work:

Located within different and changing social welfare contexts

Meeting human needs and developing human potential

Developing professional relationships

Assessing and managing risk

Empowering people

Taking responsibility for own practice and continuing professional development

Working with individuals, groups and communities in the pursuit and achievement of equitable access to social, economic and political resources

Maintaining clear and accurate records

Challenges of report writing

Additional features specific to own national region

Knowledge, skills and anti-oppressive practice:

The knowledge base of social work practice

Using knowledge

Thoughts and feelings

Competence to practise

Skills a social worker needs

How to develop skills

Traditional social work values

Preparation for practice

Practising in an anti-oppressive way

Values and ethics:

Ethics as the cornerstone of social work practice

The value base of social work

Promoting social justice

Upholding and promoting human dignity and wellbeing

Respecting the right to self-determination and promoting the right to participation

Combatting processes that lead to discrimination, marginalisation, inequality and social exclusion, e.g. policies and practices

Confidentiality

Upholding the values and reputation of the profession

Challenges in maintaining ethical standards of conduct, moral or legal dilemmas

Applying knowledge to practice:

Necessity for relevant and up-to-date knowledge in their area of practice

Challenges of applying knowledge to practice

Having a working knowledge of the legal and policy frameworks and guidance that inform social work practice in own region, recognising the scope for professional judgement

Demonstrating a working knowledge of human growth and development

Recognising the short- and long-term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development

Being able to make and implement difficult decisions where there is the potential for benefit or harm

Using appropriate forms and styles of communication suited to the needs and abilities of a variety of people

Demands on self

Resilience and challenges to own health and wellbeing

LO2 Explore the legal and policy context of social work practice

Process of law:

Implementation and interpretation of law

Legislation specific to social and community work practice as applicable to own national region

Human rights law

Powers and duties

Supporting frameworks for implementing law, e.g. statutory guidance, legal documents

Non-compliance, implications for practice

Social policy:

Social policy in social and community work practice, e.g. in relation to income maintenance, housing, education, health, personal social services

Multi-disciplinary practice

Regulation:

Role of regulation in social and community work practice

Regulation of staff and employers

Health and Social Care regulators, e.g. in the UK, the Health and Care Professions Council (HCPC), Care Quality Commission (CQC), Scottish Social Service Council (SSSC), Care Council for Wales (CCW), Northern Ireland Social Care Council (NISCC), Regulation and Quality Improvement Authority (RQIA) **or** regulators specific to own national region

Professional codes of practice and/or conduct

Continuing professional development

LO3 Examine methods of social work practice

Approaches to social work practice, theories, models and intervention methods:

Theory, e.g. systems theory

Models, e.g. Psychosocial Model, Recovery Model, Narrative Approach Ecological Approach, Task-centred Approach, Solution-focused Approach, Cognitive-behavioural approach, Person-centred Approach

Intervention methods, e.g. crisis intervention, motivational interviewing

Theories and intervention methods commonly used in children and family settings, e.g. attachment theory, family therapy or systemic practice

Application of theories and intervention methods:

Theory informing practice

Effectiveness of certain interventions in particular settings with particular populations

Theories and intervention methods can either help or hinder in practising anti-oppressively

Range of methods of intervention and how they inform practice

Application of theories and intervention methods in practice

Cultural and ethical issues in implementing intervention methods in different situations, e.g. substance abuse, mental ill-health, caring roles, and with different populations, ethnicities and cultures

How assessments inform the type of intervention method selected for a particular situation and setting

Selection of intervention methods appropriate for a particular developmental stage

Developing the communication skills necessary to implement intervention methods

Influence of relationships on the effectiveness of the intervention method

LO4 **Demonstrate the use of strategies for achieving good practice**

Good practice:

Humane, person-centred, rights-based and solution-focused responses to the social work need

Respect for cultural identity and experiences

Non-discrimination and promotion of equality

Decision-making that is timely and transparent and involves people, or their advocates, as fully as possible, in the process

Promotion of social inclusion and independence

Holistic approach

Organisations:

Organisational commitment to promoting wellbeing

Multi-agency partnerships at both strategic and operational levels

Strategic approach

Culture of evidence-based practice

Ensuring social work staff have the necessary skills, tools and experience to deliver a high standard of service

Regular and meaningful supervision

Working with limited resources

Strategies in practice:

Application of knowledge, understanding and/or skills in a practical situation

Effective communication

Risk assessment and management

Meaningful interventions

Working in partnership

Making sound professional judgements, decisions and interventions based on evidence-informed practice

Providing reasoned, informed arguments to address individual, structural and structural discrimination

Reflective practice to engage with new knowledge and skills

Understanding the key social work roles, prevention, support, intervention and protection

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the principles of social work		LO1 and LO2 D1 Evaluate the effectiveness of legislation and policy in enabling principled, anti-oppressive and ethical practice in social work
P1 Discuss the key features of social work P2 Explain the relationship between the knowledge base of social work and values and ethics in social work practice	M1 Analyse the challenges in applying knowledge to practice	
LO2 Explore the legal and policy context of social work practice		
P3 Detail the relationship between law and social work practice P4 Assess the importance of understanding the legal and policy context of social work practice	M2 Analyse the role of regulation in meeting legal and policy requirements for social work practice in own national context.	
LO3 Examine methods of social work practice		LO3 and LO4 D2 Critically reflect on how an understanding of the theories and approaches underpins effective strategies for achieving good practice in social work
P5 Compare and contrast different approaches to social work practice P6 Clarify how theories and intervention methods are applied to enable effective social work practice	M3 Discuss the effectiveness of the application of theory in different models and intervention methods in enabling anti-oppressive practice	
LO4 Demonstrate the use of strategies for achieving good practice		
P7 Describe methods of achieving good practice in social and community work P8 Apply appropriate strategies in a practical situation related to social or community work practice	M4 Analyse the effectiveness of own implementation of strategies for achieving good practice using feedback from others	

Recommended resources

Textbooks

BANKS, S. (2012) *Ethics and Values in Social Work (Practical Social Work Series)*. Basingstoke: Palgrave Macmillan.

COULSHED, V. and ORME, J. (2012) *Social Work Practice*. Basingstoke: Palgrave Macmillan.

TEATER, B. (2014) *An Introduction to Applying Social Work Theories and Methods (UK Higher Education OUP Humanities & Social Sciences Health & Social Welfare)*. Buckinghamshire: Open University Press.

THOMPSON, N. (2015) *Understanding Social Work: Preparing for Practice*. Basingstoke: Palgrave Macmillan.

TREVITHICK, P. (2012) *Social Work Skills and Knowledge: A Practice Handbook*. Buckinghamshire: Open University Press.

WILSON, K., RUCH, G., LYMBERY, M and COOPER, A. (2011) *Social Work: An Introduction to Contemporary Practice (2nd Edn)*. London: Pearson.

Websites

basw.co.uk	British Association of Social Workers (BASW) Promotes social work services while also securing the wellbeing of social workers (General reference)
icsw.org	The International Council on Social Welfare (ICSW) Non-governmental organisation, advocacy, knowledge-building and technical assistance projects (General reference)
ifsw.org	The International Federation of Social Work (IFSW) 1. Statement of Ethical Principles (Guidance) 2. The Role of Social Work in Social Protection Systems: The Universal Right to Social Protection (Report) 3. Global Standards for Social Work (Guidance)

scie.org.uk	The Social Care Institute for Excellence (SCIE) Improves the lives of people who use care services by sharing knowledge about what works (General reference)
skillsforcare.org.uk	Skills for Care Practical tools and support to help adult social care organisations and individual employers (General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 6: Social Policy and Administration

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 15: Youth and Community Work

Unit 16: Sociological Approaches in Social and Community Work

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 38: Developing Effective Helping Relationships

Unit 44: International Social Work and Community Development

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-2	P1 P3, P4, M2, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1, LO3-4	P1, P2, M1, D1 P5, P6, M3, D2 P7, P8, M4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2	P3, P4, M2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO3-4	P1, P2, M1, D1 P5, P6, M3, D2 P7, P8, M4
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3-4	P5, P6, M3, D2 P7, P8, M4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in social work to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 10: Applied Understanding of Human Development and Behaviour

Unit Code	T/616/5671
Unit Level	4
Credit Value	15

Introduction

Social and community workers have roles supporting individuals and communities throughout the lifespan from childhood throughout adulthood to the end of life. It is important to have an understanding of the range of factors that affect human development in order to support individuals at all life stages effectively. Throughout life, all individuals experience a variety of significant life events, both expected and unexpected. A social or community worker requires an insight into the potential impact of such life events to provide support to children, young people and adults.

This unit will first introduce students to a range of theories and approaches that attempt to explain human development and behaviour across the life stages. Students will be encouraged to explore the many factors that can affect individual development, including psychodynamic, cognitive and behavioural, with an exploration of their contribution to understanding. Students will have the opportunity to review the range of factors that can influence development across all life stages from pre-natal and through childhood, adolescence and adulthood, and to address significant events experienced by people throughout life, both expected and unexpected. They will assess the impact of these on the individual and examine the role of social and community services and workers in providing support. The relative significance of biological and environmental factors will also be debated.

On completion of this unit, students will have gained an awareness of the range of factors that may impact on individual development throughout the lifespan. Skills will be developed in independent research and in critical thinking, comparing and evaluating theory to enhance understanding of human development and behaviour, and its application to practice. Students will have had the opportunity to reflect on their own role in supporting individuals through life events and identifying areas for future development.

This unit provides support to students who intend to progress in social or community care fields or in higher education to areas such as social work, youth and community work and psychology.

Learning Outcomes

By the end of this unit students will be able to:

1. Review how an understanding of theories of human development affects social and community work practice
2. Assess how an understanding of the range of influences on development through childhood and adolescence enables effective social or community work practice
3. Describe how social or community workers can take into account the impact of life events in adulthood in providing support to adult service users
4. Review the role of social and community services and workers in supporting individuals through significant life events.

Essential Content

LO1 Review how an understanding of theories of human development affects social and community work practice

Theories of lifespan development:

Psychodynamic, e.g. Freud, Erikson, Levinson

Cognitive, e.g. Piaget, Vygotsky, Siegler

Behaviourist, e.g. Pavlov, Skinner, Gardner

Humanistic, e.g. Rogers

Biological factors:

Genetics

Neurodevelopment

Acquired brain injury

Other factors

Environmental factors:

Social environment

Socialisation

Culture

Education

Other factors

Nature/nurture debate:

Relative importance of biological and environmental factors in development

Nature of evidence

Minnesota twin studies

Application to social and community work:

How understanding of developmental theories assists in supporting individuals

Relevance of theories to working with particular groups, e.g. attachment, working with children and young people

Recognising the impact of factors affecting the development of different individuals on their presentation and behaviour

Adjusting own behaviour and approach to take into consideration the individual's stage, age and developmental experiences

LO2 Assess how an understanding of the range of influences on development through childhood and adolescence enables effective social or community work practice

Life stages:

Birth, infancy, early childhood, later childhood, adolescence

Pre-natal factors:

Genetics

Teratogens

Mother's lifestyle

Pre-term birth

Other factors

Life events in childhood:

Expected events, unexpected events, e.g. loss and bereavement

Milestones in physical, intellectual and social development

Parenting

Education

Socialisation

Attachment:

Theory, e.g. Bowlby, Rutter, Hodges and Tizard, their relationship to other psychological approaches

Impact of attachment in infants, early childhood, later childhood and adolescence

Life events in adolescence:

Expected events, unexpected events, e.g. loss and bereavement

Milestones in physical, intellectual and social development

Development of brain and impact on behaviour

Puberty and hormonal influence on development and behaviour

Sexual identity

Education

Relevance of an understanding of factors, life events and theoretical approaches on social and community work practice with children and young people

LO3 Describe how social or community workers can take into account the impact of life events in adulthood in providing support to adult service users

Life stages:

Early adulthood, middle-adulthood, late adulthood, end of life

Life events in early and middle adulthood:

Expected and unexpected life events, e.g. loss and bereavement

Social roles

Early adulthood, emerging adulthood, selecting mate, career, recent demographic changes leading to later parenthood and impact of these, domestic abuse, separation, divorce, employment, unemployment

Middle adulthood, changes in caring responsibilities for children and older relatives, employment, relationships

Physical and psychological changes, menopause

Impact of lifestyle on physical and psychological development

Development in late adulthood:

Ageing process, primary and secondary ageing, physical and intellectual changes

Conditions associated with the ageing process – dementia, Parkinson's disease and impact on individual

Theories of development in later life

Activity theory

Disengagement theory

Continuity theory

Impact of life events, retirement, loss and bereavement, social roles

Relevance of an understanding of factors, life events and theoretical approaches on social and community work practice with adults

LO4 Review the role of social and community services and workers in supporting individuals through significant life events

Range of services:

Formal and informal support

Statutory, non-statutory services, voluntary sector

Specialist services for a range of specific life events in local area, domestic abuse, unemployment, divorce/separation, young parents etc.

Role of social or community worker:

Demonstrating empathy and active listening

Strengths-based assessment

Collaborative support planning

Use of person-centred support

Signposting to appropriate service

Using supervision, self-care

Grief and loss:

Bereavement

Concept of loss, types of loss

Kübler-Ross – stages of grief

Bowlby – attachment theory

Complicated grief

Factors affecting the grieving process

Recognition that grief and loss are not exclusive to bereavement

Supporting individuals through grief and loss:

Applying theory to situations in community and social care

Use of counselling skills, active listening

Signposting to services for further support, e.g. Cruse

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Review how an understanding of theories of human development affects social and community work practice</p>		<p>D1 Evaluate how theories of human development can enhance social or community work practice with a specific age group</p>
<p>P1 Describe theories of human development across the lifespan in relation to supporting others</p> <p>P2 Review the importance of biological and environmental factors on human development</p>	<p>M1 Reflect on the importance of an understanding of human development for social or community work</p>	
<p>LO2 Assess how an understanding of the range of influences on development through childhood and adolescence enables effective social or community work practice</p>		<p>D2 Critically discuss how an understanding of the physical and neurological influences on behaviour can impact social or community work with adolescents</p>
<p>P3 Assess the impact of pre-natal factors on human development</p> <p>P4 Review a range of life events that affect development through childhood and adolescence</p>	<p>M2 Analyse the contribution of attachment theory to supporting infants and children through significant life events and into adolescence</p>	

Pass	Merit	Distinction
L03 Describe how social or community workers can take into account the impact of life events in adulthood in providing support to adult service users		
<p>P5 Describe the impact of different life events on development through adulthood</p> <p>P6 Review the physical, psychological and social changes associated with the ageing process</p>	M3 Discuss the relevance of theories related to development in late adulthood to supporting older adults in social or community work	L03 & L04 D3 Evaluate how application of theory related to coping with loss and grief can enhance support provided through significant life events for different adults
L04 Review the role of social and community services and workers in supporting individuals through significant life events		accessing social or community care services
<p>P7 Assess the role of the social or community worker in supporting individuals through significant life events</p> <p>P8 Describe the range of services in own locale that can support individuals experiencing different life events</p>	M4 Examine the support available for individuals experiencing life events in a specific social or community work service	

Recommended resources

Textbooks

- BECKETT, C. and TAYLOR, H. (2016) *Human Growth and Development*. London: Sage Publications Ltd.
- BOYD, D. and BEE, H. (2014) *Lifespan Development (7th Edn.)*. Boston: Pearson.
- STASSEN BERGER, K. (2014) *The Developing Person through the Lifespan*. 9th edition. New York: Worth Publishers.
- WALKER, J. and CRAWFORD, K. (2014). *Social Work and Human Development (Transforming Social Work Practice Series)*. London: Sage Publications Ltd.
- WILSON, J. (2014) *Supporting people through loss and grief: Introduction for Counsellors and other caring practitioners*. London: Jessica Kingsley.

Websites

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| learn.genetics.utah.edu | Learn.Genetics, University of Utah
The Genetic Science Learning Centre, reports and studies on the impact of factors on growth and development
(General reference) |
| simplypsychology.org | Simply Psychology
Pages on developmental psychology
(General reference) |

Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 16: Sociological Approaches in Social and Community Work

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 36: Mental Health: Distress and Disorder

Unit 38: Developing Effective Helping Relationships

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P7, M4, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO4	P7, M4, D3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2 LO3	P7, M2, M3, M4, D2, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3, LO4	P7, P8, M3, M4, D2, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 11: Planning and Supporting Community-led Activities

Unit Code	A/616/5672
Unit Level	4
Credit Value	15

Introduction

The concept of community cohesion in a society encompasses a sense of togetherness, bonding and belonging with other members in a community. Community cohesion is the 'glue' that holds a society together and is focused on avoiding the corrosive effects of inequalities and intolerances to bring about a society where individuals have shared ideals and values. The cost of care and support services in the UK can be high to those needing to access care services. Government initiatives and funding go some way to meet the financial costs through providing 'pots of money'. However, such funds are often means-tested and rarely meet the full cost of the care that individuals need. Obtaining funding from other sources becomes a necessary requirement for those supporting care services.

This unit will introduce students to the concept of community through providing a brief overview of how community life has changed over the past decades and the factors that have contributed to a decline in community cohesion. Students will go on to understand the avenues of funding available and how they can access funding for initiatives to support community development. The core element of this unit requires students to champion a community-led activity for an initiative through identifying an area of need within their own area of social or community work practice. Students will develop a plan that illustrates budgets, human and physical resource needs and the potential impact of their idea on developing community cohesion.

By the end of this unit, students will have a broader experience of the skills required in promoting and carrying out community-led activities. This unit will also support progression to higher education opportunities in a variety of social or community work-related disciplines.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the concept of community cohesion and its impact on community work practice
2. Describe how different community-led activities can be funded
3. Explore the steps necessary to develop a strategy to raise funds for a community-led activity
4. Reflect on own performance in driving a community-led activity towards developing community cohesion.

Essential Content

LO1 Discuss the concept of community cohesion and its impact on community work practice

Community development values and practice principles:

Social justice

Self determination

Working and learning together

Sustainable communities

Participation

Reflective practice

Meaning of 'community':

Defined by geography, identity or interest

Aristotle – group established by individuals having shared values

Putnam – community and community cohesion

Types of community – communities of place, cultural communities, communities of memory, psychological communities, global villages

Social capital:

Physical objects

Human properties of individuals

Social connections among individuals, social networks, norms of reciprocity, trustworthiness

Main ideas of social capital:

Historical approaches, e.g. Field, Bourdieu, Coleman, Putnam

Importance of social cohesion

Key features of social cohesion – trust, reciprocity, civic virtue

Concept of bridging, bonding and linking

Benefits arising from social capital and community cohesion:

Enables resolution of collective problems

Cooperation, cohesion, shared values and understanding

Facilitates physical and psychological wellbeing of individuals

Facilitates achievement of collective goals

Better knowledge exchange

Establishes trusting relationships

Increased resilience against physical and mental health-related conditions

Social networks tackle health inequalities and have wider benefits in society

Community development builds social networks

Financial benefits

Factors contributing to lack of community cohesion and decline and civic community engagement:

Changes in patterns of social engagement with others, e.g. entertaining friends/neighbours

Tolerance and trust

Residential mobility, e.g. moving house, moving care home

Time pressure, e.g. work and family careers

Changes in family structure, e.g. community responses to divorce, single-person households, lone parents, parents or couples of the same gender

Suburban sprawl, e.g. individuals travel further for work, to shop and to access leisure opportunities

Use of social media and electronic entertainment

Working patterns, e.g. part-/full-time work, shift patterns, stalled gender revolution

Effects of lack of community cohesion, the emergence of community participation:

Working families reaching out to community-based programmes (care support for children, elderly)

Recognition of demographic sprawl and inability of some to provide care for relatives, e.g. work commitments

Voluntary and charitable organisations providing resources and support for individuals

Growing presence of non-profit organisations to tackle inequality, meeting individuals' needs, developing civic connections, community participation

LO2 Describe how different community-led activities can be funded

Overarching areas for community-led activities:

Developing community cohesion

Promoting independence, empowering individuals

Promoting diversity, difference and inclusion

Promoting or championing the rights of individuals in a community

Promoting the development of sustainable and healthy environments, e.g. social, economic, physical

Types of community-led activities

Care in the community

Supporting independent living (life skills)

Bringing different faith/ethnic communities together

Holiday club/breaks for all ages

Respite care

Promoting inter-generational relationships, e.g. knowledge exchange, e.g. children visiting care homes to share experiences and learn from older adults

Community development projects, e.g. vegetable plots, food stations

Providing services, e.g. grocery shopping, hairstyling, lunch/tea party events, veteran services, kids carnivals, street parties

Regeneration programmes, e.g. transforming derelict buildings/land to social community spaces

Working with others, e.g. reducing anti-social behaviour, citizenship, youth community forums, summer holiday activities for all ages

Sources of funding:

Government funding, e.g. regionally distributed 'pots of money'

Lottery funding

Grant-making trusts, e.g. Headley Trust, JJ Charitable Trust, Henry Smith Charity, My Community, Joseph Rowntree Foundation

European funding

Donations from public sources, e.g. local community, business, church

LO3 **Explore the steps necessary to develop a strategy to raise funds for a community-led activity**

Listening to the needs of the community:

Building relationships with key people and maintaining them

Sharing and learning, e.g. hearing and seeking an understanding of different views about values, aspirations, needs, experiences

Creating a safe and trusting environment

Identify appropriate sources of funding:

Government

Trust grant

Fundraising through event

Sponsorship

Volunteering

Local sources

Consideration of funding source requirements, e.g. time limits, areas of donation

Developing plans:

Establishing vision

Target audiences

Reoccurrence (one-off or ongoing)

Intended impact

Skills needed, skills to contribute to the initiative, e.g. first aid

Planning needs

Project needs aligned with local needs

Resources

Delivery

Management, e.g. monitoring

Working with individuals, colleagues, professionals and volunteers

Clarifying tasks

Building relationships

Encouraging development

Tackling barriers

Agreeing principles, e.g. policy about working recruitment, expenses and safeguarding or protection

Managing formalities, i.e. legal responsibilities, Health and Safety, risk assessments, safeguarding or protection

Process of planning:

Identifying a community-led activity, establishing rationale and impact on community

Funding sources

Conducting SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) and risk assessment

Addressing budgetary needs

Human and physical resources, e.g. environment, room hire, refreshments, consultation, printing costs

Identifying individual roles and responsibilities

Measuring output and outcome

LO4 Reflect on own performance in driving a community-led activity towards developing social cohesion

Models of reflection:

e.g. using Gibbs, Schön to reflect on own performance and practice

Championing community-led activity

Rationale for choice

Presentation of initiative and potential impact

Feasibility of activity

Monitoring performance:

Demonstrating skills and knowledge

Skills needed to develop community-led activities

Feedback from others

Driving innovation in promoting community-led activities

Potential impact on practice and provision

Impact on own professional development

Contribution made to supporting community cohesion

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss the concept of community cohesion and its impact on community work practice		LO1 and LO2 D1 Evaluate how ideas of social capital are useful in developing and funding community-led activities that promote community cohesion in community work practice
P1 Explain how ideas of social capital help inform community cohesion in community work practice P2 Describe factors affecting social cohesion that have led to emergence of community participation	M1 Analyse how ideas of social capital can contribute to addressing issues of community cohesion and enable participation	
LO2 Describe how different community-led activities can be funded		
P3 Explain types of community-led activities that can help develop community cohesion P4 Describe the sources of funding available for different community-led activities	M2 Assess the requirements of different sources of funding available for different community-led activities	
LO3 Explore the steps necessary to develop a strategy to raise funds for a community-led activity		LO3 and LO4 D2 Evaluate own community-led activity plan and its potential impact in championing community cohesion and development
P5 Discuss how to plan for an appropriate community-led activity in an area of provision	M3 Analyse plans used to develop a community-led activity in an area of provision	
LO4 Reflect on own performance in driving a community-led activity towards developing community cohesion		
P6 Persuasively present a community-led activity to different audiences to gain support P7 Describe the impact of community-led activities in social and community work on community cohesion	M4 Analyse own role in developing community-led activity to encourage community cohesion	

Recommended resources

Textbooks

JOHN, P. COTTERILL, S., MOSELEY, A. RICHARDSON, L. SMITH, G. and STOKER, G. (2011) *Nudge, Nudge, Think, Think: Experimenting with Ways to Change Civic Behaviour*. London: Bloomsbury Academic.

McKENZIE, K. and HARPHAM, T. (2006) *Social Capital and Mental Health*. London: Jessica Kingsley.

WATKINS, T. (2013) *Smart Fundraising: A Guide to Fundraising for Small Charities and Community Groups*. CreateSpace Independent Publishing Platform.

WHALEY, S. (2007) *Fundraising for a Community Project: How to Research Grants and Secure Financing for Local Groups and Projects in the UK*. Oxford: How to Books.

Websites

communityplanningtoolkit.org

Community Planning Toolkit

Innovative approaches to participative community based socio-economic planning: Developing a model to underpin the sustainability of Ireland's local communities

(Report)

Pages on community development and activity planning

(General reference)

iacdglobal.org

International Association for Community Development

Network of people and organisations around the world committed to supporting community development practice and scholarship

(General reference)

jrf.org.uk

Joseph Rowntree Foundation

Foundation funding research for causes and solutions to improve social care

(General reference)

Reports and Journals

DHESI, A.S. (2010). *Diaspora, social entrepreneurs and community development*. International Journal of Social Economics, Vol. 37 Issue: 9, pp.703-716.

Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 7: Contemporary Social Issues

Unit 8: Community Development – Principles and Practice

Unit 12: Inspiring Young People

Unit 18: Resource Planning in Social and Community Care Services

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 29: Commissioning Projects and Services

Unit 30: Community Development Practice

Unit 34: Developing Opportunities for Social Investment

Unit 38: Developing Effective Helping Relationships

Unit 45: Community Outreach and Support Work

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO3	P5, M3, D3
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3, LO4	P5, P6, M3, M4, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P5, M3, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-4	P3, P5, P7, M2, M3, M4, D1, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 12: Inspiring Young People

Unit Code	F/616/5673
Unit Level	4
Credit Value	15

Introduction

Young people today are growing up with ideals, expectations, ambitions and talents which are unprecedented, driven, as they are, by new technology, affluence and globalisation. Many will require support and encouragement in order to make a positive contribution to their communities. Understanding what kinds of activities and programmes can inspire, motivate and mobilise a new generation of young people to engage in society and contribute to their community is vital.

In this unit, students will improve their understanding of how to develop young people's capacity to improve the quality of their own lives and to effect change in their communities. While there has been significant research and guidance on working with children, young people have often been overlooked. Students will explore how to engage with and mobilise young people to contribute to transforming and building more just, inclusive and equitable societies through shared values and principles. Furthermore, students will consider methods of inspiring young people's participation in education or employment and will investigate the potential consequences of non-engagement.

Students will analyse ways in which to inspire young people and support them in making positive contributions to community and society, including the benefits of providing young people with opportunities to develop and exercise their leadership capabilities. They will explore the skills that enable effective leadership and which have broader significance beyond their potential to prepare young people to take on formal leadership roles. Students will consider the benefits for an individual young person, their peer group and society more generally.

This unit is particularly suitable for students who want to progress in roles in the education, training and support of children and young people, or in continuing higher education in studies such as childhood education and youth and community work.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe how to build relationships with young people
2. Explore how to develop young people's participation and leadership skills
3. Examine methods of inspiring participation in education, employment or training
4. Apply strategies in own workplace to inspire young people in making positive contributions to community and society.

Essential Content

LO1 Describe how to build relationships with young people

Understanding the young person:

Range of factors, e.g. chronological age, developmental age, emotional state, emotional maturity, disability, motivation, current situation

Trauma

Resilience and self-efficacy

Explaining and exploring role and purpose of work

Ensuring understanding and avoiding assumptions

Issues, concerns and activities of relevance to young people

A focus on the young person as a whole person, and support for overall development

Practising in a culturally sensitive way

Recognising that young people and staff are seen as inhabiting the same life space, not as existing in separate hierarchical domains

Building the relationship:

Overarching approaches e.g. representing the values and principles underpinning youth, community and social work, social pedagogy, providing ongoing support and encouragement to young people, maximising participation

Personal values and behaviours

e.g.

boundaries of own personal competence and responsibility

respecting requirements regarding confidentiality

using appropriate forms and styles of communication suited to the needs and abilities of a variety of young people

empathy, genuineness and a non-judgmental approach

building trust and rapport

showing integrity, fairness and consistency in any dealings with young people

responding enthusiastically and constructively to the ideas of young people

avoiding stereotypes, pigeon-holing and labelling

awareness of own prejudices, impact of own experiences on own attitudes and behaviour towards young people

valuing the young person as an individual

LO2 Explore how to develop young people's participation and leadership skills

The role of organisations encouraging young people's participation in their community and in developing young people's leadership skills:

Planning, development and resourcing of participation

Signposting the benefits of participation to the young person, their family/carers and the wider community

Taking an asset-based approach to encouraging participation, recognising the value of young people's experiences, talents and skills

Developing the skills and knowledge of young people who use services and their family/carers

Allocating resources for the training and practice of involving young people who use services

Rewarding participation e.g. providing or signposting training that formally recognises and accredits young people's participation

Taking a realistic, supportive and developmental approach to allocating tasks that develop young people's leadership skills

Fostering an environment of mutual trust, respect and cooperation

Role of the young person participating in education, employment or training

Playing an active part

Having greater choice

Exercising more power

Knowing and maintaining the ethos of the organisation, shared by all staff and people who use services, which demonstrates a commitment to participation in society

Cooperating with organisational ways of working, methods for involvement

Leadership skills:

Promotes social justice and social change

Problem-solving in human relationships

Utilising theories of human behaviour

Empowerment and liberation of people

Promoting the right to participation

Respecting the right to self-determination

Challenging discrimination
Being professionally accountable
Maintaining confidentiality

LO3 Examine methods of inspiring participation in education, employment or training

Inspiring participation in education:

Identifying and supporting the development of basic skills, e.g. numeracy, literacy and information technology
Improving access and progression through education
Providing a varied, creative and flexible curriculum
Providing learning opportunities for disadvantaged students
Young people's age, maturity and understanding is taken into consideration when deciding how to support their participation
Involving those who may appear to lack confidence or motivation
Helping young people identify options
Recognising and rewarding improvements in attainment that may lead to further educational or employment opportunities
Building skills, capabilities and experiences
Working with young people with learning difficulties or disabilities
Identifying what support and other strategies are needed
Changing motivation, attitude and aspiration
Problem-solving
Own enthusiasm, commitment and dedication to improving the lives of young people
Demonstrating the professional values and behaviours of social or community care workers

Inspiring participation in employment or training:

Creating opportunities for students to experience the world of work
Young person's perception of the value of work experience
Job search skills
Changing motivation, attitude and aspiration

Improving access and progression through employment
Building skills, capabilities and experiences
Presentation to employers
Developing teamwork and leadership skills
Expanding a young person's employer networks
Giving students business skills and building confidence
Sustaining employment
Developing industry-specific skills
Own aspirational and positive attitude towards employment and employability
Seeking opportunities to support young people's industry-specific Continuing Professional Development
Role modelling the work-related attitudes and behaviours desired of young people in own care

Further opportunities:

Volunteering
Apprenticeships
Training courses
Work placements
Contributing to the design and delivery of community-based and wider delivery of statutory services

Benefits for the individual young person:

Development of social and emotional skills
Development of intellectual and cognitive skills
Improved socio-economic outcomes
Development of resilience
Greater sense of self-worth
Providing practical alternatives to crime and organised armed violence
Confident and empowered young people
Becoming role models and inspiring others

LO4 Apply strategies in own workplace to inspire young people in making positive contributions to community and society

Strategies:

Recognising and celebrating achievement

Learning through modelling

Goal-setting

Providing achievable challenges

Providing leadership opportunities

Being consistent and enthusiastic

Being organised while having scope for varying practice when required

Wider benefits for communities and society:

Benefits to the peer group by inspiring other young people through setting a positive example

Encouraging active citizenship

Challenging negative perceptions of young people

Building understanding and cohesion within communities, and society

Addressing the intergenerational divide

Showing successes to the wider community

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe how to build relationships with young people		LO1 and LO2 D1 Propose realistic strategies for practitioners to use to overcome challenges young people face to enable effective participation in education, employment and training
P1 Assess the importance of understanding the individual young person P2 Outline approaches to relationship building with young people	M1 Analyse the challenges in forming and maintaining a meaningful working relationship with young people	
LO2 Explore how to develop young people's participation and leadership skills		
P3 Explain how own contribution could encourage young people to participate in education, employment or training P4 Discuss the importance of developing leadership skills in young people	M2 Review ways of working that promote participation of young people in community and social work practice	
LO3 Examine methods of inspiring participation in education or employment		LO3 and LO4 D2 Evaluate the potential long-term benefits of inspiring young people for the young person being supported, the community and wider society
P5 Produce a case study of a young person that details the reasons why they are currently not participating in education, training or employment P6 Describe the advantages and disadvantages of different methods of inspiring participation in direct relation to the case study produced	M3 Examine how methods of inspiring and achieving participation can improve the social, economic and emotional health and wellbeing of young people	

Pass	Merit	Distinction
<p>LO4 Apply strategies in own workplace to inspire young people in making positive contributions to community and society</p>		
<p>P7 Produce a plan of support to enable a young person to improve their social and emotional skills through participation in education, training or employment</p> <p>P8 Explain ways in which the young person being supported can benefit the community and wider society through participation in education, training or employment</p>	<p>M4 Assess own capacity to inspire young people, and the short-term benefits for the young person being supported, the community and wider society, using examples from own practice</p>	

Recommended resources

Textbooks

- CURRAN, S. et al. (2013) *Working with Young People*. London: Sage Publications.
- EDMOND, N. and PRICE, M. (2012) *Integrated Working with Children and Young People: Supporting Development from Birth to Nineteen*. London: Sage Publications.
- PETRIE, P (2011) *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy*. London: Jessica Kingsley Publishers.
- WARREN, J. (2007) *Service User and Carer Participation in Social Work (Transforming Social Work Practice Series)*. London: Sage Publications.

Websites

participationworks.org.uk	Participation Works Partnership Enables organisations to effectively involve children and young people in the development, delivery and evaluation of services (Resources)
ukyouth.org	UK Youth The largest national body for the youth sector, working with a network of members and partners. (General reference)
worldyo.org	World Youth Organisation Working across 41 countries and territories they look to advance education and relieve unemployment for every young person, with a focus on reaching the most vulnerable and excluded young people. (Resources and General reference)
youthscape.co.uk	Youthscape A national youth work organisation working for the good of young people. (Resources and General reference)

Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 11: Planning and Supporting Community-led Activities

Unit 15: Youth and Community Work

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 38: Developing Effective Helping Relationships

Unit 42: Social Work in Educational Environments

Unit 45: Community Outreach and Support Work

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-LO4	All criteria
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO4	P7, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-4	All criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO2-4	All criteria

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 13: Working with Informal Care

Unit Code	J/616/5674
Unit Level	4
Credit Value	15

Introduction

The provision of long-term care to vulnerable people within the community relies heavily on the contribution of informal carers. This reliance on informal care is a global issue in that, where there has been a significant population increase in vulnerable and/or older people, there has been a corresponding rise in the reliance placed on family members to undertake a caring role. In countries where the role of carer is professionalised, the true gross financial contribution of informal care to both society and the individual is hard to estimate.

This unit aims to provide students with an understanding of the importance of informal caring in community and social work. Students will explore various models of informal care in different areas of the world, recognising that the role is dependent on the system, structure and culture of those places and, therefore, that the impact of informal care is dependent upon these contexts. The changing paradigm of care in the 'global north' will also be explored with regard to the increasing need for, and use of, informal care to bridge gaps left by pressures on statutory caring services. The unit also provides students with a comprehensive overview of the ideological, legislative and policy context of informal caring in the 'global north'. Students will look at the ways in which the personalisation of care is supported. Given that many informal carers are working with vulnerable services users, students will examine the support that is available to informal carers alongside the implications of caring on the individual's health and wellbeing.

Students will be encouraged to reflect upon the service users and the families they work with and apply the knowledge developed in this unit to their own practice. Students will examine the policy context in terms of its effectiveness and identify any potential gaps that would then present a difficulty for informal carers in receiving support or services. Finally, students will review the support provided to carers and examine the importance of interagency work to ensure a seamless service.

The unit will support those working directly with service users, formal and informal carers in a range of settings. It is also useful for those wishing to continue on in higher education qualifications related to social work or other social or community management roles.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore current national and global contexts of informal caring
2. Assess the implications of informal caring for the health and wellbeing of the individual providing care
3. Explain the ideological, legislative and policy context of informal caring
4. Assess the effectiveness of support provided to informal carers.

Essential Content

LO1 Explore current national and global contexts of informal caring

Definition of informal caring

A form of Long Term Care (LTC)

Distinctions between formal and informal caring

Contexts in which informal care takes place:

Caring for a family member or friend with physical or mental infirmity, long-term illness

Caring for a terminally ill family member or friend

Comparative social and political context of informal care in different global regions:

e.g. between the United Kingdom and specific nations in Europe, the Americas, Asia or Africa

Demographics of the informal carer:

Relevance of personal characteristics on roles adopted by informal carers, e.g. age, gender, culture or socioeconomic status

Multiple carers

Children as carers

Relationship between the informal carer and recipient of care:

Mother/father

Husband/wife

Brother/sister

Son/daughter

Parent/grandparent

Other relative

Neighbour

Role of the informal carer:

Assistance with basic Activities of Daily Living (ADL) or personal care e.g. bathing, eating, dressing, taking medication

Assistance with Instrumental Activities of Daily Living (IADL) e.g. shopping, transport, housework, shopping, managing financial resources

Social role e.g. keeping loved one's company, enabling social activities or participation

Challenges in informal caring:

Personal characteristics, e.g. gender, age

Time

Culture, e.g. stereotypes, ideology

Conflict over roles

Employment status

Financial constraints

Lack of experience or knowledge of support available

Availability of statutory services and support

Availability of other sources of community-based support

LO2 Assess the implications of informal caring for the health and wellbeing of the individual providing care

Variance in impact depending on individual circumstances

e.g. intensity of care, relationship between individual in receipt of care and the individual providing care

Physical impact:

Negative, e.g. tiredness or exhaustion, increased stress-related morbidity and illness rates

Positive, e.g. improvements in dietary or exercise habits to support the health needs of the individual being cared for

Impact on mental health and emotional wellbeing:

Negative, e.g. irritability, feelings of resentment, being emotionally drained, loneliness, impact of grief or loss, mental ill-health, e.g. stress, anxiety, depression

Positive, e.g. feeling of fulfilment, self-worth, emotional reward of caring for a loved one, developing emotional resilience

Impact on economic health and wellbeing:

Negative, e.g. reduced income, increased debt, other relationship to poverty, e.g. lack of participation in education or training, loss of work or employment, the 'benefit trap'

Positive, e.g. no significant financial impact if retired, can encourage creativity in approach to and choice of work, enterprise and entrepreneurship to support more flexible working arrangements or improved work-life balance

Relationship between economic impact to physical and mental health and emotional wellbeing

Impact on social wellbeing:

Negative, e.g. social isolation, marginalisation, loss of contact with friends, little time to self

Positive, e.g. developing or maintaining close bond with loved one, new opportunity to develop new social networks, can become part of wider community groups, opportunities for other volunteering activities

Relationship between social health, physical and mental health and emotional wellbeing

LO3 Explain the ideological, legislative and policy context of informal caring

The ideological context of informal caring:

Roles, perception, responsibility and expectation of caring

Gendered divisions of labour and traditional roles

Female employment

Changing family values

Changing in intergenerational family relations

Cultural differences

Changes in household structures

Changes in workforce demographics and patterns

The legislative and policy context of informal caring:

e.g.

Existing legislation or policy

Changes in legislation or policy in response to

ideological or political change

demographic or other population changes

economic and social impacts of caring e.g. the substitution of formal with informal care and vice versa, the cost of caring

global action and identification best practice

The impact of legislative changes on informal care, e.g. in the UK, Community Care Act 1990, Recognition and Carers Act 1996, the Care Act 2014

Tutors should deliver with reference to legislative and policy changes as relevant in own home nation in comparison to at least one other nation

Future of informal caring

Changes in working arrangements e.g. increase in flexible and at-home working

Impact of digital and assistive technologies

Incentives for carers

Employer buy-in

Combined paid and unpaid care

Paid and unpaid leave

Better social care for recipients

Private insurances for LTC

Impact of increase in availability, range and use of assistive technologies

Changes in social demographics e.g. an ageing population

Regional differences in welfare models of informal care across the globe

Between low, medium and high income countries

e.g. in Europe and the UK, Latin America, North America, Sub-Saharan Africa, Asia

Tutors should deliver at least three different approaches to informal care in welfare models in countries across at least three different global regions

Value of working with informal carers:

Improved social inclusion

Consistent approach in service delivery

Reduced complaints

Promotion of quality and standards

Communication practices improve

Confidence to work collaboratively

Sustainable relationships are developed

New models of care are developed that are co-designed

LO3 Assess the effectiveness of support provided to informal carers

Social security benefits and entitlements:

e.g. social insurance schemes, tax incentives or credits, carer's allowances, allowances for individuals with disabilities or additional needs, benefit in kind instead of direct financial assistance e.g. housing

Availability and calculation of entitlements

Challenges in accessing or utilising entitlements e.g. awareness and provision of information, coordination, complexity of systems, literacy, support in accessing entitlements, fear

Regional differences

Support groups:

Local care groups

Regional networks

Types of support services:

e.g. short-term respite and time-out, adult day care, residential care, counselling, information, coordination and advocacy services, relaxation therapies, wellbeing courses, support from employers

other regional support e.g. in the UK, provision of a Carers Health Team

Assessment of carer need:

Purpose

Impact on care planning

Communication of the assessment process

Carer's knowledge of what the assessment process is

Staff trained to undertake the assessment

Staff involvement in implementing assessment plan by care agencies

Quality of records to meet need

Monitoring of assessment plan by care agencies

Undertaking focus groups to assess the quality of assessment plan

Review of the assessment plan by care agencies

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore current national and global contexts of informal caring		LO1 and LO2 D1 Propose practical social or community care-based solutions to addressing the health and wellbeing challenges faced by informal carers in different social and political context
P1 Compare informal caring in different social and political contexts P2 Discuss roles taken by informal carers and the possible barriers they may experience in fulfilling the role	M1 Reflect on own work environment, reviewing the range and experiences of informal carers encountered	
LO2 Assess the implications of informal caring for the health and wellbeing of the individual providing care		
P3 Explain the implications of informal caring on physical, social and emotional health P4 Discuss the financial implications of the informal caring role	M2 Reflect on own approach to supporting informal carers to address the health and wellbeing challenges they may face	
LO3 Explain the ideological, legislative and policy context of informal caring		LO3 and LO4 D2 Critically evaluate the effectiveness of current statutory support provided to informal carers in relation to the context of informal caring in own national region
P5 Explain the ideological context of informal caring P6 Review the legislative and policy context and its effectiveness in supporting informal carers	M3 Discuss the importance of working with informal carers when planning care services	
LO4 Assess the effectiveness of support provided to informal carers		
P7 Describe the different sources of support available to informal carers P8 Explain the value of taking into account the individual needs of informal carers in carer assessments when planning care services	M4 Assess the effectiveness of support methods available to informal carers, including the relevance of own role in providing support	

Recommended resources

Textbooks

BARRETT, P., HALE, B. and BUTLER, M. (2013) *Family Care and Social Capital: Transitions in Informal Care*. New York: Springer.

BRAINE, M.E and WRAY, J. (2016) *Supporting Families and Carers: A Nursing Perspective*. Florida: CRC Press.

MATTHEWS, J. (2007) *The Carer's Handbook: Essential Information and Support for All Those in a Caring Role (2nd Edn.)*. Oxford: How To Books.

Websites

gov.uk	UK government website Future of Ageing (Report)
kingsfund.org.uk	Kings Fund Informal Care (Report)
oecd-ilibrary.org	Organisation for Economic Cooperation and Development 1. Informal carers – health at a glance (Report) 2. The Impact of Caring on Family Carers (Report)
unicef.org	United Nations International Children's Emergency Fund Child Protection Section – Children In Informal Alternative Care (Report)

Reports and Journals

BATIASHVILI, G. and GERZMAVA, O. (2013) *Administration on Aging. Global Comparison of Formal and Informal Caregiving*. European Scientific Journal December 2013, vol.2 Issue: Special issue, pp.89-97. eujournal.org.

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 7: Contemporary Social Issues

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 36: Mental Health: Distress and Disorder

Unit 38: Developing Effective Helping Relationships

Unit 40: Contemporary Approaches to Disability

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO3, LO4	P6-P8, M3, M4, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-4	P8, M2, M3, M4, D1, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2-4	P6-P8, M2, M3, M4, D1, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1	P1, P2, P3, P6-P8, M1-M4, D1, D2.
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO2-LO4	All criteria

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 14: Health, Safety and Risk Management in Care Environments

Unit code	L/616/5675
Unit Level	4
Credit Value	15

Introduction

Health and Safety legislation, regulations and adherence to agreed ways of working take priority in all care environments, including the homes of those individuals that social or community practitioners work with. The holistic approach to assessing health, safety and risk management serves to secure the rights and responsibilities of both the individual in receipt of care, the care worker and the care setting, as well as ensuring a person-centred approach in providing support. Further, by developing healthy and safe environments, practitioners that work in social and community care settings safeguard service users and protect them from harm.

In this unit, students will examine risk management, both formal and informal, and all aspects of risk-taking, making choices and seeking consent and acknowledgement of rights and responsibilities. They will learn to identify hazards in all areas of the social or community care environment, ensuring that appropriate and realistic safeguards are in place in line with agreed ways of working, legislative guidance and regulatory requirements. In investigating the role of the support worker, students will develop their understanding of safeguarding and protection while also recognising the need to acknowledge that we take risks in all aspects of our daily lives. Trying to remove any element of risk-taking can lead to limitation of activities and experiences and disempowerment of the individual. Therefore, students will be assessing person-centred approaches to healthy and safe environments and evaluating the legislative and regulatory frameworks upon which policies are developed in the work setting. Students will analyse their own role in supporting risk management and supporting the rights of the individual.

Completion of this unit will support progression to more senior roles through developing understanding and skills in policy review, risk assessment and supporting person-centred approaches in maintaining healthy and safe environments. Other opportunities for career progression may include accessing continuing higher education courses in health and social-care related fields.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore aspects of legislation, regulations and codes of practice that support health, safety and risk management in care environments
2. Determine own role in developing risk assessments and supporting risk-taking in safe environments
3. Examine the impact upon the individual of risks to personal safety and wellbeing
4. Review person-centred approaches to health, safety and risk management.

Essential Content

LO1 Explore aspects of legislation, regulations and codes of practice that support health, safety and risk management in care environments

Current and relevant legislation and regulations

e.g.

Safety and safe practices at work legislation

Food safety and hygiene regulations

Moving and handling regulations

Regulations regarding the reporting of injuries, diseases and dangerous occurrences

Regulations regarding the control of substances hazardous to health

Fire safety and evacuation regulations

Legislation supporting personal safety and safeguarding or protection best interests, e.g. mental capacity legislation, human rights, liberty and equality legislation, legislation protecting vulnerable adults and children

Record-keeping, freedom of information and confidentiality legislation

Codes of Practice or agreed ways of working specific to lone workers and working in individuals' homes.

Risk assessment, safeguarding or protection and confidentiality

Criminal Record checks, disclosure and barring regulations

Regulatory frameworks and standards:

Benchmark standards. e.g. in the UK, Care Minimum Standards, Care Quality Commission(CQC) Essential Standards, Common Induction Standards

Occupational standards, National Occupational Standards

Safe recruitment and selection processes

Complaints policies

Whistleblowing policies

Regulatory and quality frameworks, e.g. in the UK, Care Quality Commission, Health and Safety Executive, National Institute for Clinical Excellence (NICE)

LO2 **Determine own role in developing risk assessments and supporting risk-taking in safe environments**

Purpose and process of risk management:

Process whereby risks that have the potential to do harm are identified and managed:

complying with the law to protect individuals

integrated into the organisation's philosophy, practices

everybody has responsibility to contribute to the organisation's overall risk management strategy

enhances the quality of support and care services provided for service users

provides safer environments for staff

improves public confidence

helps learn from mistakes, near misses, enquiries and cases

encourages a culture of openness in staff at all levels

reduces the cost of litigation.

Managing risk positively

Risk assessment:

Sensible risk assessment

Balancing risks and rights

Concentrating on real risks

Realistic risk of harm

Close liaison with the individual, carer and family when carrying out risk assessments

Individual choice and positive risk taking

Reasonably practicable

Sensible controls

Protecting the individual without unnecessarily restricting freedom

Risk prioritisation matrix

Identifying hazards

Protective factors

Risk-taking, e.g.:

Promoting choice, control and empowerment

Organisational change perspectives

Risk enablement culture and policies

Shared responsibility

Corporate responsibility

'Defensible' decisions

Supportive systems

Training and professional development

Safeguarding and/or protection

Working in partnership

Challenging risk-averse practice

Shared decision-making

Outcomes-based assessment

Informed choice

Legal advice

Peer support

Access to information and advice

LO3 Examine the impact upon the individual of risks to personal safety and wellbeing

Risks to personal safety, e.g.:

Poor practice/policy development

Lack of/inflexible risk assessment and poor application of risk management

Non-person-centred care practice

Physical assaults, bullying, taunting, inappropriate behaviour from staff

Inappropriate use of social media, mobile phones by staff

Harm from other service users, family, visitors

Violence, aggression and challenging behaviours

Lack of staff training, staff supervision and mentor support

Inadequate selection and recruitment processes of staff

Lack of/poorly maintained equipment
Overcrowding, inadequate accommodation, lack of resources, poor morale
Misuse of substances and alcohol

Effects of unsafe practice, e.g.:

Poor experiences leading to mistrust and non-compliance
Reluctance to accept services
Affects opportunities and life chances
Limits future planning and decision-making
Breakdown in partnership relationships
Unreported abuse, institutional abuse
Ethical issues of covert surveillance
Accidents/injuries/fatalities, risks of infection, medication errors
Increased hospitalisation, disruption of daily living activities, loss of independence
Denial of basic rights, restriction of choices, fear of retribution
Withdrawal, isolation, lack of dignity, self-esteem, privacy
Risks to individuals, visitors and other professionals
Poor ethos, low staff morale, poor reputation, serious case reviews, closure of organisation

Safety and personal security measures, e.g.:

Person-centred approaches
Regulation and inspection processes
Whistleblowing policy
Professionalism of staff
Positive behaviour strategies
Minimal Restrictive interventions, Management of Actual or Potential Aggression (MAPA)
Reporting, monitoring and audit trails
Policy review and development
Research and updated practice

Safeguarding/Protection Leads, training
Staff protection, lone working policies
Staff training, feedback, forums
Service user feedback
Accessible complaints procedures

LO4 **Review person-centred approaches to health, safety and risk management**

Capacity to give consent:

Legislation supporting assessment of capacity, e.g. in the UK, Mental Capacity Act 2005, Deprivation of Liberty Safeguards, Best Interests meetings, Safeguarding Groups 2006

Care planning

Communication strategies

Positive behaviour interventions

Ethical issues, e.g. covert surveillance

Risk management processes:

Risk assessment process

Identify hazards, assess who is at risk, evaluate risks, record findings, review process

Proportionate measures

Risk control

Duty of care

Care planning

Preventative, responsive and supportive measures

Individual's right to make informed decisions about the care or support they receive

Positive risk management

Contingency planning

Clear boundaries

Person-centred approach to promoting safety:

Effective communication, e.g. adapted to the needs and abilities of the individual, appropriate to the situation

Balanced decision-making

Involvement and advocacy

Freedom and dignity of the individual and their safety

Practical steps to protect people from real harm and suffering

Right to protection

Risk and responsibility

Empowerment and enablement

Choice and control

Accessible processes

Transparency and solution-focused approaches

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore aspects of legislation, regulations and codes of practice that support health, safety and risk management in care environments</p>		<p>D1 Evaluate current legislation and regulations in Health and Safety and their impact upon enabling safe and person-centred care environments</p>
<p>P1 Explain how current Health and Safety legislation, regulations and codes of practice work together to support healthy and safe care environments</p> <p>P2 Review the agreed ways of working with own setting that aim to support health, safety and risk management within the care environment</p>	<p>M1 Assess the role of a social or community care worker in supporting the implementation of regulatory frameworks related to health, safety and risk management in a care environment</p>	
<p>LO2 Determine own role in developing risk assessments and supporting risk-taking in safe environments</p>		<p>D2 Critically review aspects of risk-taking in a care setting and their relationship to the rights, choices and responsibilities of individuals and workers to maintain safe environments</p>
<p>P3 Explain own role in promoting safe environments through risk management in an identified care environment</p> <p>P4 Complete a detailed risk assessment for an identified care environment</p>	<p>M2 Assess the role of the social or community care worker in supporting individuals to explore risk in everyday activities</p>	
<p>LO3 Examine the impact upon the individual of risks to personal safety and wellbeing</p>		<p>LO3 and LO4</p> <p>D3 Evaluate the effectiveness of person-centred approaches to promoting safe practice and minimising risks to personal safety and wellbeing in a care setting</p>
<p>P5 Review the risks to personal safety for an individual within a care environment</p> <p>P6 Assess the effects of unsafe practice on the wellbeing of the individual within a care environment</p>	<p>M3 Assess the effectiveness of safety and personal security measures in addressing unsafe practice and risks to personal safety in a specific care setting</p>	

Pass	Merit	Distinction
<p>LO4 Review person-centred approaches to health, safety and risk management</p>		
<p>P7 Appropriately advise a service user in a specific care setting of relevant and specific Health and Safety measures within the environment to obtain their consent to a procedure or process</p> <p>P8 Review the role of person-centred planning in developing effective risk management processes</p>	<p>M4 Analyse own contribution to person-centred approaches to health, safety and risk management in a care environment</p>	

Recommended resources

Textbooks

LANGAN, J. and LINDOW, V. (2004) *Mental Health Service Users and their Involvement in Risk Assessment and Management*. Bristol: Joseph Rowntree Foundation and The Policy Press.

REED, J., STANLEY, D. and CLARKE, C. (2004) *Health, Well-Being and Older People*. Bristol: The Policy Press.

Reports and Journals

DEPARTMENT OF HEALTH (2014) *Positive and Proactive Care: reducing the need for restrictive interventions*.

DEPARTMENT OF HEALTH (May 2007) *Independence, choice and risk: a guide to best practice in supported decision making*.

HM GOVERNMENT (2007) *Putting People First: a shared vision and commitment to the transformation of Adult Social Care*.

MITCHELL, W. and GLENDINNING, C. (2007) *A review of the research evidence surrounding risk perceptions, risk management strategies and their consequences in adult social care for different groups of service users: Working paper no. DHR 2180 01.07*. York: University of York Social Policy Research Unit.

Websites

hse.gov.uk

Health and Safety Executive

Principles of sensible risk management

Risk management

(General reference)

scie.org.uk

Social Care Institute for Excellence

Enabling risk, ensuring safety

Health and Safety

(General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 23: Managing Quality in Care Environments

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-LO4	All assessment criteria
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-LO4	P2, P3, P4, P7, M1-M4, D2, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-4	All assessment criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3-4	P5-P8, M3, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1-4	M1-M3, D2, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 15: Youth and Community Work

Unit Code	R/616/5676
Unit Level	4
Credit Value	15

Introduction

Youth and community workers may be involved in a wide variety of issues, from detached youth work and work in voluntary or statutory agencies to education, housing, youth training, sport, health and voluntary sector organisations, youth services, faith-based groups and youth justice. They may also work with children and young people in a range of settings, helping them to enhance their personal, social and educational development.

This unit explores the full and diverse role of the youth and community worker. Students will apply critical and analytical thinking in investigating practice within a youth and community work-related setting. They will consider the wide range of settings, encompassing local, national and global youth and community work and including community centres, schools, education projects, women's refuges and community projects, housing, health, leisure and youth training schemes, resettlement projects, detached, outreach and mentoring projects. This unit will build students' knowledge and understanding of both the principles and practice of youth and community work. This will include consideration of broad issues such as welfare, policy, human relations and regeneration, as well as more specific concerns, including the role of the youth worker, managing youth work and multi-agency working.

On completion of this unit, students will have expanded their understanding of multidisciplinary working within youth and community work, applying this to the development of professional values and the importance of partnership working in practice. This will also enhance students' knowledge and skills to plan for their future career pathway and employment opportunities within youth and community work, and support continuing higher education in youth or community work-related subjects.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore approaches to youth and community work practice
2. Describe the roles and responsibilities of youth and community development workers in facilitating community initiatives
3. Review the role of multidisciplinary teams in enabling effective youth and community work practice
4. Explore the impact of contemporary issues of inequality in society on young people and the role of social and community work in addressing these.

Essential Content

LO1 Explore approaches to youth and community work practice

Key definitions:

Community

Young people

Youth work

Youth and community work

Community development

Key legislation and policy frameworks that impact on children and young people:

Knowing and respecting legislation on:

safeguarding and/or protection

education and inspection of children's services

Health and Safety

reducing and controlling risks

equality, diversity and anti-discriminatory practice

data protection and confidentiality, e.g. the importance of policies regarding the sharing of information in relation to own role.

Enabling participation through professional approaches:

Enabling young people to choose whether or not to participate

Providing accessible environments

Providing informed opportunities

Inclusive and welcoming attitudes

Ensuring confidentiality in the sharing and recording of information, dealing with disclosure, boundaries to confidentiality where circumstances may endanger young people

Seeking ideas from young people

Valuing and promoting diversity, difference and inclusion:

Taking appropriate action in regard to supporting individuals' differences

Promoting physical, mental and emotional health

Valuing difference and inclusion

Promoting culture, diversity and human rights

Using anti-oppressive principles that address oppressive language

Health, safety and safeguarding:

Building the skills of young people by providing safe opportunities

Developing personal effectiveness to promote own choices and decisions while reducing and controlling risks

Confidentiality, safety and security

Demonstrating and setting appropriate standards for behaviour

Keeping young people safe from harm

Establishing appropriate rules and expectations through proper supervision

Promoting young people's involvement and engagement in services

Professional development:

Accountability for making decisions involving youth work activities

Recognising conflict with individuals or professionals, addressing concerns

Seeking opportunities for professional development through education or relevant training

Use of supervision, monitoring and evaluation to promote high-quality practice

Accepting responsibility for own actions

Community-based strategies for promoting continuing engagement and the development of young people:

Family strategies, e.g. pre-natal services, parenting groups, family support

Educational strategies, e.g. reading schemes, reasoning and social skills

Education, e.g. preventing truancy and exclusion, further education for disaffected young people

Youth strategies, e.g. peer-led programmes in the community

After-school clubs
Youth mentoring
Youth education, e.g. employment preparation
Confidence-building programmes.

LO2 Describe the roles and responsibilities of youth and community development workers in facilitating community initiatives

Types of youth and community work:

Detached youth workers, e.g. on the streets, in parks and in shopping centres

Youth workers in community/environmental-based projects, e.g. youth clubs, youth centres, voluntary youth organisations, youth cafes

Community development workers working with individuals, families and communities

Workers may be office-based but also work in the community, attending meetings and visiting local people and groups

Responsibilities:

Providing and running a range of appropriate activities, e.g. arts-based activities, residential activities, outdoor education and sporting activities

Assessing the needs of young people

Planning and delivering programmes related to specific areas, e.g. health, fitness, smoking, drugs, gangs, violence, relationships and bullying

Befriending and supporting young people in different settings, e.g. outreach work, mentoring, coaching and supporting individuals in order to encourage social inclusion

Keeping confidential records

Regularly monitoring and reviewing the quality of the local youth work provision

Controlling or monitoring budgets and applying for grants and funding

Working in partnership with professionals that support young people, e.g. those working in social care, health, police, education, youth offending teams and local authorities

Knowledge and interpersonal skills:

Using appropriate forms of communication suited to each young person's needs

Displaying use of effective listening to show respect and team-working skills

Ability to inspire, motivate, gain trust and keep to boundaries with clients

Planning, networking, advocacy, negotiating skills and conflict resolution

Creative problem-solving, fundraising and identifying sources of funding

Research skills, analysing statistics and writing reports

LO3 Review the role of multidisciplinary teams in enabling effective youth and community work practice

Structure of multidisciplinary teams in youth and community work:

Roles of, and responsibilities of, different professionals working in youth and community work

Partnership working, agreed aims and objectives with services in the voluntary, independent and private sector

Purposes of multidisciplinary teams in youth and community work:

Promoting a holistic approach to assessment

Clear values for youth participation, involvement and inclusion

Partnership and social development

Sharing new practices in youth and community development, working jointly with others to provide personalised services

Promoting a collaborative approach to service delivery

Building relationships through the sharing of professional skills

Valuing partnerships with community organisations, building on existing resources through services and training that expand skills

Integration of universal services to provide targeted support

Information and guidance through promotion of enablement skills

Facilitating community development through integrated services

Developing stronger relationships through use of empowerment

The value of multidisciplinary working:

Sharing goals and promoting visions with other services, individuals and families that lead to successful partnerships

For the service user

For family, friends and caregivers

For the wider community

For the services involved

LO4 Explore the impact of contemporary issues of inequality in society on young people and the role of social and community work in addressing these

Key issues of social inequality:

Educational achievement or opportunities

Media perception or portrayal of young people

Community relationships

Vulnerability to prejudice and discrimination

Social isolation

Proliferation of social media platforms, cyber-bullying

Parental or caregiver-related issues, e.g. lack of parental involvement or presence, over-involvement of parents/caregivers, parental attitudes towards anti-social behaviour, conflict in families, domestic violence

Impact of a history of criminal or anti-social behaviour on life chances and opportunities

Key issues of economic equality:

Economic insecurity, global, national and local

Poverty

Unemployment

Low income

Strategies to overcome and address inequalities in youth and community work:

Legal frameworks

Proactively valuing equality, diversity, difference and inclusion

Enabling better access to health, social and community care services

Supporting and promoting enterprise, entrepreneurship and innovation

Supporting and promoting engagement in education, employment or training

Supporting the development of employability skills

Engaging families in support programmes/activities for young people

Empowering the service user voice, e.g. incorporating feedback from young people, families and communities to improve services

Creating social and environmental conditions that improve the quality of life for young people and their families

Challenges for the social and community care workforce:

Knowledge and awareness of, and skills to signpost to, available services

Benefits and challenges of a multiagency approach, e.g. different priorities

Benefits and challenges of a partnership approach, e.g. different priorities

Resource considerations, e.g. availability, funding, sustainability

Regeneration

Adopting consistent strategies to promote physical, mental and emotional health and wellbeing

Valuing and promoting diversity, difference and inclusion

Embedding Health and Safety and safeguarding/protection measures in routine practice

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Explore approaches to youth and community work practice		L01 and L02 D1 Critically evaluate the effectiveness of existing strategies to promote sustained and successful development, engagement and participation of young people, used in own local community
P1 Summarise key legislation of direct relevance to youth and community work practice and community development P2 Describe how youth and community workers can enable young people to develop themselves and contribute positively to society	M1 Analyse recent legislation or national policy in relation to its importance in supporting effective youth and community work practice	
L02 Describe the role and responsibilities of youth and community development workers in facilitating community initiatives		
P3 Describe how a local community initiative utilises youth and community work to enable positive outcomes for young people P4 Explain the responsibilities of different youth and community workers within the initiative identified	M2 Evaluate the effectiveness of the initiative in maximising the input of youth and community workers to enable positive outcomes for young people	
L03 Review the role of multidisciplinary teams in enabling effective youth and community work practice		L03 and L04 D2 Evaluate how own work and professional development can support multidisciplinary teams to address issues of inequality through youth and community work with a specified individual
P5 Describe the responsibilities of youth and community workers when working in multidisciplinary teams P6 Explain the value of a multidisciplinary approach to youth and community work	M3 Analyse the advantages of working within a multidisciplinary team to meet the individual needs of the young person	

Pass	Merit	Distinction
<p>LO4 Explore the impact of contemporary issues of inequality in society on young people and the role of social and community work in addressing these</p>		
<p>P7 Describe a range of key issues of inequality and their impact on social cohesion</p> <p>P8 Analyse the impact of key issues on the development and wellbeing of an identified young person requiring the support of youth and community services</p>	<p>M4 Evaluate the impact of challenges faced by youth and community work activity in addressing the inequalities experienced by the young person identified</p>	

Recommended resources

Textbooks

MEANS, R., RICHARDS, S. and SMITH, R. (2008) *Community Care Policy and Practice (Public Policy and Politics)*. Basingstoke: Palgrave MacMillan.

SAPIN, K. (2013) *Essential Skills for Youth Work Practice. 2nd Edition*. London: Sage.

SEAL, M. and FROST, S. (2014) *Philosophy in Youth and Community Work*. Dorset: Russell House Publishing.

Websites

etswales.org.uk	Education Training Standards for Youth Workers in Wales (General reference)
jrf.org.uk	Joseph Rowntree Foundation Community Care and Development: A New Concept (Report)
lifelonglearning.org	Lifelong Learning UK UK Sector Skills Council for Youth Work (General reference)
nya.org.uk	National Youth Agency The National Body for Youth Work in the UK (General reference)
scie.org.uk	Social Care Institute for Excellence Involving children and young people in developing social care (Case studies)
youthcouncilni.org	Youth Council for Northern Ireland Advisory Body of the Department of Education providing leadership and independent advice on youth work (General reference)

youthpolicy.org	Youth Policy Labs The global evidence base for youth policy (General reference)
youthworkwales.org.uk	Youth Work Wales The Code of Occupational Ethics (2012) (Report)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 12: Inspiring Young People

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 31: From Conflict to Resolution

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 36: Mental Health: Distress and Disorder

Unit 37: Working with Housing and Homelessness

Unit 38: Developing Effective Helping Relationships

Unit 42: Social Work in Educational Environments

Unit 45: Community Outreach and Support Work

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1, LO3-4	P2, P5, P6, M3, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P5, P6, M3, D3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-LO4	P2-P8, M1-M4, D1, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3, LO4	P5, P6, P8, M3, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 16: Sociological Approaches in Social and Community Work

Unit Code	Y/616/5677
Unit Level	4
Credit Value	15

Introduction

Sociology is a social science relating to the study of human society. Sociologists seek to understand the nature of a society and how different systems within a society operate. At a macro level, organisational systems, such as governments, guide the way in which individuals should behave, setting 'norms' through laws, regulations and policing. At a micro level, family systems can incorporate systemic 'norms' but may interpret them in a way that fits their own beliefs, values, customs and behaviours. Core to the work practice of professionals in social and community care is the ability to provide support to individuals in an effort to maintain their independence, challenge inequality, improve their quality of life through social interaction and empower them to take an active part in society while protecting them from vulnerable situations.

In this unit, students will develop their knowledge and understanding of the core information that underpins sociological frameworks, exploring five main theoretical perspectives in sociology, including functionalism, symbolic interactionism and conflict theories and how these are used in social and community work practice. For example, students will explore the concepts of power and status posited by Weber's panoptic-type disciplinary ideas and postulated by Foucault. Students will view gender, ethnicity, social class, disability, sexuality and age through the lens of sociological theory, exploring systems models of family, community, and organisations to be able to align these with their daily practice working with individuals. Finally, students will draw comparisons from an international perspective and evaluate the effectiveness of other systems in challenging and tackling inequalities and social deprivation.

This unit is essential for those wishing to progress to working in a range of settings and environments in the social and community work sector as well as for those wishing to progress to continuing higher education in areas such as social policy.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe factors influencing an individual's vulnerability to social inequality
2. Explore sociological approaches used in social and community work practice
3. Explore how sociological approaches are used to address issues of social deprivation and inequality in own country
4. Compare sociological approaches to social and community work practice in different nations.

Essential Content

LO1 Describe factors influencing an individual's vulnerability to social inequality

Definition of vulnerability:

Exposure to contingencies and stressors

External stressors related to vulnerability, e.g. risks, shocks, stress

Internal stressors related to vulnerability, e.g. defencelessness, lack of means to cope with loss, physical weakness, social dependence, humiliation, psychological harm, mental ill-health

Causes e.g. rapid population growth, poverty, hunger, social inequalities related to access to goods and services, institutionalised prejudice

Links between power and oppression, inequality and economic wellbeing

Poverty as a significant predictor of vulnerability:

Definitions, absolute versus relative poverty

Causes, e.g. material, human destruction, illness, disease, agricultural cycles, natural disasters, corruption, social inequality, pervasive illiteracy

Effects, e.g. abuse, neglect, discrimination, marginalisation

Other factors influencing vulnerability to inequality:

Personal characteristics e.g. physical, mental and learning disabilities, gender, age, race and ethnicity, identity, beliefs, values, cultural norms, attitudes, behaviours

Chronic or debilitating illness

Primary and secondary socialisation, household type, education

Occupation and income

Impact of social divisions on individual and group wellbeing, stratification and marginalisation

Impact of an individual's social characteristics on behaviour

Societal prejudices, discrimination and the influence of the media

Political context for social reforms tackling inequality:

View of poverty being the root of inequality

Impact of historic factors e.g. industrialisation, demographic and cultural changes, mass urban-based poverty and its related challenges

Incentives and drivers tackling poverty and inequality

Welfare states and recognition of caring for people

Political systems creating and perpetuating inequalities

Modern-day critical and holistic approach to understanding and intervening in social problems

Development of practice and profession out of three strands, individual casework, social administration, social action

Organisations and groups informing patterns and trends of society:

e.g. the World Health Organisation (WHO), International Labour Organisation (ILO), International Council on Social Welfare (ICSW), Organisation for Economic Co-operation and Development (OECD), national government statistical services

LO2 Explore sociological approaches used in social and community work practice

Overview of psychodynamic in forming foundations for sociological approaches:

Erikson, e.g. psychosocial stages of life, links to behaviours and support provided by social or community workers

Hollis, Bernler and Johnsson, e.g. central advocates of psychodynamic and psychosocial approach in social work practice

Overarching sociological perspectives:

Symbolic interactionism, e.g. use of symbols and face-to-face interactions

Conflict theory, e.g. power and control, the elite

Functionalism, e.g. relationships between aspects of society

Interactionist theories:

Symbolic interactionism, labelling theory

Pioneering work of Jane Addams

Humanistic models of Atkinson and Atkinson, Maslow, Rogers

Shulman's interactional model – four phases of work with clients: preliminary, initial, middle, closing

Mead's 'i' and the 'me'

Blumer's symbolic interactionism – physical, social, abstract

Goffman's ideas on people's interpretation of the intention of actions, total institutions

Overarching principles of interactionist theory:

Subjective interpretations of experience and reality

Focus on the here and now

Focus on language and symbolism

Self is seen as socially created

Critique:

e.g. Seen as ideology and not reality

Lack of focus on differences and possible conflicts between the service user and the professional

Preoccupation with micro interaction

Inflexibility of structural power

Conflict theories:

Focus on conflict, dominance, oppression in social life, power and powerless

Inequality of power division

Social order based on control

Social change driven by conflict

Key theorists, Marx, Goffman, Weber, Mead, Durkheim

Foucault's ideas of panoptic-type discipline asserting power over individuals

Feminist perspectives of inequality

Bourdieu and materialism

Overarching principles:

Systems and society seen as rationale for problems

Centrality of power and powerlessness in understanding problems

Generational reproduction of culture, wealth, power, status

Marginalisation

Oppression

Critique:

e.g. focus on daily life, changing reality and structures, idealistic view

Systems theories in social work:

Central principle of society consisting of systems formations

Society, external environment influencing experience at a micro level

Each system's sum of parts with hierarchical structure, systems feedback approaches

Functionalist, constructionist theory

Society as a social system consisting of range of parts

Forms of systems, e.g. information, family, organisational, communication, network, ecological

Relationship between systems and society, e.g. the way the family sits within their own system and is reactive to other systems (legal systems/ school systems)

Bronfenbrenner's ecological approach

Six characteristics of systems theory

Open and closed systems

Identifying goals in systems theory

Criticism:

Deterministic focus, e.g. individuals governed by their place in the system

Focus on holistic orientation can override depth of reflection in theory

Focus on relations between people not on characteristics or qualities

Rigidity of systems in assuming 'm'

Lack of individualist approach

LO3 Explore how sociological approaches are used to address issues of social deprivation and inequalities in own country

How sociological approaches can address inequalities that make individuals more vulnerable to discrimination:

Stratification, marginalisation and consequence

Health and ill-health

Social and economic wellbeing

Crime and justice

Societal and political cohesion

Participation and sense of belonging

Access to, and use of, health and care services

Social mobility and education

Social exclusion

Impact of application of sociological approaches in supporting individuals:

Individual users of services

Families and carers

Professionals

Implications of application of sociological approaches on wider provision:

Implications for social and community care practice

Service provision

Resources

Access to services

Quality of provision

Ability to perform work role

Human and financial resources

Practice society and society changes

Legal remedies

LO4 **Compare sociological approaches to social and community work practice in different nations**

Comparison of key features in sociological approaches to social or community work practice:

Formal and informal models of practice

Roles and responsibilities of the social or community work professional in application of sociological approaches

Recognising the impact of culture on socialisation

Ability to tackle inequalities

Supporting and meeting individual needs

Upholding human rights

Human and financial resources

Impact of sociological approaches in delivery of service at an individual level:

Supporting and meeting individual needs

Supporting ability to work in partnership with others

Developing an effective, person-centred approach

Value and impact of sociological approaches in delivery of service at an organisational level:

e.g. Informing and advancing understanding and practice

Place and importance of use of sociological approaches in terms of promoting the health and wellbeing of individuals in society

Use of sociological approaches in challenging inequality in practice

Personal reflections on exploration of sociological approaches in own area of social or community work practice:

Value and impact of sociological approaches in developing own role in championing best practice

Impact on professional values, attitudes and behaviours

Influence on law, regulation and ethical practice

Impact on valuing, promoting diversity, difference and inclusion

Supporting individuals' physical and mental and emotional wellbeing

Ensuring the health, safety and safeguarding/protection of vulnerable individuals

Ability to lead and support others and challenge inequality

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe factors influencing an individual's vulnerability to social inequality		LO1 and LO2 D1 Evaluate the context and underpinning theory that inform sociological approaches in social and community work practice
P1 Explain political contexts within which poverty and vulnerability have been defined. P2 Describe different factors influencing individuals vulnerable to social inequality	M1 Analyse how political systems have responded to groups identified as vulnerable to experiencing inequality.	
LO2 Explore sociological approaches used in social and community work practice		
P3 Describe how symbolic interactionist theories inform sociological approaches in social and community work practice P4 Compare how conflict and functionalist theories inform sociological approaches in social and community work practice	M2 Comparatively analyse the influence of different theoretical approaches on contemporary social and community work practice	

Pass	Merit	Distinction
L03 Explore how sociological approaches are used to address issues of social deprivation and inequality in own country		
P5 Produce a case study that evidences the application of sociological approaches to meeting different individual needs in social and community work practice	M3 Discuss how social and community work strategies underpinned by sociological approaches address social deprivation and inequality experienced by different individuals in own country	L03 and L04 D2 Evaluate how effectively the practical application of sociological approaches to social and community work practice addresses social deprivation and inequality nationally and globally
L04 Compare sociological approaches to social and community work practice in different nations		
P6 Compare social or community work in own and other countries in terms of their integration of sociological approaches to person-centred practice	M4 Discuss how own person-centred practice can reflect sociological approaches taking into account both national and international perspectives	

Recommended resources

Textbooks

CUNNINGHAM, J. and CUNNINGHAM, S. (2013) *Sociology and Social Work (Transforming Social Work Practice Series)*. Exeter: Learning Matters.

DEACON, L. and MacDONALD, S. (2017) *Social Work Theory and Practice (Mastering Social Work Practice)*. London: Sage.

DROLET, J. (Ed.) (2016) *Social Development and Social Work Perspectives on Social Protection*. London and New York: Routledge

HARALAMBOS, M. and HOLBORN, M. (2013) *Sociology Themes and Perspectives*. London: Collins.

TEATER, B. (2014) *An Introduction To Applying Social Work Theories And Methods*. Bucks: Open University Press.

Websites

jrf.org.uk	Joseph Rowntree Foundation Foundation funding research for causes and solutions to improve social care (General reference)
oecd.org	Organisation for Economic Co-operation and Development (OECD) Promotes policies to improve economic and social wellbeing of people around the world (General reference)
social-protection.org	Website of the International Labour Organisation Data collection of global data on social protection (General reference)
vbn.aau.dk	Aalborg University Denmark Olesen, S. P. (2011). Sociological approaches as perspectives on and in social work. (Research)

who.int

World Health Organisation

International organisation reporting
issues on health matters

(General reference)

Links

This unit links to the following related units:

Unit 5: Organisational Contexts of Social and Community Work

Unit 7: Contemporary Social Issues

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 12: Inspiring Young People

Unit 15: Youth and Community Work

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 31: From Conflict to Resolution

Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

Unit 38: Developing Effective Helping Relationships

Unit 39: Supervising and Managing Others in Social and Community Care

Unit 40: Contemporary Approaches to Disability

Unit 44: International Social Work and Community Development

Unit 45: Community Outreach and Support Work

Unit 46: Global Contexts of Community Development

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3, LO4	P5, P6, M3, M4, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3, LO4	P5, P6, M3, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-4	All assessment criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3	P5, M3, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services

Unit code	M/616/1652
Unit level	4
Credit value	15

Introduction

With the use of technology becoming more widespread, information is increasingly easy to obtain, store and retrieve. However, it is also becoming easy for the wrong people to have access to information. With increasing emphasis on accuracy and digital safety and taking into consideration the sensitive information recorded and used in healthcare settings, practitioners responsible for handling data or other information are expected to take the initiative on managing records appropriately and efficiently, reporting accurately to line managers.

This unit is intended to introduce students to the process of reporting and recording information in health, care or support services; it will allow them to recognise the legal requirements and the regulatory body recommendations when using paper or computers to store information, as well as the correct methods of disposing of records. This unit will enable students to recognise the importance of accurate recording and appropriate sharing of information, and be able to keep and maintain records appropriately in their workplace.

Students will be expected to use appropriate methods to record and store information from their workplace and to follow data protection principles to use and dispose of the information on completion of tasks.

Students completing this unit will have developed the knowledge and skills to manage day-to-day recording and reporting which are essential to being an effective care practitioner and manager.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the legal and regulatory aspects of reporting and record-keeping in a care setting
2. Explore the internal and external recording requirements in a care setting
3. Review the use of technology in reporting and recording service user care
4. Demonstrate how to keep and maintain records in a care setting in line with national and local policies and appropriate legislation.

Essential Content

LO1 Describe the legal and regulatory aspects of reporting and record-keeping in a care setting

Statutory requirements and guidelines

Legislation: Data protection e.g. General Data Protection Regulations (2018) and principles, Freedom of Information Act (2000), Human rights e.g. Human Rights Act (1998), **OR** data protection and human rights legislation as currently applicable in own home country

Statutory guidance, e.g. The Caldicott Report and Principles (1997), Health and Social Care Information Centre Code of Practice on Confidential Information (HSCIC, 2014), Information Commissioner's Office Data sharing code of practice (ICO, 2016), **OR** other governmental body requirement as currently applicable in own home country

Regulatory and inspecting bodies requirements

The Fundamental Standards of Care, or equivalent as applicable in own home country

Regulatory Bodies' Professional Standards and Codes of Conduct

Inspecting body requirements

Implications of failing to comply

Enforcement notices, monetary penalty notices, or other legal action

Audit

Credibility of work place

Own professional credibility

Termination of contract

Media response

Consequences for the individual e.g. loss of trust in services, loss of dignity, privacy and respect

LO2 Explore the internal and external recording requirements in a care setting

Purpose of recording information

Paper documents, e.g. clinical notes, accident and incident reports and statements, meeting minutes or notes, risk assessments, visitor and staff logs

Patient information, electronic or written e.g. care plans, nutrition recording, medicines recording, documents for requesting and reviewing tests

Electronic documents, e.g. laboratory reports, letters to and from other professionals, emails, text messages

Information systems/databases

Other recording and reporting media, e.g. x-rays, photographs, videos, tape recordings of telephone conversations, print outs from monitoring equipment

Information transmitted verbally

Differences between different classes of information and confidentiality requirements of each

Public information

Private and personal

Confidential

Restricted

Internal and routine business

Maintaining confidentiality

Secure systems for recording and storing information

Processes and procedures regarding the storage of records, e.g. electronic, paper, laptops, memory sticks, home working, information in transit, encryption of data, access privileges

Errors in recording and reporting

The importance of accuracy in recording data

The use of sampling for quality standards

Consequences of errors, e.g. risk to service users, loss of reputation, loss of credibility, financial penalties and prosecutions

Retention and disposal of records

Expectation regarding maintenance of records, e.g. time boundaries

Accessibility of electronic records

Disposal of records, e.g. shredding, pulping, burning, use of specialist services

Purpose of sharing information

Identifying objectives

Consent from service users and/or their advocate/s

Implications of sharing without individuals' knowledge and consent

Sharing with personnel, e.g. other professionals providing care, staff involved in investigation of complaints, audits or research

Following appropriate court documentation

Sharing statistics

Sensitive information

Service user queries and complaints

Public health investigations

Relevant codes of practice

Internal recording requirements

Medical history

Tests

Treatment, e.g. anaesthetics reports, surgery records

Clinical incidents, complaints

Diagnosis

Medical management plan

Service user care forms

Telecare recording

Telephone consultations, clinician and other specialists' calls

Frequency of recording, timescales

Signatories

External recording requirements

Health and safety: reporting accidents and incidents, requirements of legislation relevant to the recording of information relating to health and safety

Role of public bodies

Child or adult protection requirements

Reporting concerns

LO3 Review the use of technology in reporting and recording service user care in a care setting

Digital working

Care plan applications using new technologies e.g. on smartphones

Use of tablets to record

Virtual consultations, through online software applications

Other current examples of the use of digital technologies in care

Digital technology safety guidelines

Data breach

Sharing on incompatible software

Involving service users in the process

Principles of co-production and co-management

Empowering care choice

Access to information

Statutory and public body guidance or guidelines

Benefits of digital working

Flexibility of access

Improved communication and information sharing

Resource savings

Efficiency

Currency of information

Barriers to digital working

Cost

Training implications

Software updates

Staff and service user apathy or lack of skills

Ethical issues

LO4 Demonstrate how to keep and maintain records in own care setting in line with national and local policies

Features of effective records

Up to date

Complete

Accurate, understandable and legible

Timely

Clear and concise

Using appropriate digital technology

Completing to support the delivery of high-quality care

Typical types of records completed in care practice

Timesheets and rotas

Cleanliness and hygiene records

Minutes of meetings

Recording nutritional status

Recording progress or change

Recording interventions

Recording episodes of care

Administration of medication

Recording changes to care routine/agency e.g. transfers of care

Recording adverse events and confrontations

Reporting incidents, accidents or near misses

Using sound numeracy skills

- In day-to-day administration and management of records
- In recording information regarding nutrition and fluid balance
- In monitoring routine activity
- In medication management
- In relation to accurate medicines calculations
- In recording and interpreting physiological data, e.g. graphs and charts
- Responding to vulnerable individuals in medication management
- In filing and storing information

Maintaining records

- Secure storage of information and data
- Secure transference of records
- Accessibility

Recognising and responding to errors and issues

- In recording and reporting
- In maintaining confidentiality
- In maintaining security
- Responsibilities of different staff
- Notifying others
- Whistleblowing
- Following procedures to correct

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the legal and regulatory aspects of reporting and record keeping in a care setting		D1 Evaluate the consequences of non-compliance with reference to the media, service user safety and the credibility of the care setting
P1 Describe the statutory requirements for reporting and record keeping in own care setting P2 Describe the regulatory and inspecting bodies' requirements for reporting and record keeping in a care setting	M1 Analyse the implications of non-compliance with legislation, regulating and inspecting bodies' requirements	
LO2 Explore the internal and external recording requirements in a care setting		D2 Evaluate own work setting's arrangements and processes for storing and sharing information, making recommendations for improvement
P3 Describe the process of storing of records in own care setting P4 Explain the reasons for sharing information within own setting and with external bodies P5 Accurately illustrate the internal and external requirements for recording information in own care setting	M2 Examine the current processes in own care setting related to storing and sharing records	
LO3 Review the use of technology in reporting and recording service user care in a care setting		D3 Evaluate the effectiveness of the use of technology in terms of meeting service user needs, ensuring appropriate care is given and maintaining confidentiality
P6 Describe how technology is used in recording and reporting in own care setting P7 Explain the benefits of involving service users in record keeping processes	M3 Review the use of digital technology in relation to own medical management procedures or care plan	

Pass	Merit	Distinction
<p>LO4 Demonstrate how to keep and maintain records in own care setting in line with national and local policies</p>		
<p>P8 Produce accurate, legible, concise and coherent records regarding service user care for different service users following own setting's guidelines</p> <p>P9 Explain different aspects of own management of service user records with reference to compliance with national and local policies and guidelines</p>	<p>M4 Analyse the process of maintaining records in own setting, identifying any potential or actual difficulties</p>	<p>D4 Evaluate the effectiveness of own completion of documentation in terms of meeting service user needs, ensuring appropriate care is given and effective reporting is carried out.</p>

Recommended resources

Reports and Journals

IPSOS MORI (2013) *E-readiness in the social care sector for SCIE: Final report*. Department of Health (2012) Digital Strategy: Leading the culture change in health and care.

SCOTT, B. (2004) *Health record and communication practice standards for team based care*. NHS Information Standards Board.

WORLD HEALTH ORGANISATION (2012). *Management of patient information: Trends and challenges in Member States: Based on the findings of the second global survey on eHealth*. Global Observatory for eHealth series – Volume 6.

Websites

ico.org.uk	Information Commissioners Office 1. Guide to Data Protection 2. Data Sharing Code of Practice (Guidance)
scie.org.uk	Social Care Institute for Excellence Communicating through action and other means of communication (text only) (Learning Object)
uwe.ac.uk	University of the West of England HSC Learning Repository Social Work and the human givens: Communication Skills: Session 2, record-keeping (Guidance)
who.int	World Health Organisation Guidance on good data and record management Practices (Guidance)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 23: Managing Quality in Care Environments

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 43: Managing Budgets in Care Services

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1, D1.
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P8, P9, M4, D4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P6, P7, M3, D3
THEME 6: NUMERACY IN PRACTICE	LO4	P8

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 18: Resource Planning in Social and Community Care Services

Unit Code	D/616/5678
Unit Level	4
Credit Value	15

Introduction

As a supervisor or manager in social and community care services, it is important to recognise that resource planning is not just about financial considerations. Resources can also be physical, human or operational and can include new or existing resources. The ability to identify and put in place appropriate and effective resources is key to supporting and promoting the positive health and wellbeing of individuals.

In this unit, students will understand the importance of identifying resources that meet the specific needs of individuals and situations. Students will understand how the principles of wellbeing, as well as specific, individual, organisational and regulatory needs, can be used to identify appropriate resources. They will discuss the skills and processes required for effective resource planning, taking into account the specific needs of individuals, families, carers, groups and communities in a wide range of contexts, including statutory and non-statutory social services, community organisations, criminal justice and educational welfare. Finally, students will conduct their own needs analysis on a specific task or activity in order to identify appropriate resources, examining the impact of the use of resources on provision, cost effectiveness and individual health and wellbeing in practice.

The knowledge and skills developed in this unit will support students in understanding the importance of resource identification, securing resources that are matched to need, and developing their own role as a community resource. This unit will support students wishing to progress to management positions in project management or similar roles as well as those wishing to continue in higher education in health or social care related subjects.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the importance of effective resource identification in social and community care services
2. Explore individual and organisational factors that give rise to the need for specific resources in social and community care services
3. Explain the process of needs analysis in supporting and promoting effective use of resources
4. Conduct a needs assessment on a specific aspect of provision in a social or community care service.

Essential Content

LO1 Explain the importance of effective resource identification in social and community care services

Resources:

Economic or productive factor(s) needed to be able to complete intended activity, means to undertaking enterprise, achieving outcomes

Physical resources, e.g. property or land, equipment, office furniture, finance, clinical resources

Human resources, e.g. use of workforce, expertise

Operational resources, e.g. productivity, estates, outcomes

Financial resources, e.g. budgets (local and national), contributions, donations, income from fees

Differences between individual and community resources in different environments or locations:

Local, rural, regional, national, international

Digital communities

Professional (communities of practice)

Voluntary, private or statutory services

Self-directed versus externally organised resources

Formal versus informal resources

Use of wellbeing principles showing value of resource identification in social and community services

National legislation related to the governance of resource identification, eligibility and allocation in social and community services e.g. in the UK, the Care Act (2014)

Wellbeing principles e.g. personal dignity, physical, mental and emotional health wellbeing, protection from abuse and neglect, control by the individual over day-to-day life, e.g. over care and support, right to participation in work, education, training or recreation, social and economic wellbeing, domestic, family and personal relationships, suitability of living accommodation, the individual's contribution to society

Relationship between wellbeing principles, legislation and the role of service providers in resource identification in social and community services

LO2 Explore individual and organisational factors that give rise to the need for specific resources in social and community care services

Individual factors and service user need:

Health e.g. substance misuse, physical or mental ill-health, age, physical, mental or learning disability, sensory needs

Refugee or asylum status

Poverty

Transitions and significant life events

Adults at risk of harm or abuse

Minority ethnic or other minority group status

Offending behaviour

Recognising the multiplicity of factors

Recognising the impact of own socialisation, attitudes and beliefs and relationship to unfair discrimination in determining need and the allocation of resources

Organisational factors:

Funding and budgets

Structure, e.g. changes in strategic direction, leadership or function

Recruitment and staff retention

Changes in national and local governance, function and legislation

Regulatory need:

National, regional or local level funding priorities and restrictions

National, regional or local policy priorities and statutory regulations

Strategic partnership approaches to assessment of need and resource allocation

Community safety and resilience factors, e.g. public protection, service user engagement, participative democracy

LO3 **Explain the process of needs analysis in supporting and promoting effective use of resources**

Assessment of efficiency and effectiveness in service outcomes

Best practice:

Development of lean processes for assessment of needs

Development of preventative measures to defer/delay individuals requiring longer term services

Development of cost-effective interventions

Empowering individuals to develop own packages of care

Enabling individuals to remain independent

Effective use of resources should show:

Priorities demonstrating need for care

Clarity on how resources are spent/used in different areas

Resource procurement demonstrating value for money

Balance of resources available

Effective partnership and integrated working

Achievement of efficiencies through systems focused on early intervention, prevention and re-ablement

Transparency and sustainability

Robust monitoring and reviewing processes

Outcomes demonstrating effective use of resources:

Improved productivity

Integrated workforce

Cutting costs

Efficiency of services

Individuals' satisfaction and wellbeing

Meeting workforce agendas

Satisfied and motivated workforce

Improvements in individuals' health and wellbeing

Using frameworks and tools to analyse suitability, quality and cost efficiency of resources:

e.g. in the UK, What Good Looks Like, Local Government Association (2015)

Effective personalised care:

Recognising the value of the individual, asset-based planning of care including the allocation of resources

Applying an asset-based approach to prevention, e.g. information and advice, initial access, health and wellbeing, targeted prevention, equipment and assistive technologies, crisis response

Applying an asset-based approach to long-term support, e.g. personalised support to promote independence and an individual's right to be an active determinant of their own care, addressing unnecessary admissions to care homes, caring for individuals in their own homes

Organisational functioning:

Business processes, e.g. best practice, performance management, procurement

Impact of current legislation, e.g. in the UK, the Care Act (2014); in the Republic of Ireland the Health Act (2007); and its impact on organisational function/regulation

Community engagement:

Ways to engage with community, sourcing feedback

Building community cohesion, e.g. building social inclusion, promoting dementia-friendly communities

Developing a partnership and coproduction approach with others to promote health and wellbeing

Encouraging innovation and involvement with others

LO4 **Conduct a needs assessment on a specific aspect of provision in a social or community care service**

Needs assessment to identify resources required for an aspect of service provision:

Assessment of specific individual needs

Current resources available

Resources needed

Costs involved in procurement of resources

Workforce skills, knowledge and needs, frontline and in-house staffing

Justification for cost efficiency (human, operational, financial)

Own role:

Identifying individual strengths

Communicating own strengths to the people you work with

Being assertive on behalf of those who require it

Stepping back for those who do not

Demonstrating leadership

Embodying values and behaviour expected of staff in the organisation

Organisational skills, e.g. use of technology and tools to plan and develop others

Strategic thinking or approaches to resource planning, allocation, control or management

Partnership working

Anticipating need

Decision-making skills

Recognising own capacity and boundaries of own role

Potential impact:

Practice and provision

Health and wellbeing of individuals

Organisational functioning

Performance management

Improving skills, knowledge and competencies

Efficiency and cost saving (human and financial)

Perceptions of individuals, professionals outside organisations

Meeting local, national agendas

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the importance of effective resource identification in social and community care services		
<p>P1 Discuss the value of recognising individual and community-based resources in supporting individuals requiring care</p> <p>P2 Explain how wellbeing principles can be used to identify the needs of individuals</p>	<p>M1 Analyse the types of resources needed to support and promote individuals' wellbeing</p>	<p>LO1 and LO2</p> <p>D1 Evaluate the types of resource used to support and promote individuals' wellbeing and address different needs in a social or community care service</p>
LO2 Explore individual and organisational factors that give rise to the need for specific resources in social and community care services		
<p>P3 Discuss the different factors that influence the need for resources in social and community care services</p>	<p>M2 Explain how resources are used to address individual, organisational, regulatory needs in social and community care services</p>	
LO3 Explain the process of needs analysis in supporting and promoting effective use of resources		
<p>P4 Explain the value of using a framework of assessment determine resource need in a given social or community care service</p> <p>P5 Explain how positive outcomes can be achieved through use of best practice and appropriate resources</p>	<p>M3 Analyse a framework that can be used to assess need and achieve positive outcomes in a social or community care service</p>	<p>LO3 and LO4</p> <p>D2 Critically reflect on how own needs assessment can enable the effective identification and use of resources in social and community care services to improve outcomes for different stakeholders</p>
LO4 Conduct a needs assessment on a specific aspect of provision in a social or community care service		
<p>P6 Conduct a needs assessment which identifies appropriate resources for an aspect of social or community care service provision in a specific organisation</p>	<p>M4 Evaluate the aspect of the service being provided in terms of its use of resources using own needs assessment</p>	

Recommended resources

Textbooks

BEAN, J. and HUSSEY, L. (2011) *Business Planning in the Public Sector (Essential Skills for the Public Sector)*. London: HB Publications.

GARVEN, F., McLEAN, J. and PATTONI, L. (2016). *Asset-based approaches: Their Rise, Role and Reality*. Edinburgh: Dunedin Academic Press Ltd.

PESTOFF, V. BRANDSEN, T. and VERSCHUERE, B. (eds) (2012) *New Public Governance, the Third Sector and Co-production*. New York: Routledge.

SPOLANDER, G. (2012) *Successful Project Management in Social Work and Social Care: Managing Resources, Assessing Risks and Measuring Outcomes (Essential Skills for Social Work Managers)*. London: Jessica Kingsley.

Reports and Journals

BOVAIRD, T. (2007) *Beyond Engagement and Participation: User and Community Coproduction of Public Services*. *Public Administration Review* 67(5): 846–860.

BOIVARD, T., STOKER, G. JONES, T. LOEFFLER, E. and RONCANCIO, M.P. (2015) *Activating collective co-production of public services: influencing citizens to participate in complex governance mechanisms in the UK*. *International Review of Administrative Sciences*, Vol: 82 issue: 1, pp. 47-68.

Websites

gov.uk

UK government website

Use of Resources in Adult Social Care
(Report)

jrf.org.uk

Joseph Rowntree Foundation

Summary on improving outcomes for
individuals
(Report)

How can local authorities with less money
support better outcomes for older
people? (Article)

local.gov.uk

Local Government Association

Making best use of reducing resources in
adult social care

(Assessment toolkit)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 11: Planning and Supporting Community-led Activities

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 23: Managing Quality in Care Environments

Unit 24: Assessment and Care Support Planning

Unit 29: Commissioning Projects and Services

Unit 39: Supervising and Managing Others in Social and Community Care

Unit 43: Managing Budgets in Care Services

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, P4, P5, M2, M3, D1, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3	All criteria

THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-LO4	P2, P3, P5, P6, M2, D1
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO4	P1, P2, P6, M1, D1, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO1	P2, M1, D1
THEME 6: NUMERACY IN PRACTICE	LO4	P6, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit code	T/616/1653
Unit type	Core
Unit level	5
Credit value	15

Introduction

Reflective practice is used throughout the healthcare profession as a means to improving the practitioner's skills, reviewing how they have dealt with situations that have occurred and identified areas that need further development. Overall this enables the practitioner to provide a high-quality service and adopt a more professional approach to the user of services. Being a reflective practitioner is key to lifelong learning and development for working in health, care and support service professions. Reflective practice works to ensure that a high-quality service is offered to the users of services and the effective practitioner identifies areas for development and where they can share good practice.

This unit builds on learning from *Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice*. It provides students with an opportunity to further develop their skills as reflective practitioners. The evidence for the unit will be based on theoretical considerations as well as practice within the workplace. It requires students to bring together their classroom and workplace learning across their programme, demonstrating their professional development using reflective approaches. Learning in the workplace will be supplemented with wider understanding and knowledge from all parts of the course.

Through this unit, students will be supported to take responsibility for their own learning, demonstrate their capacity to continuously learn and grow, reflect on their own practice and encourage others to develop their practice. It enables students to have a greater understanding of person-centred care, the legal and ethical framework under which practitioners operate, and further develop the skills required to develop them as reflective healthcare practitioners throughout their learning and career in the health and social care sector.

As students will be reflecting using examples from real practice in their workplace setting, it is essential that students respect the confidentiality of information used within this unit.

Learning Outcomes

By the end of this unit students will be able to:

1. Promote a holistic approach to person-centred practice
2. Review current policies, legislation and regulations in relation to effective person-centred practice
3. Reflect on own practice within health, care and support settings
4. Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision.

Essential Content

LO1 Promote a holistic approach to person-centred practice

Person-centred approach

Meaning and value of holistic person-centred practice

Consistently demonstrating respect for, and application of, the Practice Themes when caring for others:

Law, regulation and ethical practice

Professional values, attitudes and behaviour

Health, safety and safeguarding and/or protection through the lifespan

Valuing and promoting diversity, difference and inclusion

Promoting physical and mental health and wellbeing.

Supporting individuals to make independent, informed choices about the services and care they receive

Considerations when planning and implementing a person-centred approach

Duty of care

Physical support and personal care

Supporting individuals with daily living needs

Supporting health promotion and healthy lifestyles

Actively respecting individuality, rights, choice, privacy, independence, dignity

Demonstrating respect, empathy and promoting partnership

Equal opportunities

Actively respecting and promoting diversity

Respecting different cultures and values

Providing care, support and attention with different individuals

Involving family, friends, carers, groups and communities in the provision of care

Empowering the service user voice (recognising the service user as architect of their care) including incorporating patient/service user feedback in own provision of care

Implementing professional approaches to care: care, compassion, competence, communication, courage (honesty), commitment

The importance of professional presentation, e.g. personal hygiene when providing personal care

Ensuring the right to confidentiality is respected throughout

Professional relationships and approaches to communication in promoting person-centred approaches

With individuals, their family and friends

Team members

Line managers

Leadership competencies

Workers in other agencies

Rights and responsibilities of users of service versus care workers and others

Professional codes

Trust

Advocacy

Roles and responsibilities

Empowerment

Demonstrating initiative within remit of own role

Values of developing partnership approaches to person-centred care

Communication when providing direct care e.g. appropriateness, sensitivity, balancing the duty of care with the right of the individual to have their wishes, preferences and choices heard and taken into account

Communicating complex and sensitive information to professionals

Interpersonal skills

Written and verbal

Record-keeping

Technology

Data protection

Handling sensitive information

Listening skills

Reflective listening

Active listening

Barriers to communication

Environmental, e.g. location, noise, light, personal space

Language, e.g. communicating with individuals with English as a second language

Cultural, e.g. individual differences regarding norms of communication

Availability of resources to meet specific communication needs, e.g. professionals who can use sign language, resources in braille, other alternative communication aids

Models of support

Social versus medical and other models of health and influence on models of support

Individual benefit versus organisational benefit

Challenges in implementing person-centred approaches

Risk

Abuse

Challenging behaviour

Impact of own values, principles and prejudice

Conflict

Ethics

Confidentiality versus disclosure

Supervision sessions/mentoring

Expectations changing over time

Conflicts between principles of good practice and values of others

Being adaptable

Reflective approach: qualities and skills needed compared to qualities and skills possessed

LO2 **Review current policies, legislation and regulations in relation to effective person-centred practice**

Current policy, legislation and regulations that impact on the person-centred care given to individuals receiving care from health, care and support services

Knowing and actively respecting legislation on:

Health and safety and the organisational approach

Reducing and controlling risks

Safeguarding and/or protection

Equality, diversity and anti-discriminatory practice.

Data protection and confidentiality, e.g. reviewing the: importance of, limits of and policies regarding sharing of information as relevant to own role.

Legislation and legal responsibilities

The relationship between regulations, legislation and standards

The implications and impacts of various legislation related to promoting person-centred care

Whistleblowing

Rules and regulations relating to cybersecurity

The application of legislation within the workplace

Barriers

Miscommunication and understanding

Different professional codes of practice

Group cohesion

LO3 **Reflect on own practice within health, care or support settings**

Own practice

Meeting expectations of self, others and organisations

Mentoring or supporting others

Identifying areas for development

Responding appropriately to criticism

Being aware of, and taking action in regard to, own health and wellbeing

Demonstrating leadership skills

Evidence of practice against the practice themes, e.g. actively promoting fair, non-discriminatory and inclusive practices

Maintaining high standards of personal and professional conduct

Others' practice

Identifying good practice and areas for development

Impact on service users of care received

Having difficult conversations

Conflict resolution

Feedback for learning

Using constructive feedback as part of the learning cycle where feedback informs reflection which in turn informs action

Using feedback from others to reflect on and improve own practice, skills and learning

LO4 Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision

Reflective practice

Models of reflection

Critical reflection

Reflecting on self

Reflecting on impact of own behaviour, knowledge and skills on others

Planning for service improvement

Own contribution

Practice requirements in the workplace:

skills, knowledge, understanding specific to role

communicating information effectively and sensitively

carrying out defined tasks under the instruction of a senior practitioner

self as a facilitator of the service user journey through care

responsibilities in addition to the provision of person-centred care.

Planning for own development

Constructing short (3 months), medium (6 months) and long-term (12 months–5 years) plans for development

Continuing Professional Development (CPD), e.g. undertaking training available to meet service requirements and keep own skills and knowledge up to date, career-long learning

Additional issues of fitness for practice, i.e. maintaining own health and wellbeing, establishing and maintaining personal and professional boundaries, managing the physical and emotional impact of own practice, identifying and applying strategies to build professional resilience

Own contribution to the collective effectiveness of teams

Meeting needs and expectations of users of service

Improving team performance

Supporting other team members

Meeting objectives

Formal and informal roles within organisational structures and systems

Mentoring and coaching others

Barriers

Interpersonal interactions

Professional codes

Differing priorities and expectations

Experience

Accountability

Reflective learning

Consider this as a philosophy and a concept

Using reflective learning to gain a deeper and objective insight into levels of performance in comparison to levels of expectation

Using the Practice Themes as a framework for reflective learning

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Promote a holistic approach to person-centred practice			D1 Evaluate how dilemmas experienced in own workplace setting affect a consistency in approach to effective person-centred practice
<p>P1 Compare how the medical and social models apply to person-centred practice in a health, care or support service</p> <p>P2 Discuss how to adopt a person-centred approach when planning and implementing a programme for individuals requiring support</p>	M1 Review the challenges with applying person-centred care in own workplace setting		
LO2 Review current policies, legislation and regulations in relation to effective person-centred practice			D2 Critically evaluate the effectiveness of health and safety and safeguarding or protection systems in own workplace setting in meeting legislative requirements
<p>P3 Discuss how aspects of different legislation are reflected in the provision of person-centred care in a care setting using specific examples</p> <p>P4 Suggest appropriate solutions to different problems that may occur in implementing specific regulations and policies in a care setting</p>	M2 Assess the challenges in interpreting different legislation in relation to the planning and provision of person-centred care in own workplace setting		
LO3 Reflect on own practice within health, care or support settings			D3 Critically evaluate own and others' practice in enabling a consistent approach to high-quality care in different health and care settings
P5 Produce a comparative reflective account of own provision of periods of person-centred care in different workplace settings	M3 Interrogate own effectiveness in managing own workload as part of a team providing person-centred care for different individuals		

Pass	Merit	Distinction
<p>LO4 Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision</p>		<p>D4 Produce a critically reflective action plan for further personal and professional development based on own reflective learning</p>
<p>P6 Construct a short medium and long-term plan to improve own practice and skills in providing person-centred care</p> <p>P7 Analyse the practicality of own plans in relation to contributing to the collective effectiveness of own workplace team</p>	<p>M4 Implement own short-term plan during a period of workplace experience</p> <p>M5 Monitor own implementation of plan throughout, making suggestions for further improvement</p>	

Recommended resources

Textbooks

BOLTON, G. (2014) *Reflective Practice: Writing and Professional Development*. London: Sage Publications.

FENGE, L., HOWE K., HUGHES, M. and THOMAS, T. (2014). *The Social Work Portfolio: A Student's Guide To Evidencing Your Practice (UK Higher Education OUP Humanities & Social Sciences Health)*. Bucks: Open University Press.

KNOTT, C. and SCRAGG. T. (Eds.) (2016). *Reflective Practice in Social Work (Transforming Social Work Practice Series) 4th Edn*. Exeter: Learning Matters.

KOPROWSKA, J. (2014). *Communication and Interpersonal Skills in Social Work (Transforming Social Work Practice Series)*. London: Sage Publications.

REZEK, C. (2015) *Mindfulness for Carers: How to Manage the Demands of Caregiving While Finding a Place for Yourself*. London: Jessica Kingsley Publishers.

Websites

who.int World Health Organisation
WHO global strategy on integrated
people-centred health services 2016-2026
(Guidance)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 8: Community Development – Principles and Practice

Unit 9: Social Work Principles and Introduction to Practice

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 23: Managing Quality in Care Environments

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, P4, M3, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-LO4	All Assessment Criteria
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-LO4	All Assessment Criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-LO4	All Assessment Criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO1-LO4	All Assessment Criteria

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit Code	H/616/5679
Unit Type	Core
Unit Level	5
Credit Value	30

Introduction

We live in an ever-changing world in which what is current today may not be tomorrow. The arrival of technology and computers has directly changed the way we communicate and do things. In today's working environment, terms such as 'innovation', 'creativity' and 'enterprise' are not only being used in the commercial world but also in world of social and community care. Very often they are used interchangeably even though they mean different things. The commonality between each of these terms is the development of a solution-focused approach to unanticipated problems that may arise and finding a simple but original response to them.

In this unit, students will focus on what it means to be innovative, what innovative practice in social and community work means in reality, and the potential impact it can have on the service user. They will examine how organisations are increasingly building a culture of innovation through engaging with staff and creating workplace environments where innovation can be fostered. Students will study a range of key terms and concepts related to innovation and will investigate how innovation in social work, although not a new concept, has produced new ways of tackling problems and has had a positive impact on the health and wellbeing of individuals. Students will undertake research within their own area of work and identify how innovation is influencing their workplace, the work of others that they interact with and the impact on the service user. Students will evaluate how their own research skills can promote evidence-based practice and impact positively on an organisation, as well as contributing to their own professional development.

This unit will support those interested in working directly with service users in a range of situations from local authority, independent and community settings. It is also useful for those who wish to progress onto higher education or professional qualifications such as social policy, social work or international development. It is also useful for those who intend to progress in their employment into management or more senior roles in social or community care.

Learning Outcomes

1. Discuss how innovative approaches to community and social work practice can effect improvement
2. Examine how organisations manage and develop innovative practice
3. Review how own research and investigation skills can support innovation in social and community work practice
4. Demonstrate project-based learning in investigating the impact of innovation on current social or community work practice.

Essential Content

LO1 Discuss how innovative approaches to community and social work practice can effect improvement

Definition of:

Innovation

Enterprise

Entrepreneurship

Creativity

Innovative practice:

New ways of working

New ways of managing

Introduction of new roles or services

History of innovation in social work:

Examples include:

recognition of the impact of sociological factors on the health of the nation, e.g. development of the welfare state, the introduction of the professional social worker role

the introduction of different approaches to addressing socio-psychological impacts of inequality and trauma, e.g. social diagnosis, cognitive therapy, psychiatric social work, play therapy

the recognition that different service user groups may require different professional approaches, e.g. introduction of Older Adults Social Work in the UK

the impact of acute psychiatric episodes on the individual and the wider community, e.g. the development of Crisis Intervention Teams and programmes

focus on poverty and homelessness as a means to reduce inequality, e.g. local government strategies using social workers to intervene

the recognition that health problems can be exacerbated or prolonged if support is ineffective, e.g. emphasis on multidisciplinary and integrated approaches to health and social care

the use of technology to enable effective and efficient social work practice, e.g. reaching hard to engage individuals via technology, the use of assistive technology to support independent living.

How innovative practice has promoted health and wellbeing:

e.g.:

Increased life expectancy

Improved morbidity rates

Impact of mental health and wellbeing

More cost-effective interventions

Extends knowledge and understanding

How innovation promotes personal and professional development:

Being a reflective practitioner

Introspection

Promoting curiosity and creativity and independent thinking

Quality improvement

LO2 Examine how organisations manage and develop innovative practice

Developing a culture of innovation:

Creative leadership – vision and strategy

Recruitment and selection practices

Inclusiveness

Diversity

Rewarding effort

Developing teams

Professional development to develop skills

Communication:

Using technology to aid communication between teams

Fostering different viewpoints

Instilling confidence through dialogue

Promoting effective communication through the job role

Awareness of the barriers and challenges to effective communication

Using communication to promote team working

Employee engagement:

Enabling brainstorming

Creating diverse teams

Promoting risk-taking

Embracing failure

Team approach

Reducing stress

Celebrating success

Workplace environment:

Importance of continual professional development

Building resilience and capacity

Reflection and a focus on new ways of doing things

Tolerance

Rewarding ideas

Implementing strategy to execute

LO3 Review how own research and investigation skills can support innovation in social and community work practice

The role of action research in social and community work:

Different approaches to research in social and community work

Characteristics of action research

Action research in social and community work and its contribution to evidence-based practice

Action research towards innovation, e.g. identifying a gap and bringing about improvement in practice

Impact on practice, delivery and provision

Impact on enhancing inter-agency working

Review own skills:

Writing skills

Data collection

Analysis/critical skills

Applying creative thought

Organisational skills

Self-reflection

Observational skills

Purpose of research, research design:

e.g. to explore, describe, explain, predict, evaluate

Defining and redefining problems

Developing research questions or hypothesis related to innovation in social or community work

Research methodology:

Quantitative

Qualitative

Action or participatory action research

Difference between method and methodology in research

Types of research methods and their use

Framework for methods selected for research

Relationships between methods selected and purpose in evidence-based research

Considering reliability and validity

The importance of the promotion of ethics in research

Selection of participants

Applying appropriate research methods:

Methods of selecting a sample, data collection and data analysis

Deductive versus inductive approaches

Data collection, quantitative, qualitative, mixed

Qualitative and quantitative data analysis

Evaluating performance and impact of research:

Drawing conclusions

Presenting findings

Lessons learned

Self-reflection

Implications of research

Identifying personal and professional development needs

LO4 Demonstrate project-based learning in investigating the impact of innovation on current social or community work practice

Project based learning in social and community work – key concepts:

Research skills and practices

Critical thinking, problem-solving, reasoning, analysis, interpretation, synthesising information, interrogative questioning

Creativity, artistry, curiosity, imagination, innovation, personal expression

Perseverance, self-direction, planning, self-discipline, adaptability, initiative

Oral and written communication, public speaking and presenting, listening

Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces

Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis

Civic, ethical, and social-justice literacy

Economic and financial literacy, entrepreneurialism

Global awareness, multicultural literacy, humanitarianism

Scientific literacy and reasoning, the scientific method

Environmental and conservation literacy, ecosystems understanding

Health and wellness literacy, e.g. nutrition, diet, exercise, and public Health and Safety

Design Thinking:

Design thinking as a process for problem-solving

Solution-based thinking

Designers versus scientists

Divergent thinking versus convergent thinking

The process of design thinking

Attributes of design thinking

Project plan:

Identifying example/s of innovation in social or community work

Elements of project planning: aims, objectives, approach, structure, methodology, implementation, measures of success

Reliability

Validity

Impact of measurement on informing strategic approaches to innovation in social and community work

Impact on own learning and professional development

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss how innovative approaches to community and social work practice can effect improvement		LO1 and LO2 D1 Critically evaluate how the effectiveness of innovative practices in the workplace in improving outcomes for service users and enabling the continued professional development of the workforce
P1 Discuss different types of innovation in a social and community work context and its benefits for a range of different stakeholders	M1 Critically analyse a recent innovation in social or community work practice and the impact it has had on workers, service provision and service users	
LO2 Examine how organisations manage and develop innovative practice		
P2 Discuss how organisations can develop a culture of innovation P3 Review the role of management in enabling a workplace environment that promotes a culture of innovation	M2 Critically assess different approaches to engaging with employees to promote innovative practice	
LO3 Review how own research and investigation skills can support innovation in social and community work practice		D2 Justify selected research methodology in terms of its validity in examining how innovation is used to improve social or community work practice
P4 Analyse the role of action research in identifying potential opportunities for innovation in social and community work P5 Propose appropriate research methodology to use to investigate innovation in social or community work in relation to own work experience.	M3 Review own skills and qualities for conducting an action research project into innovation in social or community work practice	

Pass	Merit	Distinction
<p>LO4 Demonstrate project-based learning in investigating the impact of innovation on current social or community work practice</p>		
<p>P6 Produce a plan for a project to measure the impact of innovation on social or community work practice using design thinking.</p> <p>P7 Demonstrate characteristics of project-based learning in implementing own project plan</p>	<p>M4 Present a justification of own project and its effectiveness in measuring the impact of innovation on social or community work practice, to a relevant audience</p>	<p>D3 Critically evaluate the validity and reliability of own project in measuring the impact of innovation on social or community work practice and in improving own project-based learning</p>

Recommended resources

Textbooks

BELL, J. and WATERS, S. (2014) *Doing your research project: A guide for first time researchers*. London: Open University Press.

HARDWICK, L. (Ed.) (2015) *Innovations in Social Work Research*. London: Jessica Kingsley Publishers.

MANZINI, E. and COAD, R. (2015) *Design, When Everybody Designs: An Introduction to Design for Social Innovation (Design Thinking, Design Theory)*. Massachusetts: MIT Press.

MASCHI, T. (2015) *Applying a Human Rights Approach to Social Work Research and Evaluation: A Rights Research Manifesto (SpringerBriefs in Rights-Based Approaches to Social Work)*. New York: Springer Publishing.

MOULAERT, F., MACCALLUM, D., MEHMOOD, A. and HAMDOUCH, A. (2014) *The International Handbook on Social Innovation: Collective Action, Social Learning and Transdisciplinary Research (Elgar Original Reference)*. Cheltenham: Edward Elgar Publishing.

SPOLANDER, G. (2012) *Successful Project Management in Social Work and Social Care: Managing Resources, Assessing Risks and Measuring Outcomes*. London: Jessica Kingsley Publishers.

Websites

coventry.gov.uk	Coventry local government website Rethinking children's social work: Department for Education Children's Social Care Innovation Programme (Report)
forbes.com	Forbes Fostering Innovation Through a Diverse Workforce (Report)
socialworkdegreecentre.com	Social Work Degree Centre The 25 Most Innovative Social Work Initiatives (Research)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 4: Fundamentals of Evidence-Based Practice (Pearson-Set Project)

Unit 5: Organisational Contexts of Social and Community Work

Unit 7: Contemporary Social Issues

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 29: Commissioning Projects and Services

Unit 34: Developing Opportunities for Social Investment

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO3	All criteria can link to this Practice Theme, dependent on the topic chosen for research
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2	All criteria can link to this Practice Theme, dependent on the topic chosen for research
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1	All criteria can link to this Practice Theme, dependent on the topic chosen for research
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2	All criteria can link to this Practice Theme, dependent on the topic chosen for research
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1	All criteria can link to this Practice Theme, dependent on the topic chosen for research

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 6: NUMERACY IN PRACTICE	LO3-4	All criteria can link to this Practice Theme, dependent on the topic chosen for research

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 21: Strengths-based Approaches to Working with Vulnerable Adults

Unit Code	Y/616/5680
Unit Level	5
Credit Value	15

Introduction

Many of the individuals requiring social care and support have specific needs that result in increased vulnerability. Adults may be deemed vulnerable due a range of circumstances, including learning disabilities, autism, physical disability or dementia. It is vital that social and community care workers in all settings have an awareness of the specific needs of vulnerable adults in order to promote their ability to make choices balanced with the need for protection.

In this unit, students will apply ethical principles and values, and theory to practice, to produce and evaluate a person-centred care plan which promotes a strengths-based, holistic approach to care and support in order to safeguard a vulnerable adult in a care setting. Students will consider the concept of vulnerability, and the impact of using this label. The range of services developed to support adults defined as vulnerable will be explored, nationally and locally, as will positive risk-taking. Students will learn to balance the need for safeguarding and protection in the least restrictive manner with the individuals' right to choice. They will consider the potential benefits of strength-based approaches to care and how these impact on assessment, care and support planning. Students will develop skills in strengths-based assessment and in using person-centred thinking tools to create holistic person-centred care plans. Components of the unit assessment may use information from the work setting; confidentiality of individuals and services must be respected. The unit will address working with vulnerable individuals throughout the adult life span up to and including end-of-life care.

Completion of this unit will support students in progressing to employment working with vulnerable adults as well as in continuing in higher education in health and social care related degrees.

Learning Outcomes

By the end of this unit students will be able to:

1. Review contexts of working with vulnerable adults
2. Examine the use of a strengths-based approach in working with vulnerable adults
3. Promote strengths-based approaches to person-centred care and support for vulnerable adults
4. Assess the need to balance effective risk assessment and management with promotion of individual choice and independence.

Essential Content

LO1 Review contexts of working with vulnerable adults

Definitions of vulnerability:

Definitions

Impact of label of vulnerability

Lacking capacity as a dimension of vulnerability, e.g. in relation to dementia

Conditions affecting vulnerability:

Range of conditions/specific needs, learning disability, autism, dementia, physical disability

Changing nature of vulnerability through the lifespan, e.g. transitions, end of life

Risk/protective factors influencing vulnerability:

Social support networks

Financial

Substance use

Cultural factors

Age

Communication

Services to support vulnerable adults:

Statutory services: social, health, housing, education

Non-statutory – independent, private, voluntary

Informal carers – family, friends

The role of the social or community worker in assessing capacity and supporting individuals vulnerable as a result of incapacity

Legislation and sector skills standards related to statutory responsibilities of services providing support:

e.g. in relation to promoting the rights of individuals, inspection processes, powers, duties, responsibilities, accountabilities, entitlements, organisations providing services for vulnerable adults

Challenges for services providing support:

Legislative requirements

Funding and resources

Policies, procedures

Staffing and training needs, e.g. staffing levels, shift patterns, continuing professional development

Individual, e.g. level of dependence, changing health status

LO2 Examine the use of a strengths-based approach in working with vulnerable adults

Strengths-based approach:

Definition

Theoretical perspective

Principles of strengths-based approach – assessment, partnership, hope, resilience

Strengths-based assessment:

Assessment, as appropriate and proportionate

Personal resources, abilities, skills, knowledge, potential

Social network and its resources

Community resources

Outcome rather than output-based

Collaboration, e.g. with individual, family, social network, multidisciplinary team

Individual as expert in their needs

Self-assessment, where this is appropriate

Assessing needs, challenges, risks

Assets or strengths mapping:

Individual and community strengths

Hard strengths, e.g. health, transport, finance, housing, services

Soft strengths, e.g. personal qualities, skills, knowledge, community groups, informal support, neighbours

Policy and legislation:

Social care policy and legislation currently applicable in own country or region regarding the management of relationships between health and social care workers and service users e.g. in the UK, the Care Act (2014)

Professional Codes of practice for social and/or community care workers currently applicable in own region or country

Role of care worker in promoting a strengths-based approach:

Relationship building

Communication skills

Trust and partnership

Knowledge of community resources

Benefits of strengths-based approaches:

Creation of capacity and resilience in individuals

Increased self-esteem

Sense of hope and optimism

Individual as leader of care

LO3 Promote strengths-based approaches to person-centred care and support for vulnerable adults

Strengths-based approaches in practice:

Valuing the person as an individual

Coproduction, drawing on an individual's assets and strengths, collaboration, inclusion, the individual as a partner in the planning, provision and evaluation of care and support

Self-directed support

Identifying and using the individual's strengths and resources

Building knowledge, skills and resilience

Person-centred care:

Principles of person-centred care

Strengths-based assessment

Recognising and utilising the individual's personal skills, knowledge, capacity and relationship with others in care planning and provision

Multi-disciplinary working to support person-centred care, need for consistent approach

Person-centred planning across adult life span

Promoting physical, mental and emotional wellbeing

Supporting to access community health services, e.g. GP, dentist, screening

Person-centred thinking:

Using person-centred thinking tools, e.g. Perfect Week, 'what's working/what's not', the Doughnut, relationship circle, communication chart

LO4 Assess the need to balance effective risk assessment and management with promotion of individual choice and independence

Risk:

Definitions

Range of risk, risk due to vulnerability

Risk in everyday living

Risk of abuse, physical, psychological, sexual, financial

Risk from service failures

Risk assessment:

Models of risk assessment

Acceptable and unacceptable risk

Recording and reporting risk

Positive risk-taking in providing strengths-based support:

Principles of positive risk-taking

Balancing need for safeguarding and protection with choice

Assessing capacity

Proportionality, choosing least restrictive option in relation to capacity

Promoting person-centred support for independence:

Strengths-based assessment and risk assessment

Promoting choice, supporting aspirations

Minimising restriction

Planning care in partnership with individuals

Coproduction

Empowerment

Advocacy

Self-advocacy

Other aspects as relevant to own local provision e.g. Personal budgets

Multi-disciplinary working to support independent choice:

Role of social care worker in promoting partnership working

Statutory services, non-statutory services

Tensions in balancing risk and individual independence and choice:

Human rights

Need for protection versus need for choice

Organisational factors:

Whistleblowing policy

Risk policy

Risk assessment strategy

Roles and responsibilities

Management style

Supervision

Organisational culture

Legislation, e.g. mental health, capacity, safeguarding and/or protection

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review contexts of working with vulnerable adults		D1 Critically analyse the challenges faced by services in providing high-quality support to vulnerable adults
P1 Review the range of factors that may result in an individual being defined as vulnerable P2 Assess the range of services developed for vulnerable adults	M1 Evaluate the services available in a locale for a specific group of vulnerable adults	
LO2 Examine the use of a strengths-based approach in working with vulnerable adults		D2 Critically review the benefits and potential limitations of a strengths-based approach in working with vulnerable adults in social care settings
P3 Review the process of conducting a strengths-based assessment P4 Discuss the role of legislation and policy in supporting a strengths-based approach to social care	M2 Analyse the role of the care worker in supporting vulnerable individuals using a strengths-based approach	
LO3 Promote strengths-based approaches to person-centred care and support for vulnerable adults		D3 Critically evaluate the effectiveness of the care plan, making justified recommendations for improvements
P5 Produce a person-centred care plan addressing a range of needs for a specific vulnerable adult	M3 Critically compare the care plan with the principles of person-centred care	
LO4 Assess the need to balance effective risk assessment and management with promotion of individual choice and independence		D4 Critically analyse the impact of organisational factors on the effective management of risk in a particular setting working with vulnerable adults
P6 Discuss the range of risks that may affect vulnerable adults P7 Assess strategies for promoting independence for vulnerable adults	M4 Review the tensions that may occur in balancing protection from risk with individual choice	

Recommended resources

Textbooks

GRAY, A.M. and BIRRELL, D. (2013) *Transforming Adult Social Care*. UK: The Policy Press.

MOYLE, W., PARKER, D. and BRAMBLE, M. (2015) *Caring for Older Adults, a Strength-based Approach*. Cambridge: Cambridge University Press.

SALEEBEY, D. (2013) *The Strengths-based Perspective in Social Work Practice (6th Edn)*. USA: Pearson.

SANDERSON, H. (2012) *A Practical Guide to Delivering Personalisation, Person-centred Practice in Health and Social Care*. London: Jessica Kingsley.

SIMMONS, C.A. and LEHMANN, P. (2013) *Tools for Strengths-based Assessment and Evaluation*. New York: Springer Publishing Company.

STEWART, A. (2011) *Supporting Vulnerable Adults, Citizenship, Capacity and Choice*. Edinburgh: Dunedin Press.

Websites

alzheimers.org.uk	Alzheimer's Society (General reference)
autism.org.uk	National Autistic Society. (General reference)
jrf.org.uk	The Right to Take Risks: Service Users Views of Risk in Adult Social Care Joseph Rowntree Foundation (Research)
local.gov.uk	Local Government Association Making safeguarding personal (Guidance and resources)
scie.org	Social Care Institute for Excellence Strengths-based Approach (General reference)
thinklocalactpersonal.org.uk	Think Local, Act Personal Personalised Care and Support Planning Tool (Toolkit)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 38: Developing Effective Helping Relationships

Unit 40: Contemporary Approaches to Disability

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO4	P4, M4
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-4	P3, P5, P7, M2-M4, D2-D4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-4	All criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1-LO4	All criteria

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit Code	D/616/5681
Unit Level	5
Credit Value	15

Introduction

Coproduction refers to professionals, carers, service users and others in the community working together to define and achieve shared goals relating to the improvement of the quality of life of individuals and their communities. It serves to remove barriers, recognises the service user as an asset to the service and enables the service user to be at the centre of the services they receive. Social and community services working in partnership is an essential element of this collaborative approach to service provision.

This unit will help students to understand the use of coproduction and partnership working to enable effective systems of care for different individuals accessing support from social or community care services. In this unit, students will explore how shared goals are defined, agreed and achieved through working in a way that identifies and values individuals' skills, building on their existing capabilities and taking a collaborative approach to the planning and provision of systems of care and support. Students will explore the value of collaborative thinking within teams and coproduction to find and work towards shared solutions.

Utilising the principles and practice of coproduction will support students to develop their knowledge around the importance of individual work with peer and personal support networks, alongside professional systems and networks of support. Students will also consider the importance of protecting service users' rights in coproduction in such a way that promotes workers and professionals as facilitators of change, rather than being seen as enablers or directors of care or support. Students will develop effective approaches to collaborative relationships with professionals and service users that contribute to making improvements in the quality of life of individuals in a community-based organisation.

On completion of this unit, students will be able to apply the core values that underpin coproduction, including self-responsibility in acknowledging that the person themselves is the expert in understanding their own situation and in supporting an asset-based approach to support. This unit will support students' progress in career pathways and also in continuing higher education in social and community work-related areas.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the value of coproduction as a mechanism for working with service users in social and community care-related settings
2. Review current policies, principles and practice in relation to enabling effective partnership working to support coproduction
3. Examine the impact of coproduction on individual service users' wellbeing and in relation to service improvement
4. Reflect on own practice of working in partnership and coproduction within a social or community care-related setting.

Essential Content

LO1 Explore the value of coproduction as a mechanism for working with service users in social and community care-related settings

Definition of coproduction:

Drawing on an individual's assets and strengths, collaboration, inclusion, the individual as a partner in the planning, provision and evaluation of care and support, a person-centred approach

Distinguishing between partnership and coproduction in social and community work

Four elements of coproduction – co-design, co-decision-making, co-delivery, co-evaluation of the service

Aims of coproduction:

Working together to promote a value-driven service

Sharing power within relationships

Facilitate services as agents of change

Break down barriers

Mutual agreement for shared interests

Knowledge, behaviours and skills:

Appropriate use of resources that are embedded in people's everyday lives

Use of language that is accessible and not full of jargon

Flexible attitude to promote active involvement of the individual

Recognising the impact of own values, principles and prejudice, ability to reflect on own practice

Taking ownership and responsibility for own actions, honesty and accountability

Promotion of equal partnerships and partnership working

Building on making positive contributions

Demonstrating empathy

Understanding risks associated with disempowering people

Facilitating skills rather than a delivery focus

Actively respecting individuality, diversity, rights, choice and independence

Demonstrating respect, equal opportunities

LO2 **Review current policies, principles and practice in relation to enabling effective partnership working to support coproduction**

Theoretical approaches related to partnership working and coproduction:

e.g. Communities of Practice (Wenger, 1998)

Principles of coproduction:

Equality, diversity, access, reciprocity, wellbeing, prevention, focus on outcomes

The impact of legislative and policy requirements on partnership working and coproduction:

Actively responding to legislation, regulations and standards

Relevant legislation related to the rights of individuals, e.g. in regard to safeguarding and protection, Health and Safety, equality, diversity and anti-discriminatory practice, data protection and confidentiality policies

Policy related to own country's service structure that impacts on coproduction, e.g. in the UK, Health and Social Care Act (2014), the personalisation agenda

Mechanisms in place to support service users' active engagement in coproduction, e.g. welfare benefits that provide incentives

Greater involvement of service users in the commissioning of services

Greater involvement of service users in the review of services

Recognition of how reforms in welfare may discriminate against individuals

Coproduction in practice:

Professional codes of practice or conduct

Improving the service user experience

Working to develop equal access

Prevention of duplication

Helping to streamline services

Earlier intervention and prevention to improve safeguarding and protection

Transferring of power from professionals to people using services

Addressing conflicts between principles of good practice and others' values

Providing information enable the individual to make their own choices

Equipping professionals with training and skills and different approaches to working

Giving staff more autonomy

A move beyond consultation to engagement and equal partnership

Clearer boundaries of cooperation

Recognising the right of the individual to not be involved in coproducing packages of care to meet their needs

Levels of coproduction:

Descriptive, e.g. where there is a delivery of services and carers working together

Intermediate, e.g. recognition and mutual respect for people who are users of services

Transformative, e.g. people who use services are recognised in their own right

LO3 Examine the impact of coproduction on individual service users' wellbeing and in relation to service improvement

Key benefits of promoting coproduction:

Transferring of knowledge and capabilities to enable individuals to take control

Active involvement of the individual in deciding on service delivery

Feedback enables reflection on own practice to improve learning and skills

Further incentives for more individuals to get involved in their neighbourhoods

Promoting social cohesion and strategies which develop the capacity of people

Plans for service improvement, e.g. to identify gaps and new ways of working

Enables the reviewing of team performance

Communities can develop coproduction responses to health and other risks

Benefits for individual wellbeing:

Encourages self-organisation, security and independence

Enables individuals to take control, promoting self-confidence, independence and skills development

Partnership working supports the promotion of physical and emotional wellbeing

Individual feels valued and that their specific needs are taken into account, respect is shown of preferences, beliefs and cultures

Shared planning enables deeper understanding of a person's needs and skills

Ineffective strategies for coproduction:

Individuals feeling overwhelmed or burdened

Balance of responsibility if too much placed on one party

Unequal relationships

Individuals not being able to manage their own budget

Individuals not knowing what services they need

Individuals being placed in the role of employer, which may be unwanted

Individuals feeling they are being pressured and have no choice but to be involved

Service improvements:

Coproduction provides a collaborative relationship that can break down barriers

Promotes people being equal

Coproduction enables the handing over of power

Better relationships between service providers and communities

Providing a route to sustainable communities

Making the best use of resources and delivering better outcomes for people

Allows for the investing of strategies which develop the capacity of communities

Raises skills, promoting confidence and self-esteem

LO4 Reflect on own practice of working in partnership and coproduction within a social or community care-related setting

Challenges for own practice:

Understanding how people can be enabled towards participation

Dealing with the shift in power in enabling the individual to have more ownership, letting go of the traditionally dominant role of the professional

Promoting self-help

Providing opportunities for growth with individuals as agents of change

Recognising and addressing barriers between people

Complexities of partnership working, knowing the roles and responsibilities of staff involved in the care of the individual

Investment in strategies which develop the capacity of communities and individuals

Working to overcome social divides and build social cohesion

Improving relationships between service providers and communities

Extending social networks and range of opportunities

Willingness to address existing challenges with regards to shared funding

Creating opportunities to reveal existing knowledge and build resilience

Supervision/mentoring

Knowledge required by professionals:

Implementing systems for the transferring of knowledge and capabilities

Shift towards public services being facilitators rather than providers of services

Professionals understanding policies regarding the sharing of information

Encouragement of self-organisation, security and independence for people

Understanding that working in neighbourhoods is vital for the economy

Impact of own skills on individuals, families and communities:

Adapting own communication according to the individual needs of a person

Promoting effective partnerships with individuals and families

Promoting a commitment to positive risk taking to ensure a safe environment

Recognising the individual as an equal partner to promote rights and choices

Respecting an individual's and carer's expectations to promote autonomy

Commitment to promoting inclusion, keeping up to date with legislation

Recognition that unmotivated approaches can lead to poor quality services

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore the value of coproduction as a mechanism for working with service users in social and community care-related settings</p>		<p>D1 Critically evaluate the effectiveness of coproduction in enabling a consistent approach and promoting successful relationships in caring services</p>
<p>P1 Explain how to adopt a coproductive approach when working to support individuals who require care</p> <p>P2 Review how professional knowledge, skills and behaviour can help promote coproduction</p>	<p>M1 Comparatively assess own and others' practice when applying coproduction with individuals in different care-related settings</p>	
<p>LO2 Review current policies, principles and practice in relation to enabling effective partnership working to support coproduction</p>		<p>D2 Critically evaluate the effectiveness of coproduction strategies in addressing the requirements of current policies, principles and practice guidelines</p>
<p>P3 Explain how aspects of legislation are reflected in coproduction when working with individuals</p> <p>P4 Recommend appropriate solutions to different issues that may arise in implementing regulations and policies within coproduction working</p>	<p>M2 Analyse the challenges in interpreting and implementing different legislation when planning and delivering services from a coproduction perspective in own workplace setting</p>	
<p>LO3 Examine the impact of coproduction on individual service users' wellbeing and in relation to service improvement</p>		<p>LO3 and LO4</p> <p>D3 Critically review own experience of coproduction and its impact on the individual, the service and own professional development</p>
<p>P5 Research the impact of coproduction on individual wellbeing and service improvement</p> <p>P6 Interrogate own effectiveness in practice, identifying future development needs for working coproductively with individuals</p>	<p>M3 Reflect on the impact of research findings on own professional development in implementing methods of coproduction</p>	

Pass	Merit	Distinction
<p>LO4 Reflect on own practice of working in partnership and coproduction within a social or community care-related setting</p>		
<p>P7 Discuss how own practice reflects a coproduction approach within a social or community care-related setting</p>	<p>M4 Review the challenges of applying coproduction strategies in own practice in the workplace</p>	
<p>P8 Review how own skills can impact on individuals, families and communities when working from a coproduction approach</p>		

Recommended resources

Textbooks

BARNES, M. (2009) *Authoritative consumers or experts by experience? User groups in health and social care*. In: Simmons R, Powell M, Greener I (eds) *The Consumer in Public Services: Choice, Values and Difference*. Bristol: Policy Press, pp. 219–234.

BERESFORD, P. (Ed.) (2012) *Social Care, Service Users and User Involvement (Research Highlights in Social Work Series)*. London: Jessica Kingsley Publishers.

DIGIOIA, A.M. and SHAPIRO, E. (2017) *The Patient-Centered Value System: Transforming Healthcare through Co-Design*. Oregon: Productivity Press.

GLASBY, J. and DICKINSON, H. (2014) *Partnership Working in Health and Social Care: What Is Integrated Care and How Can We Deliver It? (2nd Ed)*. Bristol: Policy Press.

GOSLING, J. and MARTIN, J. (2012) *Making Partnerships with Service Users and Advocacy Groups Work: How to Grow Genuine and Respectful Relationships in Health and Social Care*. London: Jessica Kingsley Publishers.

Reports and Journals

CARR, S. (2012) *Personalisation: A rough guide, SCIE Guide 47*. London: Social Care Institute for Excellence.

NEEDHAM, C. and CARR, S. (2009) *Co-production: An Emerging Evidence Base for Adult Social Care Transformation*, London: Social Care Institute for Excellence.

FLEDDERUS, J. (2015) *Building trust through public service co-production*. *International Journal of Public Sector Management*, Vol. 28 Issue: 7, pp.550-565.

Websites

communitycare.co.uk	Community Care Proven practice, coproduction and adult social care (Report)
mentalhealth.org.uk	Mental Health UK How can coproduction be made reality: youth work-led mental health? (Report on a project)
scdc.org.uk	Scottish Community Development Centre Community development and coproduction The challenge of coproduction (Reports)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 5: Organisational Contexts of Social and Community Work

Unit 11: Planning and Supporting Community-led Activities

Unit 16: Sociological Approaches in Social and Community Work

Unit 18: Resource Planning in Social and Community Care Services

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 24: Assessment and Care Support Planning

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, P4, M2, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1	P1, P2, M1, D1
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2	P3, P4, M2, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2 LO4	P3, P4, M2, D2 P7
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO4	P7, P8, M4, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 23: Managing Quality in Care Environments

Unit code	R/616/1658
Unit level	5
Credit value	15

Introduction

Every organisation should strive for excellence in service and in health and social care, the process of continuous improvement to safety, wellbeing and satisfaction is a hallmark of effective service provision. Staff and service users should be reassured that managers recognise the benefits of improvement to the quality of provision, and the impact of the individual on the overall success of the organisation. Being able to understand and implement continuous improvement measures is part of the manager's role in care service provision. Further, increasing demands on care settings to improve quality of service have identified the importance of all staff understanding the different perspectives on, and methods of, achieving quality on a daily basis.

This unit will enable students to develop their knowledge of these differing perspectives, to review the requirements of external regulatory bodies and to analyse these in relation to the needs of patients, customers, staff and other internal stakeholders. Students will explore the methods used to assess different quality markers as well as strategies for managing service quality in order to maintain continuous improvement and positive outcomes. Further, students will have the opportunity to use this knowledge to plan, implement, monitor and evaluate a small-scale quality improvement initiative in their own work setting.

A manager in care settings would be expected to be a driving force in terms of quality improvement. This unit will provide students with the knowledge and skills that employers will expect their managers to bring to the setting.

Learning Outcomes

By the end of this unit students will be able to:

1. Assess the impact legislation and policy has on measuring and monitoring quality of practice in a health and social care
2. Discuss the impact that improving quality has on different individuals in a care setting
3. Explore quality improvement requirements in a care setting
4. Plan and monitor improvements to quality.

Essential Content

LO1 **Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care**

Theories of and approaches to measuring and monitoring quality

Approaches e.g. Servqual, Total Quality Management, Continuous Quality Management

Theories e.g. quality circles, technical quality, functional quality

Responding to legislative and statutory requirements

Legislation regarding Data Protection, Safeguarding/Protection and Equality, aspects applicable to measuring and monitoring quality

Requirements of regulatory and inspecting bodies

Standards set by national agencies

Processes used to assess effectiveness of response e.g. quality reviews, quality assurance, quality audits, quality control

Meeting external stakeholders' views of quality

Regulators and inspectorates

Local authority, national and international standards setting agencies

Setting standards to measure, monitor and improve quality

Target setting

Benchmarks

Minimum standards

Performance indicators

Charters

Codes of practice

Quality Assurance Frameworks

The concept of continual improvement.

LO2 Discuss the impact that improving quality has on different individuals in a care setting.

Identifying internal stakeholders

Service users

Staff

Families

Professionals

Meeting service user needs

Recognising users of services as individuals

Recognising and actively promoting respect for diversity, difference and adopting inclusive practices

Taking a holistic approach to meeting needs and protection: physical, mental, social, emotional, cognitive, e.g. including communication

Providing individuals with the tools for self-determination

Enabling service users' ownership of their own care journey

Integrating service user feedback and experience into quality improvement measures

Keeping the service user at the heart of any quality improvement initiatives

Impact on service user of improving quality

Enhanced self-esteem

Enriched customer satisfaction and trust levels

Improved, high-quality healthcare

Developed approaches to inclusion and wellbeing

Improved experience of services

Enhanced safety

Enhanced clinical effectiveness

Enhanced relationships with families, and caregivers

More effective transition between different services

Meeting staff needs

Developing and supporting staff through provision of appropriate training, appraisal processes and performance management

Actively promoting equality and diversity and inclusion

Appropriate delegation of responsibilities

Safeguarding and protecting staff

Impact on staff and management of improving quality

Enabling an effective working partnership with other professionals, e.g. partnership working, collaborative approaches

Increasing job satisfaction

Lowering stress levels

Reducing attrition rates

Improving professionalism in the service

Positive working environment and constructive processes

LO3 Explore quality improvement requirements in a care setting.

Auditing quality improvement documentation and policies

Review of resources, e.g. finance and budgets, equipment, accommodation

Review of personnel, e.g. capacity, effectiveness, qualification and training

Review of care environment, e.g. hygiene, cleanliness, appropriateness, safety

Review of records of experience of service, e.g. service user, staff and local community views

Review of processes, e.g. values-based recruitment and training, safeguarding

Disposal of resources

Assessing quality expectations of setting

Using different methods of gathering information, e.g. questionnaires, focus groups, structured and informal staff and service user interviews, panels

Involving service users throughout, e.g. consultations, surveys, complaints and compliments processes

Rationale for improving quality in a setting

Improving service to customers

Empowering service users

Valuing front line staff

Enhancing the environment

Meeting external demands and expectations

Recognising that all improvements to quality are related to service users' experience of the service

Methods of sharing information with stakeholders:

Formal and informal meetings with staff, service users, families and local communities, using appropriate communication styles, e.g. language, tone, presentation and listening skills

Differences between confidential, private and public information

Information science

Production of informatics

Publishing findings through different means e.g. reports, newsletters, websites

LO4 Plan and monitor improvements to quality

Planning a quality improvement initiative

Prioritisation and identifying aspect to improve

Gaining evidence for required change,

Measuring current standard of quality

Creating a plan

Setting SMART targets

Identifying processes, people and places

Identifying and prioritising intended outcomes

Implementing and monitoring plan

Carry out planned improvements

Involving staff and management in the process

Ongoing review of the achievement of SMART targets

Ongoing review of perception of progress e.g. gaining feedback, observations, critical reviews

Analysing results e.g. producing informatics

Making adaptations to plans to respond to outcomes

Planning for future improvements

Barriers to implementing planned improvement

External barriers, e.g. inter-agency interactions, legislation, social policy

Internal risks, e.g. resources, organisational structures, interactions between people, staff responsibilities, staff apathy

Own roles, limitations and responsibilities

Managing change

Operational technology

Managing and monitoring staff in the community

Managing and monitoring staff in home care environments

Benefits of implementing planned improvement

To service users, e.g. enhanced wellbeing, improved patient outcomes, improved patient safety

To service, e.g. improved service provision, raised profile, meeting the challenge of the future

To staff, e.g. improved performance and satisfaction, increased potential, enhanced position

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care		D1 Critically assess the impact of a current set of external quality standards on systems and working practice in a care setting, over a defined period
P1 Compare how different legislative and statutory requirements are taken into account in measuring and monitoring quality in health and social care using different theories and approaches	M1 Critically discuss how processes for measuring, monitoring and improving quality of practice have an impact on ways of working in a care setting	
LO2 Discuss the impact that improving quality has on different individuals in a care setting		D2 Evaluate the involvement of service users, their families, staff and the community in quality improvement measures in care settings
P2 Discuss the importance of promoting diversity, difference and inclusive practices in a care setting P3 Discuss the importance of protecting different services users towards improving quality in a care setting	M2 Review the practical impact on a care setting of the requirement to meet different stakeholders' needs in working to improve the quality of service provision	
LO3 Explore quality improvement requirements in a care setting		D3 Evaluate the evidence gathered towards sharing information with different stakeholders regarding the quality improvement requirements of the aspect of working practice
P4 Carry out a review of one aspect of working practices in own setting to accurately identify improvements that can be made to the current level of quality P5 Discuss why the aspect selected requires improvement using a range of different sources of information	M3 Justify the aspect of improvement to working practices selected in terms of the impact on service users' experience of the service	

Pass	Merit	Distinction
LO4 Plan and monitor improvements to quality		
<p>P6 Produce a detailed plan for a relevant quality improvement initiative in own work setting</p> <p>P7 Discuss potential or actual barriers to completing the quality improvement initiative</p>	<p>M4 Implement an appropriately planned quality improvement initiative</p> <p>M5 Critically review the plan, justifying necessary adaptations based on feedback or observations</p>	

Recommended resources

Textbooks

KEGAN, R. and LASKOW LAHEY, L. (2016) *An Everyone Culture: Becoming a Deliberately Developmental Organization*. (Miller, M.L. Fleming, A. and Helsing, D. Con.). Massachusetts: Harvard Business Review Press.

McSHERRY, R. (2008) *An Introduction to Excellence in Practice Development in Health and Social Care*. London: Open University Press.

THOMPSON, N. (2017). *Promoting Equality: Working with Diversity and Difference (4th Edn.)*. Basingstoke: Palgrave.

WAN, T.T.H., BREEN, G.M., ZHANG, N.J. and UNRUH, L. (2010) *Improving the Quality of Care in Nursing Homes: An Evidence-Based Approach*. Maryland: Johns Hopkins University Press.

ZIAEE, R. (2015) *Preparing for Continuous Quality Improvement for Healthcare*. Florida: Productivity Press.

Reports and Journals

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (2017). *Caring for Quality in Health: Lessons Learnt from 15 Reviews of Health Care Quality*. Edition 2016: Volume 2016 (OECD Reviews of Health Care Quality).

Websites

nice.org.uk	National Institute for Clinical Excellence Standards and Indicators (General reference)
who.int	World Health Organisation Introduction to quality improvement methods (E-book)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 18: Resource Planning in Social and Community Care Services

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 29: Commissioning Projects and Services

Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

Unit 39: Supervising and Managing Others in Social and Community Care

Unit 43: Managing Budgets in Care Services

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2 LO3	P3, P4, M2, D2 P5, P6, M3, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2	P4, M2, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2	P3, M2, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO2	P3, P4, M2, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector, with some experience of quality assurance systems and management, to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 24: Assessment and Care Support Planning

Unit Code	H/616/5682
Unit Level	5
Credit Value	15

Introduction

Assessment and care support planning are integral features of case management and an established tool in integrating services around the needs of individuals with long-term conditions. Case management is a targeted, community-based and pro-active approach to care that involves case finding, eligibility assessment, needs assessment, care planning, and care coordination. This process should be person-centred and person-led in order to meet the needs and outcomes of the specific person in ways that work best for them as an individual or family. It focuses on how to support people meet their needs to achieve the outcomes that matter to them in their lives and which will, in turn, promote their wellbeing. The care-planning process brings together an individual's personal circumstances, including their housing situation, eligibility to access services, welfare benefits status and access to informal care with their health and social care needs to create a plan that aims to match their needs with service provision.

In this unit, students will develop their understanding of methods of case management, including assessment, eligibility and care support planning. Students will examine how care should be organised and delivered in ways that promote and coordinate helpful and purposeful practice based on relationships and partnerships between the people involved. Students will demonstrate their knowledge through exploring assessments and care plans that should address the range of service users' needs to ensure that plans of care, treatment and support are implemented, flexible, regularly reviewed for their effectiveness, changed if found to be ineffective and kept up to date in recognition of the changing needs of the person using the service.

Students will assess the overall impact of risk management and crisis and contingency planning in social and community work practice. Students will examine individual's personal circumstances and how needs can be met by local service provision. Developing an understanding of the approaches to assessment and care support planning will support students on placement, in the workplace and in further social and community work education.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the role of assessment and eligibility in case management in social and community work practice
2. Explore methods of care planning that promote and coordinate helpful and purposeful practice
3. Analyse the impact of risk management and crisis and contingency planning in social and community work practice
4. Examine how needs are being met in relation to own area of practice.

Essential Content

LO1 Describe the role of assessment and eligibility in case management in social and community work practice

Case management:

Providing services whereby a professional, in collaboration with the individual and the family, assesses need

The role of the professional in the arrangement, coordination, monitoring, evaluation, and advocacy for a package of multiple services to meet specific needs

Assessment for eligibility

Ongoing information-gathering and decision-making process

Features of case management:

Clarity about the role of the case managers to ensure they have the right competencies

Role of support staff in supporting and applying case management

Case finding – proactively identifying individuals at risk and requiring intervention

Collaboration among colleagues and organisations

Accountability assigned to an individual or team to aspects of care planning or management

Ensuring appropriate caseloads so that individuals are receiving optimum care

Self-care, to empower individuals to manage their own condition

Individual approaches, e.g. coordination of services, resource information and referral, crisis intervention

Holistic approach

The need to protect people from abuse and neglect

Assessment and eligibility:

How to support people meet their needs to achieve the outcomes that matter to them in their lives and which, in turn, promote their wellbeing

Local authorities must carry out an assessment of anyone who appears to require care and support

Eligibility framework

Assessment regardless of their likely eligibility for state-funded care

Focus of the assessment is on the person's needs

Individual must be involved in the assessment

Support, e.g. advocacy support, should be available

Consider other things besides care services that can contribute to the desired outcomes, e.g. preventive services, community support initiatives

Relationship between assessment, eligibility and the care plan

LO2 Explore methods of care planning that promote and coordinate helpful and purposeful practice

Care and support plan:

A record of outcomes, needs, actions and responsibilities, which can be used and understood by service users, families and other agencies as appropriate

Central to care, involving service users and carers and building on strengths as well as focusing on agreed outcomes

Outcomes are focused on what the service user wishes to achieve by receiving care

Specifies the needs of an individual

Needs have to meet the eligibility criteria

Local and national standards for care planning

What needs the local authority will meet and how

The personal budget, if applicable to home nation

Advice and information about reducing and preventing needs

Paperwork, processes and systems support

Content of care plans:

Aims

Outcomes

Actions

Responsibilities

Environment

Time

Personalisation

Capacity and consent

Safeguarding and/or protection

Date of next review

Review:

The opportunity to reflect on what's working, what's not working and what needs to change

Plans are kept up to date and relevant to the individual's needs and aspirations

Planned, unplanned and requested reviews

Frequency

Promoting purposeful practice:

Effective and flexible arrangements to support the progressive development of case management

Person-centred and person-led

Understanding the role of different professionals involved in the care-planning process

Care plan can be actioned as a dynamic tool

LO3 Analyse the impact of risk management and crisis and contingency planning in social and community work practice

Risk management:

Consider a situation, event or decision and identify where risks fall on the dimensions of 'likely or unlikely' and 'harmful or beneficial'

Approaches to risk assessment

How risk is defined, assessed and applied in practice

Devise strategies that will help move risk from the likely and harmful category to the unlikely or beneficial categories

The relationship between risk, responsibility and regulation

Appropriate responses to identified needs within a timely manner

Establishing an understanding and measure of risk

Professional and organisational learning from near misses

Positive risk-taking

Risk-averse practice

Crisis and contingency planning:

Crisis plan as part of care plan that should reflect individual's views and wishes

Explicit and instructional

Contingency plan

LO4 Examine how needs are being met in relation to own area of practice

Reflection on service provision:

Policy working to create change

Organisation's professional values, principles and beliefs

Positive organisational culture

Limitations of existing provision

Effective leadership and management and the availability of expert advice

Providing assistance with activities of daily living

Maintaining independence

Social interaction

Enabling the individual to play a fuller part in society

Protecting them in vulnerable situations

Helping them to manage complex relationships

Accessing a care home or other supported accommodation

Changing needs:

Growing demand for services

Community-based care

Ageing populations

Changing demographics

Advances in technology

Political and social changes

Reflection on own role:

Working to create change

Limits of own role

Own professional values, principles and beliefs

Supporting individuals to make choices about their own care

Own professional practice

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the role of assessment and eligibility in case management in social and community work practice		LO1 and LO2 D1 Critically evaluate the benefits to the individual, professionals and organisations of effective case management and care planning
P1 Explain the importance of effective case management P2 Discuss the key features of case management, including assessment and eligibility	M1 Evaluate the complexities of working in partnership to ensure effective case management	
LO2 Explore methods of care planning that promote and coordinate helpful and purposeful practice		
P3 Discuss how different needs can be met through a care plan P4 Investigate the review process and the need for a flexible approach to care planning	M2 Evaluate how care plans achieve agreed service user outcomes using professional, local and national standards of practice	
LO3 Analyse the impact of risk management and crisis and contingency planning in social and community work practice		LO3 and LO4 D2 Critically review the challenges of case management and care planning in a society with changing needs
P5 Analyse the importance of risk management as a part of the care planning process P6 Examine the need for a crisis plan and a contingency plan	M3 Critically assess the relationship between risk, responsibility and regulation	
LO4 Evaluate how needs are being met in relation to own area of practice		
P7 Discuss the importance of a positive organisational culture P8 Analyse own role in promoting the individual's right to choose	M4 Critically discuss the impact of addressing the changing needs of a local population on the services provided by own work placement setting	

Recommended resources

Textbooks

HAYES, S. and LLEWELLYN, A. (2010) *The Care Process: Assessment, Planning, Implementation and Evaluation in Health and Social Care*. Newton Abbott: Reflect Press.

LLOYD, M. (2010) *A practical guide to care planning in health and social care (UK Higher Education OUP Humanities & Social Sciences Health & Social Welfare)*. Bucks: Open University Press.

MAY, H. and EDWARDS, P. (2009) *Enriched Care Planning for People with Dementia: A Good Practice Guide to Delivering Person-Centred Care (University of Bradford Dementia Good Practice Guides)*. London: Jessica Kingsley Publishers.

PARKER, J. (2017) *Social Work Practice: Assessment, Planning, Intervention and Review (Transforming Social Work Practice Series)*. Exeter: Learning Matters.

TAIT, A. and WOSU, H. (2015) *Direct Work with Family Groups: Simple, Fun Ideas to Aid Engagement and Assessment and Enable Positive Change (Direct Work with Vulnerable Families)*. London: Jessica Kingsley Publishers.

Websites

chseo.org.uk

Centre for Health Service Economics & Organisation

A critical review of international practice on assessment and eligibility in adult social care: Lessons for England.

(Report)

kingsfund.org.uk

The Kings Fund

The Social Care and Health Systems of Nine Countries.

(Report)

scie.org.uk

The Social Care Institute for Excellence (SCIE)

Improves the lives of people who use care services by sharing knowledge about what works

(General reference)

thinklocalactpersonal.org.uk

Think Local, Act Personal

Personalised Care and Support Planning Tool

(Toolkit)

who.int

World Health Organisation

Home Care Across Europe: current structure and future challenges

(Report)

Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 9: Social Work Principles and Introduction to Practice

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services

Unit 18: Resource Planning in Social and Community Care Services

Unit 21: Strengths-based Approaches to Working with Vulnerable Adults

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-4	All criteria
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P7, P8
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2, LO4	P3, P8, M2, M4, D1, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO2, LO4	P3, M2, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit Code	K/616/5683
Unit Level	5
Credit Value	15

Introduction

Social and community practitioners will come into contact with a variety of service users, some of whom may require protection from abuse, exploitation, harm or neglect. They need a broad understanding of safeguarding and the key concepts and contexts related to safeguarding issues. Practitioners need to be informed about relevant law and policy relating to the safeguarding of specific groups such as children, young people and adults.

This unit builds gradually from fundamental terms and concepts to the specific law, policy and practice relating to the safeguarding of children, young people and vulnerable adults, including local and national initiatives and the range of professionals involved. Students will investigate the factors that contribute to the incidence of abuse and harm and develop an understanding of the different types of abuse and self-harm that are linked to these. They will learn about individuals vulnerable to abuse and, in particular, the contexts and relationships where abuse may occur. Students will be encouraged to reflect on their own practice and identify the key skills that contribute to the development of positive partnership working with other agencies and its impact on the individual. They will examine the effectiveness of working practice and strategy and be able to identify the challenges and dilemmas experienced by professionals in everyday situations. Finally, students review systems that have been put in place to detect, minimise and respond to safeguarding concerns, including abuse in social and community service provision.

This unit will support those interested in working directly with service users in a range of situations from local authority, voluntary, independent and community settings. It is also useful for those who wish to progress onto higher education qualifications such as youth and community work or social work.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the factors that contribute to abuse and harm
2. Review current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults
3. Explain how safeguarding can be effectively promoted through positive partnership working
4. Investigate working practices and strategies used to minimise abuse and harm.

Essential Content

LO1 Explain the factors that contribute to abuse and harm

Key definitions:

Abuse

Harm

Self-harm

Exploitation

Safeguarding

Protection

Vulnerability

Capacity

Individuals vulnerable to abuse:

Children, young people and vulnerable adults

Individuals lacking capacity, e.g. as a result of a mental health conditions, physical, learning, sensory disability, individuals with complex conditions, e.g. dementia, individuals with drug and alcohol addictions

Individuals with additional support needs

Types of abuse:

Physical

Emotional

Sexual

Neglect and

Self-harm and neglect

Financial

Honour-based violence

Domestic violence

Cyber bullying

Forms of neglect:

Physical neglect, e.g. neglect of food, clothing, hygiene, shelter

Emotional neglect, e.g. withdrawal of love and affection

Medical neglect

Types of self-harm:

Self-inflicted wounds

Drugs and alcohol misuse or abuse

Signs of abuse and self-harm:

Physical, e.g. bruising, burns, scalding, malnourishment

Emotional, e.g. low self-esteem, emotional withdrawal

Sudden withdrawing from support

Sudden decline in finances

Other indicators

Situations where abuse may occur:

e.g. the individual's own home, community-based services and facilities, residential care, institutional care including offender units, relationships involving power, caring relationship, within families, domestic violence

Individual factors:

e.g. mental capacity and mental ill-health, low self-esteem and identity, gender and gender identity, previous experience of abuse, unhealthy relationships, drug and alcohol abuse, family background

Psychological bases of abuse, the cycle of abuse

Social factors:

e.g. housing, education, poverty, social exclusion, isolation and disadvantage, inappropriate social relationships, availability of networks of support

Cultural factors:

e.g. ethnic grouping, religion, associated norms, values, expectations and discrimination

Mitigating the impact of different factors:

Support programmes and systems in different areas of health and social care service provision

Interventions

Challenges faced by professionals and other social and community work practitioners

Awareness of own experience and its impact on own relationship with individuals who have experienced abuse, challenging own preconceptions or emotional responses

LO2 **Review current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults**

Legislation and policy initiatives:

National, e.g. in the UK, Children Act (1989 and 2004), Safeguarding Vulnerable Groups Act (2006), Mental Capacity Act (2005), Children and Young People Act (2008), Protection of Freedoms Act (2012), Children and Families Act (2014), The Care Act: Safeguarding Adults (2015)

Regional and local policies, e.g. in the UK, Working Together to Safeguard Children (2015), Making Safeguarding Personal (2014)

Professional standards and guidance as appropriate

Legislation and policy protecting individual rights and freedoms

Tutors should deliver with reference to relevant statutory guidance as currently applicable in own home country

Providers of social and community services relevant to safeguarding or protection:

Voluntary

Statutory

Private and community, e.g. neighbours, families, charities

Range of professionals required to implement safeguarding or protection standards:

Requirements for individuals to be able to work with or around children, young people and vulnerable adults, e.g. in the UK, Disclosure and Barring Service (DBS) checks

Range of professionals, e.g. social workers, community workers, social service staff

Specific organisations, e.g. in the UK, the National Society for the Prevention of Cruelty to Children (NSPCC)

Health professionals, e.g. mental health professionals

Police

Youth justice system

Criminal justice system

LO3 **Explain how safeguarding can be effectively promoted through positive partnership working**

Partnership relationships:

Service users and service user groups, e.g. children, older people, young people in care, people with disabilities, people with learning difficulties, people with mental health issues, patients, refugees, asylum seekers

Professional groups, e.g. social workers, health workers, educationalists, therapists, support workers

With organisations, e.g. statutory, voluntary, private, independent, charitable, community forums

Positive partnership working:

Empowerment

Theories of collaborative working

Coproduction

Informed decision-making

Information sharing

Capacity

Consent

Confidentiality

Professional roles and responsibilities

Models of working

Management structures

Communication methods

Current inter-disciplinary and inter-agency working

Legislation affecting partnership working:

Current and relevant legislation relating to:

social and community work, safeguarding and protection of children and young people, adults, older people, mental health, disability, data protection, diversity, equality and inclusion.

LO4 Investigate working practices and strategies used to minimise abuse and harm

Organisational practices and policies:

Current and relevant practices

Agreed ways of working

Statutory, voluntary and private agency practices

Local, regional and national policy

Documents produced, e.g. by government departments, specialist units, voluntary agencies

Risk assessment procedures

Employment practices

Service planning procedures

Working practices:

Written and oral communication

Use of web-based technology in sharing information between professionals anti-oppressive practice

Anti-discriminatory practice

Thresholds

Risk factors

Risk predictions

Framework of assessment

Identifying children in need

Link between statutory and professional guidelines and practice in settings

Using established processes and procedures to challenge and report dangerous, abusive, discriminatory or exploitative behaviour and practice

Strategies:

e.g.

Working collaboratively with users of health and care services

Between professionals and within organisations

Decision-making processes and forums

Statutory Committees and Boards for safeguarding and/or protection e.g. in the UK, Safeguarding Children and Safeguarding Adults Boards

The 'at risk' register

Area Child Protection Committee

Organisational policies and training

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the factors that contribute to abuse and harm		LO1 and LO2 D1 Critically assess the challenges for the social and community care workforce and services in addressing key factors that contribute to abuse and harm, and in protecting different individuals in different groups vulnerable to abuse
P1 Analyse the factors that make some individuals more vulnerable to abuse than others and the types of abuse or harm they may experience P2 Discuss the individual, social and cultural factors that contribute to abuse and harm	M1 Review different real-life case study examples from across the lifespan in which abuse and harm have occurred, making suggestions for how the impact of contributing factors could be mitigated to prevent future occurrences	
LO2 Review current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults		
P3 Produce a detailed map of the relationship between key legislation and national policy relevant to safeguarding or protection, and policies and strategies implemented at a local level P4 Compare different approaches taken in the local community and social care services to implement key legislation	M2 Reflect on ways in which professionals working in specific social or community services address the national standards and legislative requirements relating to safeguarding and protection	

Pass	Merit	Distinction
<p>LO3 Explain how safeguarding can be effectively promoted through positive partnership working</p>		<p>LO3 and LO4</p> <p>D2 Critically evaluate different working practices and strategies in terms of their effectiveness in promoting positive partnership working and minimising the risk of abuse and harm to individuals of different ages</p>
<p>P5 Discuss the different types of partnership that are involved in safeguarding and protection</p> <p>P6 Analyse the influence that legislation has on effective partnership working across social, community and health services</p>	<p>M3 Evaluate the impact legislation has on effective partnership working, giving case study examples to support own conclusions</p>	
<p>LO4 Investigate working practices and strategies used to minimise abuse and harm</p>		
<p>P7 Describe how organisational policy and practice can minimise abuse and harm to children, young people and vulnerable adults</p> <p>P8 Review the effectiveness of different strategies embedded through working practices in minimising the risk of abuse and harm</p>	<p>M4 Critically reflect on own professional development in terms of how abuse and harm may be minimised through own personal and organisational working practice</p>	

Recommended resources

Textbooks

CHISNELL, C. and KELLY, C. (2016). *Safeguarding in Social Work Practice (Transforming Social Work Practice Series)*. London: Sage Publications.

DAVIES, C. and WARD, H. (2012) *Safeguarding Children Across Services – Message from Research*. London: Jessica Kingsley Publishers.

DROLET, J. (Ed.) (2016). *Social Development and Social Work Perspectives on Social Protection*. London and New York: Routledge.

MANTELL, A. and SCRAGG, T. (2011) *Safeguarding Adults in Social Care. 2nd Edition*. London: Sage.

WATE, R. and BOULTON, N. (2015) *Multi-agency Safeguarding in a Public Protection World*. UK: Pavilion Publishing.

Websites

gov.uk

UK Government website

Safeguarding pages

(General reference)

nspcc.org.uk

National Society for the Prevention of Cruelty to Children

National organisation provides advice to organisations regarding the identification and prevention of abuse

(General reference)

resourcecentre.savethechildren.net

Save the Children Resource Centre

Child Safeguarding pages

(General reference and Reports)

who.int

The World Health Organisation

World Report on Violence and Health, Chapter 5: Abuse of the Elderly

(Report)

Links

This unit links to the following related units:

This unit links with or underpins all other units in the qualification

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, P4, M2, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-4	P8, M2-M4, D1, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2-4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO4	P7, P8, M1, M4, D1, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1, LO4	P7, P8, M1, M4, D1, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit code	F/616/1655
Unit level	5
Credit value	15

Introduction

It is important for organisations to work together to enable access to services to be provided for the continuation of care and the well-being for the users of services. This will help to ensure that high-quality provision is offered which is efficient. It is also important for an integrated service to be applied when the authorities are dealing with safeguarding and protection to ensure that the health, social services, and police are aware of children and adults that may need to be supported and if they are at risk.

The aim of this unit is to help students understand the difference between the function of a manager and the role of a leader, and be able to apply this understanding in supporting the development of effective teams.

Students will consider the leadership and management characteristics, behaviours and traits which enable effective and seamless integrated care provision when working in partnership in teams across health, care and support service organisations. In addition, students will investigate how partnership working is applied across different services and give examples of where good practice is being applied.

On completion of this unit, students will have demonstrated that they can work in a leadership role as part of a team and will have developed their knowledge and understanding of how partnership working benefits the users of services and organisations across health, care and support service provision. The leadership qualities that will be enhanced during the unit will help students to gain confidence and understanding when working as part of a team, or as a leader, which will support employment opportunities in the healthcare sector and progress into healthcare-related degree programmes.

Learning Outcomes

By the end of this unit students will be able to:

1. Differentiate between the role of a leader and the function of a manager
2. Discuss the role of partnership working across health, care and support services
3. Explore the outcomes of positive partnership working across health, care and support services
4. Examine own contributions to working as part of a team.

Essential Content

LO1 Differentiate between the role of a leader and the function of a manager

Management

Definitions

Management in public and private sector organisations

Attributes and qualities of a successful manager

Management theories

Management functions

The definitions and differences of both a leader and a manager

Leadership

Definition and characteristics

Theories and models of leadership

Styles of leadership

Leadership skills

The relationship that leadership and management have in the context of social responsibility, culture, values, ethics, compassion, stakeholder expectations

Relationship between leadership and management and effective partnership working

e.g. direction, structure and planning, goal setting, enable efficient and cohesive working, single point of liaison between teams/services, role modelling, defining or establishing culture, ground rules

LO2 Discuss the role of partnership working across health, care and support services

Approaches to partnership

Strategic – between services e.g. joint commissioning/working across health, care and services, shared responsibility, education, participation, often multidisciplinary approach

Operational within services, for a particular task e.g. shared learning, cooperation, collaboration, teamwork, often interdisciplinary approach, can include coproduction with service users, family and friends

Professional roles and responsibilities

Interagency working across health, care and support services

Health/healthcare services

Social care services

Support services

Public services

Safeguarding and protection

Intervention strategies

Current legislation affecting partnership working

Statutory, voluntary and private agency practices

Policies and procedures

e.g. data protection, safeguarding and/or protection, care planning

Service provision

Care planning across agencies

Costs to services and individuals

Efficiencies that are considered

Service user needs

Positive partnership working including with service users and their family or representatives

Theories of coproduction and collaborative working

Sharing of good practice and information

The role of specialist units across the health, care and support services

Communication with agencies, users of services, families

Keeping accurate records

Advocacy and interpreter services

Sharing confidential information when dealing with possible safeguarding or protection cases

Emergency protocols

LO3 Explore the outcomes of positive partnership working across health, care and support services

Positive outcomes for users of services

Improved services

Empowerment

Autonomy

Inclusion

Negative outcomes for users of services

Protection and safeguarding concerns

Miscommunication

Lack of understanding

Emotional responses

Duplication of services

Disempowerment

Positive outcomes for professionals

Co-ordinated services

Clear roles and responsibilities

Clear and transparent communication between involved parties

Positive work environment

Effective and efficient use of services

Negative outcomes for professionals

Miscommunication between service providers

Mismanagement of funding

Lack of integrated services available

Legal action and reputational damage

Positive outcomes for organisations

Coherent and co-ordinated approach

Shared principles

Integrated service provision

Efficient use of resources

Community cohesion

Sharing of good working practices

Improved outcomes

Negative outcomes for organisation,

Communication breakdown

Disjointed services

Increased costs

Reputational damage

Impact on staff recruitment and retention

Loss of time

Increased bureaucracy

Closer scrutiny and intervention from regulatory bodies

Strategies to improve outcomes for all stakeholders

Formal/informal roles that are within organisations

Recognising good models of partnership working

LO4 **Examine own contributions to working as part of a team**

Own contribution

Skills, knowledge and understanding developed

Communication skills used when working, building or leading teams

Meeting individual needs of team members

Reflection of practice

Areas for development identified

Own roles and responsibilities in team meetings or briefings

Own roles and responsibilities with regard to obtaining and disseminating information

Professional approaches to working with team members

Effectiveness of working within a team

Supporting team members

Meeting objectives set by the team

Dealing with conflict situations

Communication with the teams

Barriers that affected team working

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Differentiate between the role of a leader and the function of a manager		D1 Critically review different theories and approaches to leadership and their impact on effective management in care practice
<p>P1 Compare the different roles and characteristics of a leader and a manager</p> <p>P2 Discuss the characteristics of leadership and management in terms of their role in effective partnership working</p>	<p>M1 Critically compare the role of a leader and function of a manager using a range of theories and concepts and in different care contexts</p>	
LO2 Discuss the role of partnership working across health, care and support services		D2 Critically evaluate the factors that impact on the health and social care environment and partnership working
<p>P3 Discuss the key approaches to partnership working and the role that leaders and managers play</p> <p>P4 Analyse the value of partnership working in achieving a high-quality service within legislative boundaries</p>	<p>M2 Evaluate how leaders and managers can improve efficiencies while successfully meeting partnership objectives and service users' needs</p>	
LO3 Explore the outcomes of positive partnership working across health, care and support services		LO3 and LO4 D3 Critically evaluate own role as an effective member of a team working in partnership across different health, care and support services
<p>P5 Discuss the impact of positive partnership working across different services on outcomes for service users</p>	<p>M3 Assess partnership working outcomes for all stakeholders across different services</p>	
LO4 Examine own contributions to working as part of a team		
<p>P6 Discuss how own contributions impact on the work of a team</p> <p>P7 Analyse own effectiveness in minimising barriers to effective team working</p>	<p>M4 Critically reflect on how to improve own personal contribution and minimise barriers to ensure the effectiveness of a team</p>	

Recommended resources

Textbooks

- ANNING, A., COTTRELL, D., FROST, N., GREEN, J. and ROBINSON, M. (2010) *Developing Multi-professional Team Work for Integrated Children Services (2nd Edn.)*. London: Open University Press.
- CRAWFORD, K. (2011) *Interprofessional Collaboration in Social Work Practice*. London: Sage Publications Ltd.
- DICKINSON, H. (2016) *Evaluating Outcomes in Health and Social Care*. London: Policy Press.
- GLASBY, J. and DICKINSON, H. (2014) *Partnership Working in Health and Social Care. What Is Integrated Care and How Can We Deliver It? (2nd Edn.)*. London: Policy Press.
- SANDERSON, H. (2014). *Person-Centred Teams: A Practical Guide*. London: Jessica Kingsley Publishers.
- SCHEDLITZKI, D. and EDWARDS, G. (2014) *Studying Leadership: Traditional and Critical Approaches*. London: Sage Publishing Ltd.

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 11: Planning and Supporting Community-led Activities

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 18: Resource Planning in Social and Community Care Services

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

Unit 33: Social and Community Services in Criminal Justice Practice

Unit 41: Family Support and Intervention: Fostering and Adoption

Unit 42: Social Work in Educational Environments

Unit 45: Community Outreach and Support Work

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, M2, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2 LO3 LO4	P2, P3 P4, M3 P5, M4, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2 LO3	M2, D2 P4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3	P4, M3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO3	P4, M3
THEME 6: NUMERACY IN PRACTICE	LO2	M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present Evidence-based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 27: Family Support and Intervention: Working with Children and Families

Unit Code	M/616/5684
Unit Level	5
Credit Value	15

Introduction

Improved policy and focus into children's emotional health, resilience, wellbeing and development has provided a wider evidence base of the essence of early intervention strategies in support of the family and child. Significant research over the past decade has highlighted the importance of providing families with support and access to services as early as possible where there are issues that affect the family being able to cope and function effectively. Family support covers a wide range of approaches and activities within settings, including schools, youth centres, homes, contact centres, family courts, early years' settings, foster homes, youth custody and residential services. Social care and community workers work closely to support families through a planned set of strategies designed to upskill parents and carers as well as emotionally support children to build resilience.

In this unit, students will investigate some of the commonly researched contributory factors that can lead to difficulties for families and children, reviewing possible outcomes where intervention is lacking or ineffective. They will also learn to reflect upon approaches taken within their role as well as ways that organisations in social and community development work together to support families and children.

As a result of studying this unit, the student will develop skills and knowledge to develop as a reflective practitioner in their role in work with children and families or they may seek to continue in higher education courses with a specialism related to working with children and families.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the factors that can lead to family dysfunction and difficulties for the child and family
2. Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families
3. Discuss own role and contribution to long-term planning in supporting work with children and families
4. Reflect upon ways in which services work together in supporting the needs of children and families.

Essential Content

LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family

Sociological concepts of family:

Family structures and composition

Trends in family creation

Nuclear and extended families

Cohabitation and blended families

Family pluralism

Social norms, expectations

Functionalist perspective

Marxist view

Feminist perspectives

Emotional factors affecting parent—child relationships in families:

Quality of parent-child relationships

Child temperament, genetic factors, health, challenging behaviours

Lack of parenting capacity as result of own experiences

Responsive parenting, parental warmth

Abusive relationships, parental conflict, family breakdown

Intellectual factors affecting parent—child relationships in families:

e.g. social competence, self-regard of parent(s) and child

Socio-economic factors affecting parent—child relationships in families:

Accessibility to support – limited engagement

Parental education, skills and aptitude, learning difficulties

Employment of parents, income and opportunity

High-risk health behaviours of parents, e.g. use of substances

Lifestyle behaviours

Social factors affecting parent—child relationships in families:

Lack of social networks, e.g. absence of supportive partners
Effects of poverty, stress, lack of physical resources
Parental stress, depression, long-term mental health issues
Crisis management, coping with change and difficulties
Stereotyped misunderstanding of culture and tradition
Discrimination and abuse
Lack of stability, consistency and routine
Living situations and material deprivation

Engaging families:

Identifying and responding to families
Staffing to develop consistent home contact
Consistent approaches from professionals
Evidence-based approaches
Joined-up and seamless delivery structures
Suitable approaches, attitudes and understanding from professionals
Multiagency approaches

Challenges of engaging families:

Parent(s) lack of confidence and trust
Reluctance to admit need for support
Accessibility of services, cost, transport, timings, environment
Fear of retribution
Fear of professionals, punitive systems, investigation and removal of children
Suspicion based upon past/own experiences
Lack of understanding
Engaging with fathers
Support to socially excluded and marginalised groups
Lack of cultural awareness, and confidence of the worker
Ineffective risk-taking in providing support, worker's own fear to make informed decisions
Lack of experience

Consequences of lack of intervention and effective support:

Poor outcomes and life chances

Mistrust of authority figures and the care system

Self-fulfilling prophecy

Intergenerational cycles of poor attitudes and approaches to parenting

Physical developmental delay, delayed brain growth

Social and emotional difficulties, low aspirations, low self-esteem

Mental health issues

Poor educational attainment, truancy, exclusion

Poor employment opportunities

Lack of aspirational attitudes

Inappropriate life choices, e.g. substance abuse, crime and leading to imprisonment

Deprivation and poverty

Unwanted, unplanned pregnancy

Conflict and abusive relationships

LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families

Current strategies related to early intervention:

Government review and policies, e.g. in the UK, the Marmot Review (2010), Early Intervention – The Next Steps Graham Allen (2011)

Home visiting policies

Monitoring and tracking families with risk factors

Development of access to services

Early Years provision, e.g. in the UK, Children's Centres, a one-stop approach, basing support services in one location

Professionalism of Early Years Professionals – training

Home-school links

Parenting programmes

Support networks

Local project development aimed at meeting local needs

Cohesive approaches
Integrated approaches
Targeting families that are reluctant to engage with services
Developing policy in response to user needs
Planning and flexibility

Theoretical principles of early intervention:

Constructivist Theory
Ecologic-systemic Theory
Social Learning Theory
Psychodynamic Theory
Attachment Theory
Crisis Intervention Model
Unified approach

Use of current strategies in developing partnership approaches:

Team around the family
Effective engagement of families
Key worker or lead professional involvement
Whole family approaches and solutions
Building on family strengths
Focus on improvements in parenting
Evidence-based interventions

Positive outcomes:

Improved relationships
Building of trust
Shared decision-making and planning
Seeking out support
Recognising progress
Improved parent-child relationships
Developed resilience in parent and child

Increase in self-awareness, esteem, confidence
Improved health
Educational engagement and attainment
Employment
Social responsibility

LO3 Discuss own role and contribution to long-term planning in supporting work with children and families

Support to families:

One-to-one support
Practical support
Developing relationships
Assisting with programmes
Modelling behaviours
Facilitating groupwork, family therapy
Listening
Effective communication
Advocacy

Family response:

Developed relationships based upon trust
Developing of support networks
Someone to turn to
Earlier identification of stress factors
Seeking support for practical issues

Contribution to assessment, planning and review:

Feed back the progress made by family
Record-keeping
Contribution to information gathering
Encouraging family involvement
Supporting targets strategies

Facilitating sessional support
Attending review meetings
Advocating for family and child
Non-biased approach
Effective communication skills

Reflection upon own role:

Models of Reflection – Gibbs, Johns, Schön
Review of own role
Developing reflective records
Reflecting on the impact of own experiences and socialisation on practice with children and families
Evidencing critical self-awareness
Re-assessing practice and approaches
Solution-focused approaches

LO4 Reflect upon ways in which services work together in supporting the needs of families and children

Roles and responsibilities of partner agencies and stakeholders:

Education-school partnerships
Early Years – assessment and observation
Social Care – support and key role
Health services – supporting health care, midwives, GPs, health visitors, dieticians, speech and language therapy
Police – supporting legal involvement
Legal services – in child protection role
Housing and welfare – support with benefits
Team around family, e.g. therapists, clinical psychologists, family liaison and support, voluntary services, CAMHS, youth custody services, probation, advocates, interpreters, midwifery, health visitors
Family and extended family members
Child or children
Local commissioning groups
Voluntary sector

Supporting partnership approaches:

In the UK, Common Assessment Frameworks

Joined-up approaches

Seamless delivery

Integrated and multiagency approaches

Clear communication strategies

Clear planning and review

Nomination of key worker or lead professional

Family and child-centred approaches

Barriers to effective partnerships:

Ineffective planning

No involvement of child

Family wishes and needs

Poor record-keeping

Poor communication

Recognising scope and boundaries of roles

Power relationships

Fragmented approaches

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family			D1 Critically evaluate the consequences of ineffective support and intervention for families and children
P1 Explain sociological concepts of families in contemporary society P2 Discuss factors that can affect the way in which parents/carers provide for the needs of their children	M1 Assess how factors that affect the way in which parents/carers provide for the needs of their children are addressed through effective engagement with families		
LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families			D2 Evaluate the effectiveness of current strategies for early intervention in enabling positive outcomes for families and children in own work setting
P3 Review current strategies that are aimed at early intervention approaches with children and families P4 Assess the main theoretical principles that support early intervention in working with children and families	M2 Evaluate how effectively theoretical principles are embedded in current strategies in early intervention strategies with children and families		
LO3 Discuss own role and contribution to long-term planning in supporting work with children and families			LO3 and LO4 D3 Critically reflect upon own role and contributions in supporting the family and child as a part of a wider team approach to effective work with children and families
P5 Demonstrate how to provide appropriate support to a family or child within the remit of own role in accordance with an agreed care plan P6 Discuss the ways that the child, parents and family have responded to the approaches used to provide support in own work setting	M3 Analyse own contribution to the long-term assessment, planning and review of support for an identified family in own work setting		

Pass	Merit	Distinction
<p>LO4 Reflect upon ways in which services work together in supporting the needs of children and families</p>		
<p>P7 Explain the roles and responsibilities of partner agencies and stakeholders in supporting families and children</p>	<p>M4 Evaluate the barriers in promoting effective partnerships in intervention approaches in family and child support work</p>	
<p>P8 Assess own role in supporting partnership approaches with the family and child</p>		

Recommended resources

Textbooks

DOLAN, P. and PINKERTON, J. (2016) *Understanding Family Support: Policy, Practice and Theory*. London: Jessica Kingsley Publishers.

FROST, N., ABBOTT, S. and RACE, T. (2015) *Family Support, Early Intervention and Early Help (Social Work in Theory and Practice)*. Bristol: Polity Press.

KOSHER, H., BEN-ARIEH, A. and HENDELSMAN, Y. (2017) *Children's Rights and Social Work (SpringerBriefs in Rights-Based Approaches to Social Work)*. New York: Springer.

VAN HOOK, M.P. (2013) *Social Work Practice With Families, Second Edition: A Resiliency-Based Approach (2nd Edn.)*. Oxford: Oxford University Press.

VINCENT, S. (2015) *Early Intervention: Supporting and Strengthening Families*. Edinburgh: Dunedin Academic Press.

Websites

eurochild.org

Eurochild

Early Intervention and Prevention in Family Support (2012).

Compendium of practices across Europe (Report)

instituteofhealthequity.org

Institute of Health Equity

The Impact of Adverse Experiences in the Home on the Health of Children and Young People, and Inequalities in Prevalence and Effects (2015)

(Report)

ipc.brookes.ac.uk

Institute of Public Care

Early Intervention and Prevention with Children and Families: Getting the Most from Team around the Family Systems (2012)

(Report)

unicef.org

United Nations Children's Emergency Fund

Family and Parenting Support: Policy and Provision in a Global Context (2015)

(Report)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 7: Contemporary Social Issues

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 13: Working with Informal Care

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 36: Mental Health: Distress and Disorder

Unit 38: Developing Effective Helping Relationships

Unit 40: Contemporary Approaches to Disability

Unit 41: Family Support and Intervention: Fostering and Adoption

Unit 42: Social Work in Educational Environments

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, M2, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1, LO3	P5, P6, M1, M3, D1, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1 LO2-LO4	M1, D1 All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-LO4	P5, P8, M1-M4, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3	P5, P6, M3, D1

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit Code	T/616/5685
Unit Level	5
Credit Value	15

Introduction

Social care and community work which supports individuals and families occurs within the context of their community. An understanding of the nature of community, and in particular communities that may be marginalised, is essential in providing holistic support to both individuals and groups. Marginalisation occurs due to a variety of political, economic, cultural and geographical factors. Marginalisation impacts upon the individual/community's ability to access a variety of services, including health and social care and education, increasing the risk of poverty and affecting physical, psychological and social health and wellbeing. Promoting inclusion is a cornerstone of the social and community worker's role.

In this unit, students will explore definitions of community and marginalisation, considering what it means to belong to a community and analysing the factors that increase risk of isolation and marginalisation. They will consider the factors that impact on communities and the individuals within them. Students will be encouraged to examine their own experiences of community and, as a result of those experiences, to assess their own values and attitudes towards other groups, recognising their own responsibilities as a member of a community. Methods of identifying strengths within communities will be explored and a variety of initiatives that aim to build positive relationships within communities will be discussed. Students will be encouraged to evaluate strategies that may be used in their local community to build resilience and empower marginalised groups.

On completion of this unit students will have developed an understanding of the factors contributing to the marginalisation of groups within society. They will have explored their own values and attitudes towards specific groups, and the potential impact on their own practice. Students will have developed skills in advocacy and building capacity to enable them to provide effective support, building positive relationships with individuals and communities. This will support progression in careers in outreach, advocacy, community and international development and social care, as well as continuing higher education in social work and community development-related areas.

Learning Outcomes

By the end of this unit students will be able to:

1. Review the factors contributing to marginalisation within communities
2. Assess the impact of marginalisation on individuals within communities
3. Reflect on the impact on practice of own values and attitudes towards communities
4. Explore strategies to build positive relationships with individuals in diverse communities.

Essential Content

LO1 Review the factors contributing to marginalisation within communities

Definitions and concepts:

Concept of community, definition, types of communities

Marginalisation and associated concepts, social exclusion, discrimination, diversity

Equality legislation and 'protected characteristics'

Range of marginalised communities:

Age – children and older adults, increased risk at certain points across lifespan, and in relation to type of home environment, e.g. children in care, frail adults living alone

Gender, sexuality and sexual identity – individuals identifying as Lesbian/ Gay/Bisexual/Transsexual (LGBT), sexuality/gender fluid, gender reassignment

Culture, nationality and ethnicity – individuals in minority ethnic groups, of particular faiths, in the travelling community, refugees and asylum seekers,

Disability – individuals with physical, learning or mental health disabilities

Economic status – individuals that are homeless, relying on state benefits

Choice of some groups to remain outside mainstream society e.g. New Age travellers, communes

Factors contributing to marginalisation:

Political

Economic

Cultural, ethnocentrism

Institutionalised or organisational prejudice and discrimination

Geographical, international, national, local

Stigma, stereotyping:

Perceptions

Labelling

Role of media in influencing attitudes

Local, regional, national and international politics

Intersectionality:

Ways in which different factors interact to create further specific social inequalities, e.g. individuals of a minority ethnic group with a disability

LO2 Assess the impact of marginalisation on individuals within communities

Discrimination and oppression:

socio-structural inadequacies

The Personal, Cultural, Structural (PCS) Model of Oppression (Thompson, 1997)

Types of discrimination – direct, indirect, associative, perceptive, harassment, victimisation

Language/communication

Alienation and social exclusion

Impact on individuals, groups, society:

Self-esteem

Impact on individuals of holding prejudices towards others, limitation from seeking new experiences and relationships, feelings of anger and anxiety

Poverty

Fear of 'mainstream' services

Inequalities in physical health, mental health

Impact on key society functions and services e.g. employment, economy and resources, education, housing, leisure services

Effect on relationships and social cohesion

Perceived or actual lack of opportunities for social contribution

The role of the internet, e.g. cyberbullying and links to isolation and increasing rates of suicide among young people

Other social, political and economic injustices

Radicalisation:

Risk factors, identity, community conflict, marginalisation, role of social media and internet

Protective factors:

Personal factors e.g. resilience
Social networks
Cultural identity and belongingness
Community groups
High-quality, inclusive services

LO3 Reflect on the impact on practice of own values and attitudes towards communities

Own experience of community:

Reflection on different communities that students belong to, characteristics, traits
Experiences of different communities, positive and negative
Association between own experience of community, and attitudes or behaviours to others in- or out-group

Recognition of diversity:

Risks of homogenisation, 'one-size-fits-all' approach
Diversity within own community

Values and attitudes:

Influence of experience on values
Recognition of influences on attitudes towards specific groups
Experience, media, culture, education
Impact of attitudes and values on practice with specific groups
Professional values in relation to diversity
Self-awareness
The challenge of balancing compassion with responsibility

Individual responsibilities:

Individual responsibility and accountability as a member of a community

Acting with integrity in care provision and support

Giving of 'self', view of self as part of a community

Acting with compassion, empathy and care

Challenging inequality and discrimination

Advocacy

Reasoned decision-making based on ethical considerations

Reflection and planning development of skills for practice

Acting in the interests of the individual in assessing, planning or providing care and support

The importance of self-care to the professional

Impact on practice

LO4 Explore strategies to build positive relationships with individuals in diverse communities

Communication:

Active listening

Dealing with conflict between individuals or groups

Understanding cultural differences in communication

Use of media to reach out to groups, radio, social media, community groups

Building relationships between statutory organisations and communities

Assessing community strengths and needs:

Asset mapping, identifying individuals' and groups' talents, skills and associations, identifying where these can be best used

Community audit of assets, needs, opportunities

SWOT (strengths, weaknesses, opportunities, threats) analysis

Qualitative methods, e.g. interviews, focus groups

Quantitative methods, e.g. surveys

Strategies to build resilience and capacity:

Definitions of resilience and capacity

Coproduction

Community mobilisation

Advocacy

Health improvement initiatives

Reciprocity, mutual benefit

Building social capital

Supporting and facilitating development in community groups

Community initiatives, community arts, sport, community gardens, inter-generational activities, storytelling initiatives, social functions, cultural celebrations, peer support, networking

Local community initiatives

Methods for evaluation of strategies

Challenges:

Barriers, e.g. stereotyping, stigma, cultural, communication

Economic, e.g. resources, groups competing for funding

Conflict, e.g. between individuals and groups

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the factors contributing to marginalisation within communities		LO1 and LO2 D1 Critically evaluate the factors leading to, and impact of, marginalisation on a community within own locale
P1 Discuss the range of communities that may be vulnerable to marginalisation P2 Review the economic, cultural and geographical factors that contribute to marginalisation	M1 Analyse how factors intersect and increase the risk of marginalisation	
LO2 Assess the impact of marginalisation on individuals within communities		
P3 Review the impact of marginalisation on the health and wellbeing of individuals within a community P4 Discuss the role of marginalisation in the 'radicalisation' of individuals	M2 Analyse the protective factors that reduce vulnerability to marginalisation	
LO3 Reflect on the impact on practice of own values and attitudes towards communities		D2 Critically assess own practice in relation to work with individuals in communities, producing a justified plan to develop own skills
P5 Review personal experience of living in a community(s), and its effect on own values P6 Reflect on how own attitudes towards communities may impact on own practice	M3. Evaluate the responsibilities of a social or community worker in promoting inclusion within their own community	

Pass	Merit	Distinction
<p>LO4 Explore strategies to build positive relationships with individuals in diverse communities</p>		<p>D3 Critically evaluate a strategy used to build capacity within the local community</p>
<p>P7 Examine different approaches to assessing the strengths and needs of communities</p>	<p>M4 Analyse the challenges in developing initiatives to improve inclusion and wellbeing in communities</p>	
<p>P8 Review a range of strategies that support development of capacity and resilience in individuals and communities</p>		

Recommended resources

Textbooks

AHMED, A. and ROGERS, M. (2016) *Working with Marginalised Groups, from Policy to Practice*. London: Palgrave MacMillan.

OLIVER, B. and PITT, B. (2013) *Engaging Communities and Service Users: Context, Themes and Methods*. Basingstoke: Palgrave.

POLL, C., KENNEDY, J. and SANDERSON, H. (2009) *Lessons in Supporting isolated people to be part of the community*. Stockport: HSA Press.

THOMPSON, N. (2016) *Anti-Discriminatory Practice: Equality, Diversity and Social Justice (Practical Social Work Series)*. Basingstoke: Palgrave.

Reports and Journals

NEEDHAM, C. and CARR, S. (2015) *Micro-provision of social care support for marginalised communities-filling the gap or building bridges to the mainstream?*
In *Social Policy and Administration*. 49 (7), 824-841.

Websites

ctb.ku.edu	Community Tool Box A free, online resource for those working to build healthier communities and bring about social change (Tutorials)
scie.org.uk	Social Care Institute for Excellence Social care for marginalised groups (Report)

Links

This unit links to the following related units:

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 7: Contemporary Social Issues

Unit 8: Community Development – Principles and Practice

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 11: Planning and Supporting Community-led Activities

Unit 15: Youth and Community Work

Unit 30: Community Development Practice

Unit 31: From Conflict to Resolution

Unit 33: Social and Community Services in Criminal Justice Practice

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 36: Mental Health: Distress and Disorder

Unit 37: Working with Housing and Homelessness

Unit 38: Developing Effective Helping Relationships

Unit 40: Contemporary Approaches to Disability

Unit 42: Social Work in Educational Environments

Unit 44: International Social Work and Community Development

Unit 45: Community Outreach and Support Work

Unit 46: Global Contexts of Community Development

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3	P5, P6, M3, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO3, LO4	P1, P2, P3, P7, P8, M2, D1, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO4	M4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 29: Commissioning Projects and Services

Unit Code	A/616/5686
Unit Level	5
Credit Value	15

Introduction

The planning, organisation, buying, and monitoring of social and community care services is known as commissioning. In the UK, this is carried out by the local government through commissioning teams. The act of commissioning a service consists of setting out what service is required, its delivery structure and confirmation of its approaches and outcomes. Commissioning also involves the contracting and procurement of the service and the process is based upon the commissioning cycle. Strategic commissioning of social care is complex and challenging due to reducing budgets, changing demographics, growing demands and expectations, as well as personalisation of care packages. There is a drive in the sector to involve users and carers more actively in decisions about social care services, and in evidencing the difference the services make to people's quality of life to provide a sound evidence base for commissioning.

In this unit, students will explore the restrictions and challenges involved in commissioning projects as well as the processes involved in developing contracts and procuring the best value service. Students will gain a clear understanding of the ways in which services are developed and the structures of local commissioning teams who act on behalf of local councils or governments. They will explore the role of the supervisor or manager in care services.

This unit will support and develop students' overview of strategic planning in social and community care, and will develop understanding of processes that facilitate service delivery in local areas. This will prepare them for progress into more senior roles in care leadership and management or continuing higher education in social policy, administration or management degrees.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the process of the commissioning cycle in developing projects and services in care
2. Review partnership approaches in ensuring that services and projects meet the needs of individuals requiring the service
3. Contribute to the planning for a project or delivery of a service in social and community care in response to commissioning requirements
4. Support service user involvement in the decision-making process in commissioning of projects and services.

Essential Content

LO1 Investigate the process of the commissioning cycle in developing projects and services in care

Commissioning in social care:

Assessing needs

Setting priorities

Allocating resources

Influencing providers

Involving users of the service and their carers

Minimising transaction costs and managing financial risk

Analysing the role of markets and competition

Commissioning relationships in the UK, e.g. effective joint working with Clinical Commissioning Groups (CCGs)

Transparency of provision to public scrutiny and control

Review of quality of the processes and outcomes of care

Sustainability and long-term planning

Decommissioning of ineffective services

Governmental influences and commissioning services for the individual:

Government policy, agendas and reforms, e.g. in the UK, the Care Act (2014), eligibility reforms, personalised models of care, integrated services, Joint Strategic Needs Assessments (JSNAs) for clients, joint commissioning of health and care services, increase of choice and self-directed support, individualised budgets and self-commissioned services, pooled budgets

Commissioning cycle:

Analyse, e.g. risk assessment, analysis of the needs and views of service users, clarifying priorities, identifying existing resources and services and agreeing what outcomes should be achieved

Plan, e.g. planning how the gaps in needs and available resources/services can be designed to improve outcomes for people who use them

Do, e.g. taking appropriate action to meet the targets set out in the previous stage, new services are commissioned and those that do not meet population needs are decommissioned

Review, e.g. monitoring the impact of the services against expected outcomes and developing systems that assist in doing so, assessing whether priorities and needs have been met or if new needs have arisen in the population, identifying the revisions needed before moving through the cycle again

Research and commissioning of services:

The role of social research

Identifying evidence gaps

Defining what research is needed

Influencing research commissioned for policy development

Processes involved in the commissioning of services:

Developing effective relationships with providers

Involving users and carers in service design

Clear assessment of community/local/individual needs

Identifying priorities of local authorities

Working within and responding to legal and policy guidance

Quality assurance of service provision and data

Review sustainability of projects or service provision

Partnership arrangements

Source data, intelligence and evidence to inform commissioning processes

Management of tendering and procurement processes

Develop performance management of commissioned services

Driving continuous quality improvement

LO2 Review partnership approaches in ensuring that services and projects meet the needs of individuals requiring the service

Benefits of joint commissioning:

Reduced duplication of services

Ensuring sustainability and avoid waste

Shared budgets/pooled financial arrangements

Improved working relationships and efficiency

Improved staff morale and commitment

Trusting relationships between commissioners

Clarity over responsibilities and legal frameworks

Co-terminosity between organisational geographical boundaries

Skills mix

Shared intelligence

Improved services and outcomes

Challenges of joint commissioning:

Cultural and ethos differences

Suspicion and reluctance to engage with process

Differing administration systems

Differences in terminology and terms of reference

Increased transaction costs

Staff demotivation and decreased job security

The 'takeover' of one sector by another rather than partnership between them

Lack of stability in the management workforce

Problems recruiting and retaining staff

Union resistance and staff anxiety about change

Dependence and excessive reliance on key personnel

Risk of joint commissioning management inaccessible to new groups

Lack of expertise or experience

Ensuring the right balance of investment between different services

Involvement of service user:

Access to information and advice

Involved in decisions about their care and support

Coproduction, e.g. actively supporting people to engage in the design, delivery and evaluation of services

Developing local partnerships, particularly between health and social care

Producing a range of services for people to choose from and opportunities for social inclusion and community development

Commissioning prevention and wellbeing services

Ensuring all citizens have access to universal community services and resources

LO3 Contribute to the planning for a project or delivery of a service in social and community care in response to commissioning requirements

Role in supporting commissioning process:

Awareness of processes involved in project development

Awareness of funding streams and restrictions

Focus on best value

Contribution to consultation processes

Supporting informed decision-making

Supporting self-funded packages of care

Promoting joined-up approaches in care

Develop awareness of market strategies

Recognising external drivers influencing service development

Recognising and enhancing the role that people and families can play in coproducing the design, delivery and commissioning of services

Supporting development of local networks and informal supports that people draw upon within their communities

LO4 Support service user involvement in the decision-making process in commissioning of projects and services

Supporting individuals to contribute to design and delivery of services:

Advocacy

Person-centred approaches

Supporting active participation

Informed consent

Supporting communication

Accessibility of meetings

Promote confidence

Provide information accessible formats

Decision-making

Five Steps

Forcefield analysis

Horizon scanning

The Rational/Classical Model

The Retrospective Decision-making Model

The Choice Goals Framework

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Investigate the process of the commissioning cycle in developing projects and services in care</p>		<p>D1 Evaluate the effectiveness of processes for commissioning of services in social and community care in supporting individual and community needs</p>
<p>P1 Explain the role of research in the effective commissioning of social and community care services</p> <p>P2 Discuss the relationship between the process and cycle of commissioning of social and community care services</p>	<p>M1 Critically analyse governmental influences on the process of commissioning social and community care services</p>	
<p>LO2 Review partnership approaches in ensuring that services and projects meet the needs of individuals requiring the service</p>		<p>D2 Critically review the partnerships that supported the procurement, contracting and commissioning of service provision in own locale</p>
<p>P3 Review the benefits of joint commissioning approaches in development of local services and projects</p> <p>P4 Assess the ways that the commissioning of the service provision has involved the service user</p>	<p>M2 Critically discuss challenges that can be encountered in joint commissioning of services</p>	
<p>LO3 Contribute to the planning for a project or delivery of a service in social and community care in response to commissioning requirements</p>		<p>LO3 and LO4</p> <p>D3 Critically evaluate the effectiveness of a recently commissioned project or service in reflecting service user involvement and meeting their needs</p>
<p>P5 Actively participate in the planning for a project or review of a service that has been commissioned in own workplace organisation</p> <p>P6 Assess the audit trail required to meet the terms of the contract for the commissioned project or service</p>	<p>M3 Reflect on the effectiveness of own role in actively contributing to processes that support the commissioning cycle</p>	

Pass	Merit	Distinction
<p>LO4 Support service user involvement in the decision-making process in the commissioning of projects and services</p>		
<p>P7 Demonstrate how to support the participation of individual service users in an identified phase of the commissioning process to inform service development or review</p> <p>P8 Promote the development of accessible information to inform the individual of the commissioning processes and their involvement in decision-making processes</p>	<p>M4 Evaluate the potential decision-making models that could be used in the commissioning of projects and services within a local organisation</p>	

Recommended resources

Textbooks

BAMFORD, T. (2001) *Commissioning and Purchasing (The Social Work Skills Series)*. Oxford: Routledge.

HEGINBOTHAM, C. (2012) *Values-based Commissioning of Health and Social Care (Values-Based Practice)*. Cambridge: Cambridge University Press.

Websites

gov.uk

UK Government Website

Modernising Commissioning: Increasing the role of charities, social enterprises, mutual and cooperatives in public service delivery

(Report)

ioe.ac.uk

Institute of Education

Commissioning in health, education and social care: models, research bibliography and in-depth review of joint commissioning between health and social care agencies

(Technical report)

ipc.brookes.ac.uk

Institute of Public Care

The commissioning context

(E-book)

scie.org.uk

Social Care Institute for Excellence

Social care and clinical commissioning for people with long-term conditions

(Report)

skillsforcare.org.uk

Skills for Care

Workforce Commissioning

(General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 11: Planning and Supporting Community-led Activities

Unit 18: Resource Planning in Social and Community Care Services

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 23: Managing Quality in Care Environments

Unit 24: Assessment and Care Support Planning

Unit 30: Community Development Practice

Unit 43: Managing Budgets in Care Services

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO3	P2, P6, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3, LO4	P5, P6, P7, M3, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2-4	P4, P7, P8, M3, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 30: Community Development Practice

Unit Code	F/616/5687
Unit Level	5
Credit Value	15

Introduction

The growing issues and divides in society, and the inequality of allocation of resources and wealth across the world, emphasise the need for community development practice to uphold the rights of the individual. The basic principles of this practice are based upon theoretical perspectives of social classification and social justice. Models of community development reinforce responses to ever-changing economic and political influences and promote projects that are self-sustaining and innovative, reducing inequality and supporting positive and sustainable development in communities. Working in community development practice requires practitioners with vision, energy and drive, people capable of understanding the global influences on community development practice.

Students taking this unit are required to have completed *Unit 8: Community Development – Principles and Practice*. In this unit, students will be focusing on specific community development activity in their local area – referring to the projects and initiatives that are provided to meet local needs. These community development projects should be specific and responsive to the community. They are likely to be needs-led activities and services that rely upon local responses, volunteers and funding through social enterprise and local government grants.

As a result of studying this unit, students will have a wider awareness of the issues involved and the skills required for planning and implementing community development projects. They may be interested in travel and volunteering opportunities or, equally, in supporting development projects in local areas. This unit will also support progression to higher education opportunities in a variety of social or community work-related disciplines.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore approaches to community development
2. Examine community development projects with local communities
3. Review the role of the social or community care worker in facilitating projects that support community development
4. Reflect upon the contribution of own role in supporting partnership approaches in community development.

Essential Content

LO1 Explore approaches to community development

Community development projects and activities:

Social and economic development
Local cooperation and self-help
Community action and organisation
Community-led approaches
Social planning
Service extension
Capacity building
Social capital
Active participation
Innovation

Local and global priorities in community development:

Social exclusion
Poverty
Civil unrest
Health issues
Poor education
Radicalisation and extremism
Inequality
Violation of human rights
Environmental factors
Disease
Mortality and morbidity

Approaches to community development:

Community Development Theory

Welfare approach

Participatory approach

Modernisation approach

Asset-based approach

Value-free or universal approach

Community-led collective action

Participative democracy

The role of research in supporting the development of community projects:

Obtaining baseline data, demographics, community structure

Participatory impact assessments

LO2 Examine community development projects with local communities

Local communities:

Targeted groups

Neighbourhood groups

Community service clusters

Vulnerable groups:

Travellers

Recent migrants or refugees

Religious groups

Individuals with learning disabilities

Children and young people

Unemployed

Other socially excluded groups, e.g. homeless, elderly, minority ethnic communities, individuals with restrictive physical disabilities

Demographics and population studies:

Census studies

Mortality and morbidity data

Housing, employment, transport, infrastructure

Gender studies

Culture

Religion and ethnicity

Community needs and related development projects:

Housing

Education

Economic sustainability

Access to services

Environmental controls

Health behaviours and health promotion

Anti-social behaviour and crime control

Infrastructure

Enabling equality of opportunity in community development projects:

Celebrating diversity

Challenging discrimination

Anti-oppressive action

Positive action

Addressing power imbalances between individuals within groups and society

A commitment to pursuing civil and human rights for all

Seeking and promoting policy and practices which are just and enhance equality while challenging those which do not

Community development values that should be reflected in activities in projects:

Social justice and equality

Anti-discrimination

Community empowerment

Collective action

Working and learning together

LO3 **Review the role of the social or community care worker in facilitating projects that support community development**

Role of the social or community care worker:

Identify priority communities

Support a community-led approach

Empathic engagement with the community

Build up the competence, confidence and skills of community members

Help communities to establish organisations that can tackle health and/or social issues and enable them to take more control of their lives

Establishment of a range of organised and effective community responses to issues in the community

Influence public policies and the practices in social or community care environments

Challenges to effective project work:

Understanding, e.g. fear, isolation, loneliness, poor self-esteem/self-value

Lack of resources

Apathy and disinterest

Disempowerment

Lack of skills in engagement

Egocentric views

Confidence and capability

Time and finances

Mistrust, stereotypes, discrimination, attitudes

Lack of belief, innovation, enthusiasm

Overcoming challenges:

Understand their context, analyse and prioritise needs

Acquire the necessary resources to enable groups to take action

Funding, equipment and premises

Supporting the development of appropriate skills for the action they wish to take

Support from development agencies

Supporting the development of empowered and competent communities

Influence on the policy process and deployment of resources by services

Organisation in communities around issues

More effective articulation of needs

LO4 Reflect upon the contribution of own role in supporting partnership approaches in community development

Roles of partner agencies:

Health, e.g. overview of community health issues and public health measures

Local authority, e.g. agenda of policy reform and spending restrictions in response to government directives

Police, e.g. overview of measures to combat crime and disorder

Social care, e.g. awareness of social demands and access to resourcing

Voluntary sector, e.g. support local self-help groups and seek charitable contributions to target local work

Housing and environmental services, e.g. support main community regeneration

Local philanthropy, e.g. access to support from local contributors

Volunteers and neighbourhood groups, e.g. provide practical support

Benefits of partnership approaches:

Pooled resources

Single vision

Shared skill base

Improved intelligence and information sources

Access to local support

Information and guidance on accessing funding

Organisational planning

Participatory approaches

Shared thinking

Local knowledge

Community-led

Importance of equal partnerships

Challenges of working in partnership:

Competing priorities

Differing agendas and demands

Personal characteristics of professionals

Availability to contribute or support

Knowledge or understanding of community needs

Resistance to change

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore approaches to community development		D1 Critically reflect on the responsiveness of different approaches to community development in addressing local and global priorities
<p>P1 Analyse how community development values are reflected in different community development activities in own locale</p> <p>P2 Explain how global priorities can be addressed using different approaches to community development</p>	<p>M1 Evaluate the effectiveness of different approaches to community development in meeting local and global priorities</p>	
LO2 Examine community development projects with local communities		D2 Critically evaluate the effectiveness of current community development projects in evidencing equality of opportunity and meeting the needs of local communities
<p>P3 Review the needs of vulnerable communities in own locale</p> <p>P4 Discuss the ways in which community development projects can support equality of opportunity and promote inclusivity</p>	<p>M2 Recommend community development projects that enable equality of opportunity in meeting the needs of communities in own locale</p>	
LO3 Review the role of the social or community care worker in facilitating projects that support community development		LO3 and LO4 D3 Critically reflect upon the ways that own skills and experience have developed and contributed to effective partnership work and positive outcomes for a community development project
<p>P5 Explain the roles of different social and community care workers in facilitating a local community development project</p> <p>P6 Assess the impact of factors that influence the facilitation of a project in own work with local communities</p>	<p>M3 Discuss the processes and challenges involved in planning and implementing a project and ways to overcome these</p>	

Pass	Merit	Distinction
<p>LO4 Reflect upon the contribution of own role in supporting partnership approaches in community development</p>	<p>M4 Incorporate feedback from others to critically analyse own skills and experience in working in partnership with others towards effective community development</p>	
<p>P7 Analyse how own skills and experience have contributed to partnership approaches to community development projects within a specific organisation</p> <p>P8 Assess the benefits of partnership working and equal partnerships across different agencies in supporting community-based projects</p>		

Recommended resources

Textbooks

GREEN, G.P. and HAINES, A.L. (2015) *Asset Building & Community Development 4th (Edn.)*. London: Sage Publications.

LEDWITH, M. (2015) *Community development in action: Putting Freire into Practice*. Bristol: Policy Press.

MCINTYRE, A. (2007). *Participatory Action Research (Qualitative Research Methods)*. London: Sage Publications.

POPPEL, K. (2015) *Analysing Community Work. Theory and Practice*. Buckingham: Open University Press.

SWANEPOEL, H. and DE BEER, F. (2011) *Community Development: Breaking the Cycle of Poverty*. South Africa: Juta Legal and Academic Publishers.

TWELVETREES, A. (2017). *Community Development, Social Action and Social Planning (Practical Social Work Series)*. Basingstoke: Palgrave.

VOGL, C. (2016). *The Art of Community: Seven Principles for Belonging*. California: Berret-Koehler Publishers.

Reports and Journals

DHESI, A.S. (2010) *Diaspora, social entrepreneurs and community development*. International Journal of Social Economics, Vol. 37 Issue: 9, pp.703-716.

Websites

carnegieuktrust.org.uk	The Carnegie Trust Influencing policy and delivering innovative practice across the UK and Ireland (Report)
communityvalues.co.uk	Community Values Unity in the community (Guidance)
fcdl.org.uk	Federation for Community Development Learning Community Development National Occupational Standards (Guidance)

iacd.org	International Association for Community Development (IACD) (General Reference)
powerfulinformation.org	Powerful Information – Grassroots International Development Community Development (General Reference)

Links

This unit links to the following related units:

Unit 5: Organisational Contexts of Social and Community Work

Unit 7: Contemporary Social Issues

Unit 8: Community Development – Principles and Practice

Unit 11: Planning and Supporting Community-led Activities

Unit 16: Sociological Approaches in Social and Community Work

Unit 18: Resource Planning in Social and Community Care Services

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 31: From Conflict to Resolution

Unit 34: Developing Opportunities for Social Investment

Unit 38: Developing Effective Helping Relationships

Unit 44: International Social Work and Community Development

Unit 45: Community Outreach and Support Work

Unit 46: Global Contexts of Community Development

Unit 47: Sustainability Planning in Social and Community Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-3	P4, P5, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P6, M3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2	P4, M2, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3-4	P5, M4
THEME 6: NUMERACY IN PRACTICE	LO2	M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 31: From Conflict to Resolution

Unit Code	J/616/5688
Unit Level	5
Credit Value	15

Introduction

All interactions and all relationships include the possibility of conflict, particularly when we live in a multicultural society where structural inequality is inherent and continues to persist. Conflict between individuals, groups, organisations and nations has always existed because of personality, ideological, social, political or economic differences. Conflict can take place at different levels – individual, organisational and societal – and may require the skills required of a negotiator in resolving impasse or discord at each of those levels.

The key focus of this unit is to examine how differences can be resolved through mediation, advocacy and empowerment. In particular, students will use their own experiences to reflect on how individuals, organisations and societies can move from a position of conflict to resolution. They will develop an appreciation of the importance of stability and harmony both to individual health and wellbeing and in supporting effectively functioning organisations and societies. They will develop their understanding of the context of conflict and the various models that have been developed to resolve it, examining the basis for successful mediation and the use of advocates in this process. Students will be encouraged to reflect upon the service users and the families they work with and to apply the knowledge and skills developed in this unit to their own practice when dealing with colleagues, other agencies and service users. Students will be encouraged to analyse their own skills when dealing with conflict and understand how these can be further developed.

The unit will support those working directly with service users and their carers in a range of settings. It is also useful for those wishing to progress in continuing higher education qualifications related to social work or other social or community care management roles.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the context of conflict and the models used to resolve conflict
2. Examine the role of advocacy and empowerment in conflict situations
3. Explore the role of mediation in resolving conflict in social and community care organisations
4. Reflect on own skills in mediating and resolving conflict.

Essential Content

LO1 Explain the context of conflict and the models used to resolve conflict

Key definitions and considerations:

Conflict

Conflict resolution

Conflict as a positive change factor, recognising that conflict can be beneficial

Levels of conflict:

Intrapersonal, e.g. conflict between own moral values and the requirements of own role

Interpersonal, e.g. dealing with service user dissatisfaction, complaints and challenges

Organisational, e.g. dealing with competing priorities of services users and their carers, and upholding own organisation's values

Societal, e.g. institutional discrimination, challenging injustice and unfair systems

Models of conflict resolution:

Dual Model

'Courageous Conversation' Model

'Other People's Shoes' Model

'Conflict between People' Model

Thomas-Kilmann Conflict Mode Instrument (TKI)

Personal approaches to addressing conflict:

Giving in

Standing your ground

Compromising

Collaboration

Avoidance

Factors that contribute to conflict at individual, organisational and societal level:

Roles and responsibility

Position and authority

Unforeseen, uniformed or sudden change

Resistance to planned change

Personality

Culture

Identity

Economics

Politics

Social influence

LO2 Examine the role of advocacy and empowerment in conflict situations

Dynamics of relationships giving rise to situations of conflict:

e.g. power imbalances or inequality, bullying, harassment, mistrust, professional and personal differences of opinion or disagreements, discrimination, abuse

Definition of advocacy and empowerment

Processes involved in advocacy:

Advocates

Access to information

Confidentiality

Independence

Rights and responsibilities

Advocacy services:

Local services

National services

Charities

Advocacy services for specific client groups

Strategies to empower services users and others:

Build trust

Positivity

Effectively communicate

Encourage self-improvement

Open door approach

Delegate

Challenge

Seeing conflict as a catalyst for positive change

Benefits of supporting the empowerment of individuals and communities:

Confidence

Independence

Enablement

Self-determination

Increased productivity

Commitment

Harmony

LO3 Explore the role of mediation in resolving conflict in social and community care organisations

Performance issues giving rise to conflict:

Arguments or disagreements over performance and standards

Differences in working style

Management styles

Compliance

Feeling undervalued, excluded

Management of change and conflict:

Change in work patterns

Pressure of work

Workload increase

Financial constraints on service provision

Reduction in service provision

Impact on relationships with service users and between staff

Tools and techniques for conflict resolution:

Mediation

Diplomacy

Arbitration

Compromise

Legal compliance

Effective time management

Definition of mediation

The process of mediation:

Discuss

Explore

Guide

Advice

Closure

Benefits of mediation:

Between different parties, e.g. staff, staff and service users, service users

Individuals feeling valued and listened to

Health and wellbeing promoted

Healthier, more cohesive working environment

Improved service user satisfaction, participation and engagement

Cost reduction

Lower sickness rates

LO4 **Reflect on own skills for mediating and resolving conflict**

Skills and attributes required:

Effective communication skills

Interpersonal skills

Insight and self-awareness

Perceptiveness

Empathy

Resilience

Congruence

Practical techniques involved in resolving situations of conflict:

e.g. providing information, building trust, proposing the unexpected question, developing a time frame, setting the agenda, rules, procedures, visualising implications, adapting or troubleshooting, coordination, use of positive language

Challenges in resolving conflict:

e.g. apathy or disinterest, time constraints, unwillingness to compromise or intransigence, ineffective communication or barriers to communication, financial or economic constraints, complexity of issues, own discomfort with conflict or disagreement

Measuring the success of resolving situations of conflict:

Impact on the individual, service users and service

Outcomes for the concerned parties, short-, medium- and long-term

Satisfaction levels of the concerned parties

Fair and equitable solutions

Further action to be taken to sustain resolution

Taking lessons learned further

Reflecting on approaches used and forward planning for improvement

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the context of conflict and the models used to resolve conflict		D1 Critically evaluate the context of conflict and the effectiveness of the models used in real case scenarios
<p>P1 Explain how the different levels of conflict occur in social or community care environments</p> <p>P2 Comparatively discuss models used in resolving conflict</p>	<p>M1 Justify the use of different models of resolving conflict at different levels</p>	
LO2 Examine the role of advocacy and empowerment in conflict situations		D2 Produce a strategy to improve the effectiveness of a local service in promoting service user advocacy and empowerment in own locale
<p>P3 Explain how national and local advocacy services operate to address individual and group situations of conflict</p> <p>P4 Analyse different approaches to empowering service users to address conflict in own locale</p>	<p>M2 Evaluate the effectiveness of strategies to empower and advocate on behalf of service users in own locale with regards to a current situation of conflict</p>	
LO3 Explore the role of mediation in resolving conflict in social and community care organisations		LO3 and LO4 D3 Critically reflect on own skills and approach to mediating and resolving conflict in becoming an effective social or community work practitioner
<p>P5 Explain the purposes of the use of mediation in resolving conflict</p> <p>P6 Discuss different situations in which mediation may be an effective way to resolve conflict</p>	<p>M3 Justify the use of mediation in situations to resolve conflict in comparison to other tools and techniques</p>	

Pass	Merit	Distinction
LO4 Reflect on own skills in mediating and resolving conflict		
P7 Apply appropriate skills to resolving situations of conflict using different techniques P8 Analyse how own attributes and skills contributed towards the resolution of a situation of conflict	M4 Reflect on the effectiveness of own use of different skills and techniques to address challenges faced in resolving conflict	

Recommended resources

Textbooks

BARSKY, A.E. (2015) *Conflict resolution for the helping professions: Negotiation, mediation, advocacy, facilitation, and restorative justice. (3d Edn.)*. New York: Oxford University. Press.

DEUTSCH, M., COLEMAN, P.T and MARCUS, E.C (Eds.) (2006) *Handbook of Conflict Resolution: Theory and Practice (2nd Edn.)* San Francisco: Jossey-Bass.

HAYES, D. and HUMPHRIES, B. (2004) *Social Work, Immigration and Asylum: Debates, Dilemmas and Ethical Issues for Social Work and Social Care Practice*. London: Jessica Kingsley.

OETZEL, J G. and TING-TOOMEY, S. (Eds.) (2013) *The Sage Handbook of Conflict Communication: Integrating Theory, Research, and Practice (2nd Edn.)* Thousand Oaks, CA: Sage.

ROCHE, W., TEAGUE, P. and COLVIN, A. (Eds.) (2014) *The Oxford Handbook of Conflict Management in Organizations*. New York: Oxford University Press.

Websites

communitycare.co.uk

Community Care

Managing conflict, stress and the emotional side of social work practice
(Article)

idrc.ca

International Development Research Centre
Communication is the key to conflict resolution
(Article)

skillsyouneed.com

Skills You Need
An introduction to Conflict Resolution
(Article)

Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 5: Organisational Contexts of Social and Community Work

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 12: Inspiring Young People

Unit 15: Youth and Community Work

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 30: Community Development Practice

Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 38: Developing Effective Helping Relationships

Unit 39: Supervising and Managing Others in Social and Community Care

Unit 41: Family Support and Intervention: Fostering and Adoption

Unit 42: Social Work in Educational Environments

Unit 44: International Social Work and Community Development

Unit 45: Community Outreach and Support Work

Unit 46: Global Contexts of Community Development

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3, LO4	P6, P7, M3, M4, D3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3, LO4	P6, P7, M3, M4, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

Unit code	T/616/1667
Unit level	5
Credit value	15

Introduction

The purpose of this unit is to enable students to understand the role and contribution of mentorship in health and social care, which is to support the personal development and lifelong learning of staff. Mentorship is achieved through effective leadership, mentoring and/or coaching. Health and social care workers need to be able to differentiate between team and individual leadership, mentoring and coaching, and know how to apply these in their own practice.

This unit will support students' understanding of mentoring as establishing and developing learning relationships that support people to take charge of their own development. The unit will enable students to develop their confidence and motivation, through self-reflection and improved understanding, and their interpersonal skills. Further, this unit aims to develop students' practice in being able to lead, mentor and coach others in health and social care-related environments.

Students will review relevant theories, approaches and principles of leadership, mentoring and coaching, as well as considering the purposes and benefits of mentoring in health and social care practice. Further, students will plan, implement and review a period of mentoring in their own workplace.

The focus on personal and professional development through developing others will support students' progress through lifelong learning and increase their capacity to develop as well-rounded practitioners in the sector. The learning gained from this unit can also provide the foundation for undertaking further professional qualifications in coaching.

Learning Outcomes

By the end of this unit students will be able to:

1. Review theories and principles of team and individual leadership, mentoring and coaching in health and social care
2. Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments
3. Apply mentoring and coaching techniques to support mentorship of individuals in care environments
4. Review own leadership and mentoring practice in a care environment.

Essential Content

LO1 Review theories and principles of team and individual leadership, mentoring and coaching in health and social care

Leadership theory and research

Theories of leadership in healthcare, e.g. emotional intelligence leadership theory, leader member exchange (LMX) theory, transformational change theory

Principles of individual leadership

Overarching leadership principles, ensuring direction, alignment and commitment within teams and organisations

Leadership in healthcare

Ensuring own care practices are safe, high-quality, compassionate and person-centred

Being a reflective practitioner

Taking responsibility for actions

Being responsible for own health and wellbeing, taking action to address health concerns

Showing initiative within the remit of own role

Providing support to other team members, emotional, physical and work-related

Principles of team leadership

Creating a strong sense of team identity

Implementing and measuring the effectiveness of staff development programmes

Leading self and others, being self-aware

Recognising impact of own actions on others

Providing clear objectives

Self- and people-management, e.g. conflict resolution

Enabling effective staff buy-in and engagement

Providing opportunities for learning and innovation

Team working

Identifying complementary skills

Encouraging co-operative and collaborative working practices

Effective and efficient practices: working towards and completing shared or common goals and tasks

Implementing and meeting quality improvement measures.

Mentoring and coaching

Definitions

Relationship between coaching and mentoring

Facilitating individual and group personal and professional development

Commonalities e.g. supporting meaningful personal or professional transitions or development, applying the same underlying principles or skills

Differences e.g. coaching as short-term, task based vs mentoring as longer term relationship focused; coaching as questioning versus mentoring as advice-giving

Relationship between the mentor/s or coach/es and the mentee or learner

Uses of coaching and mentoring in different contexts in health and social care practice

Models of mentorship applied in health and social care practice

Mentorship as mentoring, coaching and leading depending on setting, role and need

One to one e.g. supervising practitioner and student worker

Co-/peer mentoring e.g. experienced/more senior student workers supporting new student workers

Group e.g. Collaborative Learning in Practice (Real life learning wards) in nursing

Mentoring and coaching models and principles:

e.g. facilitated mentoring (Jones & Jowett, 1997), the mentoring life cycle (Hay, 1995), Action Reflection Model (Handal and Lauvås, 1983, 1990), Situated Learning (Lave and Wenger, 1991), Gardner's Multiple Intelligences (1983), Kolb's learning cycle (1984), GROW Model (Whitmore 1992).

LO2 Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments

The role and responsibilities of the workplace mentor

Supporting planning, training and assessment of mentees

Facilitation of tasks

Communication

Lines of reporting

Working within boundaries of own role

Support from senior staff

Similarities and differences between coaching and mentoring and professional talking therapies

Purpose and impact of mentorship practices on an organisation

Creating more inclusive environments for work, and support retention and progression of disadvantaged groups

Encouraging an environment of continuous improvement, development and learning

Sustainable processes e.g. identifying and addressing gaps to improve retention

Improved consistency across the team in terms of patient care

More cost-effective use of resources

Improved management of staff and staff morale

Personal and professional development of individuals and teams

Increased efficiency e.g. faster induction, identifying skills and potential to address specific gaps

Alternative strategies for developing and supporting employees

Counselling

Additional training courses

Workshops

Distance/flexible/e-learning

Webinars

Legal and organisational boundaries in mentorship

The health, safety and safeguarding of participants

Ensuring equality of access and opportunity, fairness, objectivity, understanding

Promoting and advocating diversity, difference and inclusion, e.g.

non-discriminatory practice, sensitivity, cultural awareness, inclusive practice and procedures

Other ethical considerations

Concepts of power and authority, i.e. personal/positional, zero-sum power dynamics

Potential consequences power relationship between self and the coached or mentee, e.g. abuse of power and authority, personal intimacy, harassment

Requirements for supervision of mentors

Legal rights and professional boundaries of coaches and mentors

Contractual requirements

Professional conduct

Best and evidence-based practice

Regular supervision

Taking action according to organisational policy and procedure

Information handling, e.g. precise and clear recording and reporting, maintenance of legible and accurate records, sharing of information, consent, access to information and individuals especially when at risk, maintaining own health, wellbeing and safety

Escalating where necessary

Cultural issues in mentoring and coaching others

Working within a diverse workforce – awareness of impact of own personal beliefs and values, conscious and unconscious biases on attitudes and behaviours

Own role in promoting and advocating diversity and inclusive practices

Impact of stereotyping, e.g. of gender, religion, ethnicity, disability, sexual orientation, age, class and effect on individual and organisation

LO3 **Apply mentoring and coaching techniques to support mentorship of individuals in care environments**

Mentoring practice

Role modelling

Supporting the development of others, e.g. supervising, teaching, guiding and participating in the assessment of other staff – healthcare assistants or support workers new to the role

Peer mentoring

Arranging mentoring in own work placement or setting

Differences between supervised and unsupervised mentoring

Mentoring as a structured activity with ground rules established

Setting's expectations with regard to mentoring

Own experience of being mentored or coached

Undertaking practical supervised and unsupervised mentoring sessions with health or care assistants

Communication

Discourse analysis theories, relationship characteristics and contrasts between coaching and mentoring and the management of the coaching or mentoring relationship

The importance of rapport – trust, mutual respect and sensitivity

Active listening, encouraging mentee to own their own development

Ability to communicate complex, sensitive and undesired information

Keeping information confidential

Keeping records of formal meetings with mentee

Organisational skills needed for mentoring and coaching

e.g. Planning and structuring sessions, recording information and report-writing, time management, setting and maintaining boundaries, assessment and evaluation, action planning

Interpersonal skills needed for mentoring and coaching

e.g. demonstrating empathic understanding, self-awareness and transparent communication, effective questioning, being supportive, encouraging and motivating, non-confrontational yet clear and honest, reflective listening, non-prejudicial

Appropriate physical environments for mentoring and coaching

Comfortable

Private area

Suitable and culturally appropriate surroundings

Noise levels

Physically safe environments for both coach/mentor and coachee/mentee

Proximity

Barriers to coaching and mentoring

Time

Resources

Attitudes

Values

Perceived power differences/consequence

Ownership

Strategies for overcoming barriers:

Utilising strategic thinking, i.e. developing a logical, evidenced-based, cost-effective and practical plan to overcome barriers and challenges, e.g. finding an appropriate space to carry out sessions, awareness of mentees concerns or needs beforehand to support planning

Appropriate organisational planning

Action learning and planning

Mutually established goals/outcomes and boundaries

Self-reflection and self-awareness

Techniques for programme monitoring, review and evaluation

LO4 **Review own leadership and mentoring practice in a care environment**

The cycle of reflection in relation to mentoring practice

Gibbs Reflective Cycle (1988)

Reflection in action and reflection on action

Using reflection to inform future behaviour, particularly directed towards sustainable performance

Structural considerations for language in reflective writing

Avoiding generalisation

Adopting a critical and objective approach

Reflecting on own personal development in a critical and objective way

Content of reflections

Reflecting on own abilities, views, beliefs, attitudes and values and impact on own mentoring practice

Barriers experienced in mentoring practice for self and others

Recognising own needs and boundaries, level of competence

Knowing when to escalate and seek support from more experienced coaches or mentors

Own response to criticism

Identifying areas of own professional growth or development through mentoring others

Forward planning for improvement

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Review theories and principles of team and individual leadership, mentoring and coaching in health and social care			D1 Assess the impact of theories, and principles of team and individual leadership, on own style of coaching and mentoring as applied in practice
P1 Compare relevant theories of team and individual leadership in relation to practice in care environments	M1 Analyse own approach to coaching or mentoring other workers in a care environment in a leadership role		
P2 Discuss models of coaching and mentoring in relation to supporting practice in care environments			
LO2 Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments			LO2 and LO3 D2 Critically review the effectiveness of own leadership and mentoring practice in supporting the development of workers in own care setting
P3 Discuss the impact of mentorship strategies on practice in organisations	M2 Debate the benefits of coaching and mentoring for individuals and organisations in different care environments		
P4 Discuss the impact of mentorship strategies on workers receiving this support			
LO3 Apply mentoring and coaching techniques to support mentorship of individuals in care environments			
P5 Create a plan for the delivery of a series of practical mentoring sessions within own work setting to support care assistants	M3 Implement a series of planned, informal mentoring sessions to support care assistants in own setting, using different theories of communication		
P6 Discuss how communication theories are reflected in the plan to provide effective support to care assistants	M4 Reflect on the impact of barriers on the experience of care assistants being mentored		

Pass	Merit	Distinction
LO4 Review own leadership and mentoring practice in a care environment		D3 Critically reflect on the effectiveness of own leadership and mentoring practice in improving own development and the quality of provision in own workplace setting
P7 Discuss own leadership and or mentoring styles as applied in practice within own workplace setting P8 Examine the impact of own leadership and mentoring on the practice of own mentee	M4 Review the impact of own leadership and mentoring style on own practice and that of others	

Recommended resources

Textbooks

BAILEY-McHALE, J., HART, D. and HART, D.M (2013) *Mastering Mentorship: A Practical Guide for Mentors of Nursing, Health And Social Care Students*. London: Sage Publications.

CONNOR, M. and POKORA, J. (2012) *Coaching and Mentoring at work: Developing Effective Practice*. Oxford: Open University Press.

GOPEE, N. (2015) *Mentoring and Supervision in Healthcare (3rd Edn.)*. London: Sage Publications.

SCOTT, I and SPOUSE, J. (2013) *Practice Based Learning in Nursing, Health and Social Care: Mentorship, Facilitation and Supervision (Advanced Healthcare Practice)*. Oxford: Wiley-Blackwell.

WILKES, Z., JOYCE, L. and EDMOND, L. (2011) *Mentorship (Nursing and Health Survival Guides)*. Oxford: Routledge.

Reports and Journal

AKERJORDET, K. and SEVERINSSON, E. (2010) *The state of the science of emotional intelligence related to nursing leadership: an integrative review*. *Journal of Nursing Management* 18 (4) 363–82.

EDMONSTONE, J. (2011) *Developing leaders and leadership in healthcare: A case for rebalancing?* *Leadership in Health Services*, Vol. 24 Issue: 1, pp.8-18.

WEST, M., ARMIT, K., LOEWENTHAL, L., ECKERT, R., WEST, T. and LEE, A. (2015) *Leadership and Leadership Development in Healthcare: The Evidence Base*. London, Faculty of Medical Leadership and Management.

Websites

ccl.org

Center for Creative Leadership

Collaborative Healthcare Leadership

A Six-Part Model for Adapting and Thriving during a Time of Transformative Change

(E-book)

hee.nhs.uk

Health Education England

Yorkshire and the Humber Leadership

Academy Coaching and Mentoring Strategy

(General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 5: Organisational Contexts of Social and Community Work

Unit 9: Social Work Principles and Introduction to Practice

Unit 18: Resource Planning in Social and Community Care Services

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 23: Managing Quality in Care Environments

Unit 24: Assessment and Care Support Planning

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 39: Supervising and Managing Others in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1 LO2 LO3	M1 P3, P4, M2 M3, M4, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P5, P6, M3, M4, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2, LO3 LO4	D2 D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO3 LO4	D2 D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 33: Social and Community Services in Criminal Justice Practice

Unit Code	L/616/5689
Unit Level	5
Credit Value	15

Introduction

The criminal justice system is changing. Not only is it growing, third-sector organisations are now playing an ever-greater role. With these changes, there is an increased demand for professional and support staff from a wide range of social care and community work fields to provide support to the public services and individuals within the system.

This unit will introduce students to social and community work practice within a criminal justice context. It will enable students to clearly define criminal justice processes and systems before focusing on the roles of social and community workers who support the delivery of the process. Students will gain a clear understanding of key roles and responsibilities of social and community workers in this field and how to operate effectively within these roles in supporting criminal justice. During the course of the unit, students will develop an understanding of the criminal justice system and how social and community workers operate within it. They will be able to review issues that influence practice within the criminal justice process and appreciate the importance of practitioners being aware of these. Finally, students will assess the impact of social and community workers in supporting the delivery of an effective criminal justice system.

This unit can also support students' progression to continued higher education learning to degree-level courses in youth and community work, youth justice, criminology, criminal justice and related fields. It can also support progression to employment within youth and criminal justice fields such as youth offending services, probation, courts, social work, police, health and wellbeing and foster care.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the criminal justice system
2. Investigate how social and community workers support the criminal justice process
3. Review issues that can influence social and community work practice within the criminal justice process
4. Assess the impact of social and community workers in supporting delivery of an effective criminal justice process.

Essential Content

LO1 Examine the criminal justice system

Key definitions:

Criminal justice, criminal justice practice, crime, offender

Features of the criminal justice system:

Law enforcement, criminal courts, the penal system, appeals courts

Organisations working in the criminal justice system:

Government, government ministries, e.g. in the UK, the Home Office

Police

Courts and penal system services, e.g. in the UK, Her Majesty's Courts and Tribunals Service (HMCTS), Crown Prosecution Service (CPS), National Probation Service (NPS), Her Majesty's Prison Service (HMPS), other prosecuting agencies

Other related organisations, e.g. victim, witness and offender support, in the UK, Legal Aid Agency, Victim and Witness Support, Community Rehabilitation Companies (CRC)

Sentencing:

Definition, process, context

Aims of sentencing:

Punishing the offender, reducing crime, reforming and rehabilitating the offender, protecting the public, making reparation

Types of sentence:

Discharge, fine, community sentence, custodial sentence, suspended sentence, ancillary orders, out-of-court disposals, **and/or** other sentences as appropriate to own home nation

LO2 Investigate how social and community workers support the criminal justice process

The role of social or community services in criminal justice:

How social and community work is utilised within the criminal justice system, e.g. health and mental health services, substance misuse workers, resettlement/housing support, support for those with disabilities, education provision

Voluntary groups providing support, e.g. victims' charities, offender resettlement, rehabilitation or training programmes

The roles of social or community work practitioners and support staff, e.g. carrying out court assessments for mental health and wellbeing, referral to other agencies, intervention programmes, or education and training

Supporting the offender and victim through the criminal justice process:

Advocacy and mediation

Mentoring

Family and community outreach work

Employment support

Assessments, monitoring and evaluation

Supervising offenders in the community, e.g. in the UK, Community Rehabilitation Companies (CRCs)

Working with offenders in custodial and non-custodial settings

The role of the wider statutory network, e.g. in the UK, National Health Service (NHS) and educational institutions in the prevention of offending behaviours

Challenges in supporting and rehabilitating offenders

Core roles of criminal justice practitioners and support staff:

Early and effective intervention

Family support work

Probation and advocacy support

Rehabilitation, re-entry and reducing recidivism rates

Appropriate evidence and needs led interventions and support

Monitoring and supervision

Courts, police or designated officer appointed monitoring, e.g. supervisions, curfew, electronic tags, alcohol monitor, community orders

Pre- and post-release support

Health and wellbeing and maximising social inclusion

Risk assessment and management and signposting to appropriate services

LO3 Review issues that can influence social and community work practice within the criminal justice process

Legal requirements and responsibilities

Cultural issues:

Working within diverse communities

Respecting and taking into account personal beliefs and values

Practitioner biases and potential impacts and effects on attitudes and behaviours

Media influence:

Media portrayal of offenders, e.g. stereotypes in relation to gender, religion, ethnicity, disability, sexual orientation, age, class and impact on attitudes and behaviour

Human rights

Sensationalist journalism and reporting

Reporting of service failures, e.g. in the UK, the Rochdale child sex abuse ring

Current trends/issues:

e.g. in the UK, police stop and search, Operation Trident (dedicated gangs unit), cyberbullying, domestic abuse

e.g. in Europe and other territories, terrorism – domestic and foreign, trafficking

Or as applicable to own home nation

Managing practitioner bias:

Self-reflection, group reflection, evaluation, self-awareness, appraisals, continuing professional development, training, supervision sessions

LO4 Assess the impact of social and community workers in supporting delivery of an effective criminal justice process

Measures of performance:

e.g. key performance indicators(KPIs), effective trials, reoffending rates, public perception and confidence, crime rates, Care Quality Commission monitoring, changing outcomes

Multi-agency working:

e.g. end-to-end offender management, prison to community rehabilitation, offender management by CRCs

Managing self and others:

Emotional intelligence

Personal versus professional beliefs

Effective communication

Conflict resolution

Working with hostile and resistant service users

Managing professional relationships

Risk management

Reducing dependency/co-dependency

Enabling and equipping service users to become more self-reliant

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the criminal justice system		LO1 and LO2 D1 Critically evaluate the processes involved in addressing a specific and current criminal offence, including support provided by social and community workers at each stage
P1 Explain the role and responsibilities of a range of public services and related organisations involved in the criminal justice process P2 Examine the purpose of sentencing offenders, appropriately discerning the relationship between the type of sentence and its aims	M1 Critically examine how organisations involved in the criminal justice process work together, giving specific examples	
LO2 Investigate how social and community workers support the criminal justice process		
P3 Explain the different roles and responsibilities of practitioners working within the criminal justice process	M2 Critically assess the advantages and disadvantages of the role of social and community workers working within the criminal justice process	
LO3 Review issues that can influence social and community work practice within the criminal justice process		LO3 and LO4 D2 Critically evaluate the importance of reflective practice for effective and person-centred working within the criminal justice process, applying this to the case study of an individual being supported through the criminal justice system from initial presentation to outcome
P4 Discuss a range of issues that can affect the effectiveness of social and community work within the criminal justice process. P5 Review the impact of different issues on social and community work practice in enabling fair and appropriate criminal justice for individuals presenting to the system	M3 Assess how practitioners can effectively manage the impact of media and cultural challenges on social and community work practice within the criminal justice process to protect offenders and victims	

Pass	Merit	Distinction
<p>LO4 Assess the impact of social and community workers in supporting delivery of an effective criminal justice process</p>		
<p>P6 Assess different methods used to measure the effectiveness of the criminal justice process in terms of the role of social and community care services</p> <p>P7 Analyse examples of how different roles taken by social and community-based workers as part of a multi-agency approach in the criminal justice can reduce reoffending</p>	<p>M4 Critically analyse the effectiveness of multi-agency working within the criminal justice system to reduce reoffending using different methods of measurement to substantiate own conclusions</p>	

Recommended resources

Textbooks

CARNWELL, R. (2008) *Effective Practice in Health, Social Care and Criminal Justice: A Partnership Approach (2nd Edn.)*. Buckingham: Open University Press.

DAVIES, M., CROALL, H and TYRER, J. (2015) *Criminal Justice (5th Edn.)*. Essex: Pearson Education Ltd.

KNIGHT, C. (2014). *Emotional Literacy in Criminal Justice: Professional Practice with Offenders*. Basingstoke: Palgrave MacMillan.

MCIVOR, G. and RAYNOR, P. (2007). *Developments in Social Work with Offenders*. London: Jessica Kingsley Publishers.

PRITCHARD, J. (Ed.) (2008). *Good Practice in the Law and Safeguarding Adults: Criminal Justice and Adult Protection (Good Practice in Health, Social Care and Criminal Justice)*. London: Jessica Kingsley Publishers.

Reports and Journals

BEALE, S.S. (2006) *The News Media's Influence on Criminal Justice Policy: How Market-Driven News Promotes Punitiveness*. William & Mary Law Review, 48, 397-418.

DOWLER, K. (2003) *Media consumption and public attitudes toward crime and justice: The relationship between fear of crime, punitive attitudes, and perceived police effectiveness*. Journal of Criminal Justice and Popular Culture, 10(2), 109-126.

Websites

amnesty.org

Amnesty International

The world's foremost non-governmental human rights campaign and investigation organisation, operating in the UK, cities in Africa, Asia-Pacific, Central and Eastern Europe, Latin America and the Middle East.

(Resources and general reference)

gov.uk

UK Government services and information

Crime, justice and the law

(Resources and general reference)

hrw.org	Human Rights Watch An international non-profit, nongovernmental human rights organisation working multi-nationally to press for changes in policy and practice that promote human rights and justice around the world. (Resources and general reference)
icc-cpi.int	International Criminal Court Factsheets and country profiles detailing criminal case law and pending cases (General Reference)
socialwork.oxfordre.com	Encyclopaedia of Social Work Pages on Criminal Justice (Articles)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 31: From Conflict to Resolution

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 36: Mental Health: Distress and Disorder

Unit 37: Working with Housing and Homelessness

Unit 42: Social Work in Educational Environments

Unit 45: Community Outreach and Support Work

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO3	P1, P4, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3, LO4	P4, P7, M3, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2, LO3	P3, P5, M2, M3, D1
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3	P5, M3, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 34: Developing Opportunities for Social Investment

Unit Code	F/616/5690
Unit Level	5
Credit Value	15

Introduction

Developing opportunities for social investment is integral to successful community work and development. This process helps to raise awareness of causes, gaining support and funding for them, as well as developing opportunities to build positive relationships and partnership working with others. It also creates opportunities to develop knowledge exchange forums where best practice and new initiatives can be shared and integrated into current practice to promote positive outcomes for individuals. Investment in social and community-based organisations or enterprises can be gained in a number of ways, some of which involve obtaining funding from government departments. However, with changing needs, increasing population and the associated impact on the economy of our society, the ability to source funding for social and community care-related enterprises and organisations becomes crucial. The procurement of social investment becomes a higher priority for employers in the sector, with many seeking to build revenue to meet rising costs to support disadvantaged individuals and communities.

In this unit, students will explore the ways in which networking can raise awareness for specific issues and causes, and how they can engender relationships with others who may be able to provide social investment. Students will examine how networking can also be valuable for exchange of knowledge and the potential positive effects this may bring for organisations and individuals. Fundraising will be a major focus of this unit and students will learn how developing relationships with others can be mutually beneficial. They will create their own social investment initiatives and demonstrate how to develop networks, recognising the value of both face-to-face and online opportunities to support their cause.

By the end of this unit, students will be able to evaluate their learning and identify how they can further promote awareness for causes and issues, delivering a quality service. This unit supports students' progression to employment roles within community development or social enterprise as well as to continued study in community development-related higher education degree programmes.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the value and purpose of networking to create social investment opportunities
2. Assess skills and competences required to develop a case for a potential fundraising exercise
3. Explore the steps needed to successfully develop opportunities for social investment
4. Develop a plan for a potential fundraising exercise for a chosen cause in community work practice.

Essential Content

LO1 Explain the value and purpose of networking to create social investment opportunities

Definition and specific purposes of networking that will support social investment opportunities:

Development of collaborative partnership with others

Stimulates integrated working and multi-professional working models

Provides links to individuals, organisations

Provides ideas for change, development of practice/provision

Develops knowledge and understanding of community and social issues

Raises individual and organisational profiles, centres of excellence

Allows for knowledge exchange which enables opportunities to champion best practice and provision

Provides opportunities to raise funds

Provides opportunities to raise issues of individuals and groups

Relationship between social investment, grants and donations

Similarities and differences

Loans versus donations and grants

Social impact

Financial returns

Types of organisations that benefit from social investment, grants and donations:

Social Enterprises

Non-profit community-based organisations and services e.g. homeless shelters, regeneration projects, youth homes and centres, food banks, befriending services

Voluntary Organisations and Charities

Public and private services providing health and social care e.g. hospitals, specialist care units, residential care homes and services, home care services

Potential funding sources:

Trusts and foundations and some charities e.g. Lottery Fund schemes
Companies who can provide social investment loans, goods and services
Individuals can provide large and small one-off and regular personal contributions
Local community sources, e.g., churches, schools, shops, groups

Methods used to raise funds:

Social Investment proposals and applications
Online fundraising e.g. websites, social media
Face-to-face, e.g. at linked events, conferences, cold-calling
Crowdfunding, e.g. Kickstarter, Just Giving
Mailshots
Sponsored events, e.g. marathons, garden parties, fetes, shows
Advertisements in local press/media

LO2 Assess skills and competences required to develop a case for a potential fundraising exercise

Skills and competences required to develop relationships and attract funding:

Advocacy and networking skills
Research and report-writing skills
Knowledge and understanding of community and social issues
A discerning and positive attitude
Creative thinking and problem-solving ability
Political, social and negotiating skills
An understanding of how public and private sector bodies work
Compassion and the ability to empathise with people's life experiences
Knowledge of fundraising
Financial management awareness and budgeting
Ability to interpret or present data

Personal beliefs, values, skills and behaviours:

Ability to communicate effectively with a range of audiences both orally and in written form

Interpersonal and team-building skills

Good listening skills

Being able to lead others

Taking an informed and confident approach

Commitment to own practice/organisation and cause that demonstrates commitment to others

Identifying social causes and issues that would benefit from fundraising:

e.g. specific cases, e.g. cuts in funding and spending in areas of community and/or social care, human and physical resource need, regeneration, addressing inequalities, discrimination, human rights

Considerations when networking to raise funds:

What can you give in return?

Proactivity – explore avenues for opportunities

Reciprocal consideration of help that can be provided between self and others

Application of objective position, having clear ideas on achievable objectives

Consider personal presentation, e.g. digital footprint

Always follow up

Mode of networking online or offline

Thorough preparatory research prior to networking events e.g. review of delegate lists in conferences/meetings who would you like to talk to, find information about them before you start, consider ways you can help each other

Issues affecting others' propensity to provide funds:

Preconceptions and attitudes within and outside organisation

Limited community communication, cohesion

Lack of experience

Paying lip service and ignoring requests to donate

Powerlessness, complexity within a wider framework governing health and care services

Time, over-commitment, history of unproductive attempts

Stating the case:

Create a case for support

Identify what the problem is

Identify organisation's solution to the problem

Development grant proposals, letters requesting funding

The difference made if fundraising is successful

Likely effects if failure experienced

Rationale for why organisation is uniquely qualified to tackle the problem

LO3 Explore the steps needed to successfully develop opportunities for social investment

Analysis of need and plan:

Conducting appropriate Impact Assessment to identify and specify community or service need(s)

Deciding focus of funding, single or mixed portfolios

Justify appropriate sources of social investment, e.g. trusts and foundations, companies, individuals, local sources

Review the requirements of identified sources of social investment to secure funding e.g. proposals, business case, financial projections, anticipated social impact and expected financial returns

Align goals with available resources, e.g. some organisations take longer to deliver

Determining sources of funding other than social investment e.g. grants, donations

Demonstrating commitment, effort and value through planning and engaging in other fundraising efforts prior to seeking social investment

Individuals involved in overseeing fundraising initiative/s prior to social investment:

e.g. individual volunteer/s, volunteer fundraising committee, nominated fundraiser, independent consultant to advise if required

Researching and planning fundraising initiative/s:

Identify most appropriate donors, shaping needs to donor interest

Identify sources that have reason to support cause/issue

Research key individuals within organisation in order to develop relationships

Identify others who may have connections to appropriate sources

Devise proposals that illustrate needs and the difference funds will make to provision and practice

Approach to fundraising, e.g. face-to-face (pitching), written proposal, online mailshots, word of mouth, fundraising events

Post fundraising:

Ensure strong relationships are developed with donors

Ensure donor is kept involved, e.g. newsletters, invitations to events, reporting on specific contribution and impact

LO4 Develop a plan for a potential fundraising exercise for a chosen cause in community work practice

Develop a plan to raise funds:

Identify area of need

Evaluating existing programmes

Provide rationale for need and potential impact

Identify potential sources for grants and donations

Identify how funds will be raised, e.g. face-to-face/online

Ways to develop links with groups, agencies, sources

Conduct risk assessments on plans

Identify steps to implement plans:

Development of written proposals, outlines for pitches, documentation, posters, other forms of advertisement for fundraising

Agree with line management/fundraising committee

Identify individuals who can provide support for fundraising

Meetings

Management strategies of fundraising:

Overseeing the management of a limited budget

Encouraging participation in activities

Mediating in matters of conflict

Recruiting and training, paid and voluntary staff

General administrative duties, e.g. report writing, management of funds

Raising public awareness through local/national media, word of mouth, training, online discussion forums

Planning, attending and coordinating meetings and events

Liaising with sources

Evaluate fundraising plan with others:

Review own role and how fundraising plan can help to raise awareness/gain funds

Review steps to be taken to initiate plans for fundraising

Review networks developed useful to fundraising for issue/cause

Reflect on own involvement and ways to develop own role

Review ways to raise awareness for issue/cause and how this can impact on practice and provision

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the value and purpose of networking to create social investment opportunities		LO1 and LO2 D1 Critically examine how own skills and competences can support the development of relationships through networking to raise funds for a specific cause and achieve positive outcomes for a local community
P1 Discuss the specific purposes of networking in establishing support for social investment P2 Explain why specific causes and issues may benefit from fundraising	M1 Assess the value of networking in developing positive relationships that enable social investment and other funding opportunities	
LO2 Assess skills and competences required to develop a case for a potential fundraising exercise		
P3 Analyse own skills, values and behaviours in relation to the skills and competences required to develop relationships and fundraise P4 Discuss how to take into account networking considerations and issues affecting others' propensity to donate in a fundraising exercise for a specific cause	M2 Evaluate how skills and competences needed to fundraise can address networking considerations and issues affecting others' propensity to fund a specific cause	
LO3 Explore the steps needed to successfully develop opportunities for social investment		LO3 and LO4 D2 Critically review the effectiveness of practical approaches to enabling social investment, considering their achievement of positive outcomes for communities, and relationship to own professional development
P5 Explain the steps needed to support a plan for social investment through fundraising activity P6 Discuss how to ensure funders are kept involved in funded causes, organisations or services post-fundraising	M3 Critically discuss strategies to develop fundraising initiatives that include the involvement of potential funders	

Pass	Merit	Distinction
<p>LO4 Develop a plan for a potential fundraising exercise for a chosen cause in community work practice</p>	<p>M4 Evaluate own plan for a specific fundraising exercise, reflecting on the potential for enabling social investment and improving outcomes for individuals in own community</p>	
<p>P7 Develop a plan for a fundraising exercise for a cause in a chosen area of community development</p> <p>P8 Review potential impact of fundraising activity on the specific cause selected</p>		

Recommended resources

Textbooks

DALY, A. (2017) *The Crowdfunderess: Get Smart, Get Funded, and Kickstart Your Next Big Idea*. New York: Public Affairs.

FILLER, C. (2015) *The Student's Guide to Successful Fundraising: How to Make a Plan, Make an Impact and Make BIG Money for Your School, Club or Organization*. Washington: CreateSpace Independent Publishing Platform.

SPOLANDER, G. (2012) *Successful Project Management in Social Work and Social Care: Managing Resources, Assessing Risks and Measuring Outcomes (Essential Skills for Social Work Managers)*. London: Jessica Kingsley.

WHALEY, S. (2007) *Fundraising for a Community Project: How to Research Grants and Secure Financing for Local Groups and Projects in the UK*. Oxon: How to Books Ltd.

Websites

bigpotential.org.uk	Big Potential Website providing advice on how to source social investment in the UK Social Investment Guide (Guidance)
care2.com	Care2 The world's largest social network for good, an online social enterprise. (General reference)
efa-net.eu	European Fundraising Association Fundraising in Europe 2015 (Data)
globalgiving.org	Global Giving The largest global crowdfunding community connecting nonprofits, donors, and companies in nearly every country in the world. Providing nonprofits with the tools, training, and support they need to be more effective. (Resources)

knowhownonprofit.org

NCVO Knowhow Nonprofit

offers information, advice and support to all sizes of voluntary organisations, and individuals, on fundraising and gaining support

(Guidance and general reference)

ukcfa.org.uk

UK Crowdfunding Association (UKCFA)

Information and resources on crowdfunding

(General reference)

Links

This unit links to the following related units:

Unit 7: Contemporary Social Issues

Unit 8: Community Development – Principles and Practice

Unit 11: Planning and Supporting Community-led Activities

Unit 18: Resource Planning in Social and Community Care Services

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 29: Commissioning Projects and Services

Unit 30: Community Development Practice

Unit 45: Community Outreach and Support Work

Unit 46: Global Contexts of Community Development

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2	P3, M2, D1
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO2, LO4	P2, P3, M1, M2, M4, D1, D2
THEME 6: NUMERACY IN PRACTICE	LO3, LO4	P5, P7, P8, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit Code	L/616/5692
Unit Level	5
Credit Value	15

Introduction

Social care and community work practitioners and support staff are increasingly encountering areas of concern with gangs and serious youth violence and, as such, need to know how they relate to youth justice practice.

In this unit, students will be introduced to youth justice practice as a specialist area within social care and community work. They will develop their knowledge and understanding of key themes, theories, strategies and risks, alongside practical tools and techniques, as a foundation for professional practice within this field. They will explore definitions of youth justice, gangs, serious and youth violence, the criminogenic factors that put children and young people at risk, and the factors that can protect them from early criminality. Students will explore different strategies within youth justice practice to support children and young people, their families and the wider communities affected by gangs and serious youth violence. They will also examine the theory and legislation that underpins this work alongside the core skills needed for professional practice in this field. Students will evaluate and review relevant theories, approaches and principles, and assess the impact of youth justice practice and the core principles of effective and safe practice.

This unit can also support continued higher education learning within degree-level courses in youth and community work, youth justice, criminology, criminal justice and related fields. It can also support progression within youth and criminal justice fields such as youth offending services, probation, courts, social work, police, health and wellbeing and foster care.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the role of the youth justice system in addressing the impact of gangs and serious youth violence
2. Examine the roles of social and community workers in youth justice practice addressing gangs and serious youth violence
3. Assess risk and protective factors for juvenile offending
4. Apply an appropriate strategy used as part of an intervention to support young people at risk of engaging in gangs or serious youth violence.

Essential Content

LO1 Explain the role of the youth justice system in addressing the impact of gangs and serious youth violence

Key definitions:

Crime, youth, gangs, serious violence, criminogenic factors, age of criminal responsibility

Youth justice system (YJS), Youth Justice Board (YJB), youth offending team (YOT), **or** other statutory youth justice agencies as applicable in own national region

Youth Justice System:

Aims, sentencing options (prevention schemes, reprimands and final warnings, community sentences, intensive supervision, custody and training), **or** other statutory sentencing as applicable in own national region

Scale of youth crime:

Number of young people in the system, offences committed, outcomes received, offender demographics, trends

Impact of gangs and youth violence:

Individual, families, wider communities, social, economic, environmental, physical, emotional, structural, e.g. policing and the judiciary

Relevant legislation:

e.g. in the UK, Serious Crime Act (2015), Policing and Crime Act (2009)

Challenges to the effectiveness of the youth justice system:

Community perceptions or experiences of police, the courts and their representatives

Poor or ineffective relationships between police and the judiciary and young people at risk of gang involvement or serious youth violence

Institutionalised prejudice or racism, e.g. the criminalisation of poverty

Resistance and disconnection

Impact of the negative self-fulfilling prophecy

Entrenched and fixed beliefs

Pressures faced by individuals from others in their own communities to conform or comply, the risk of harm or punishment from peers or others for non-compliance with criminal behaviour

Lack of knowledge or awareness in professionals of the challenges facing disadvantaged youth, inability to connect

Influence of the media and social media

LO2 **Examine the roles of social and community workers in youth justice practice addressing gangs and serious youth violence**

Individuals working in social and community work services:

Education, e.g. tutors, mentors, safeguarding/protection officers, support workers working in mainstream schools and pupil referral units

Social services, e.g. social workers, social work assistants, family support workers, youth workers, drug and alcohol support workers, community development officers

Related public services, e.g. police and probation officers, youth offending team members

Voluntary sector, e.g. advocates, advisors, counsellors

Multidisciplinary working

Roles and responsibilities of workers in social and community services within youth justice practice:

Prevention and early intervention for children and young people at risk

Support for marginalised groups, e.g. refugees, asylum seekers, people with no recourse to public funds, disadvantaged families, black and minority ethnic groups

Signposting to other supporting agencies

Representation in court or other judiciary proceedings

Monitoring and evaluation

Supervising community orders,

Undertaking risk assessments and implementation plans

Advocacy, mentoring and mediation

Delivering evidence-based and needs-led interventions and support

Supporting the retention of young people in mainstream education, youth services, health and wellbeing

Professional conduct:

Accurate and effective reporting, e.g. precise and clear recording, maintenance of legible and accurate records, sharing of information, obtaining consent

Risk assessment, management and evidence-based practice

Engaging in regular supervision

Reflecting on knowing when to escalate issues and challenges

Informed and balanced approach to support or intervention

Self-management, applying emotional intelligence

Empathic communication

Conflict resolution

Risks associated with inappropriate conduct, e.g. legal action, job loss, risks to own personal safety, health and wellbeing

LO3 Assess risk and protective factors for juvenile offending

Risk factors for youth offending:

Definition of risk factors

Family, e.g. poor supervision and discipline, history of criminality, anti-social parental attitudes, low income, disrupted families through illness, death, separation or transience

School, e.g. low expectations and achievement, aggressive behaviour, lack of commitment, experience of negative prejudice and bullying, friendships with peers involved in crime and drug misuse, insufficient intellectual stimulation

Community, e.g. perceived or actual oppression and/or structural social inequality, disadvantaged neighbourhoods, isolation, neglect, discrimination, availability of drugs

Personal, e.g. history of abuse, neglect, hyperactivity and impulsivity, cognitive impairment, positive attitudes towards drugs and offending

Factors most closely linked to reoffending:

Thinking and behaviour, lifestyle, education, incarceration, social environment, link between youth offending and adult offending

Protective factors for youth offending:

Definition of protective factors

Individual characteristics, e.g. links between gender and youth offending, resilient temperament, sense of self-efficacy, positive disposition, decision-making skills, positive self-image, high self-esteem

Social bonding, e.g. stable, warm or affectionate relationship with one or both parents, positive relationships with tutors and other pro-social adults

Healthy standards, e.g. positive behavioural norms and values held by community, parents, and tutors, opportunities to be involved and develop a sense of belonging, high and positive expectations of others, reinforcement of positive behaviours, recognition and praise

Theories of the relationship between criminogenic risk factors, gangs and serious youth violence:

Social structure approaches, e.g. social disorganisation theory and cultural deviance theory

Social process approaches, e.g. social control theory, social learning theory and social reaction theory

Cycle of violence, victims becoming perpetrators

LO4 Apply an appropriate strategy used as part of an intervention to support young people at risk of engaging in gangs or serious youth violence

Community-based services and strategies:

Groupwork, one-to-one support and mentoring

Early intervention, e.g. information giving and workshops in schools, parenting classes

Specialised interventions targeting specific at-risk groups, e.g. people from specific minority ethnic, cultural or religious backgrounds, individuals with learning support needs

Community support services to address factors contributing to reoffending, e.g. substance misuse services, mental health support, employability, education and training programmes, family support, housing advice and support, advocacy, restorative justice programmes

Voluntary sector throughcare support on release from custody

Effective interventions:

Effective planning using assessments of, e.g. mental health and wellbeing, family circumstances, school and community, health and welfare, environments, i.e. social, physical, home, friends and existing support systems

Effective approaches – skills-based, e.g. in the UK, youth crime prevention programmes, family-focused, person-centred

Promising approaches – mentoring, community focus, gang-specific

Ineffective or harmful approaches – deterrence, discipline

Key principles of effective programmes – evidence-based, positive change-focused, delivered by trained staff, based in 'natural' environment, high programme integrity

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain the role of the youth justice system in addressing the impact of gangs and serious youth violence			LO1 and LO2 D1 Critically evaluate the role of social and community workers as part of a multiagency workforce in the youth justice system.
P1 Discuss youth crime in the context of the youth justice system. P2 Review the scale of youth crime and the impact it has on the individual and community.	M1 Evaluate the impact of youth crime, specifically gang and youth violence, on the individual, the community and the measures taken by the youth justice system.		
LO2 Examine the role of social and community workers in youth justice practice addressing gangs and serious youth violence			
P3 Explain the role and responsibilities of social and community workers practising in the youth justice field P4 Examine the importance of appropriate and professional conduct for those working to support youth justice	M2 Critically analyse how social and community workers and organisations involved in addressing gangs and youth violence work together, giving specific examples		
LO3 Assess risk and protective factors for juvenile offending			LO3 and LO4 D2 Critically evaluate the effectiveness of specific interventions aimed at tackling gang and youth violence in relation to own role and career path
P5 Investigate the complexities of risk and protective factors that research has highlighted as linked to the risk of juvenile offending	M3 Evaluate the importance of addressing risk and protective factors for juvenile offending with regard to reoffending and adult offending		

Pass	Merit	Distinction
<p>LO4 Apply an appropriate strategy used as part of an intervention to support young people at risk of engaging in gangs or serious youth violence</p>		
<p>P6 Review a range of programmes and interventions that are focused on addressing gang and youth violence</p> <p>P7 Contribute to the implementation of an aspect of a skills-based intervention with an identified child or young person to reduce their risk of engaging in gangs or serious violence</p>	<p>M4 Analyse the evidence for effective interventions to address gang and youth violence within a specific service in own locale</p>	

Recommended resources

Textbooks

ARTHUR, R. (2016) *The Moral Foundations of the Youth Justice System: Understanding the principles of the youth justice system*. Oxford: Routledge.

DENSLEY, J. (2016) *How Gangs Work: An Ethnography of Youth Violence*. Basingstoke: Palgrave Macmillan.

GOLDSOHN, B. and MUNCIE, J. (2015) *Youth Crime and Justice*. Exeter: Sage Publications.

GUNTER, A. (2017) *Race, Gangs and Youth Violence: Policy, Prevention and Policing*. Bristol: Policy Press.

SEAL, M. and HARRIS, P. (2016) *Responding to Youth Violence through Youth Work*. Bristol: Policy Press.

THOMPSON, N. (2016). *Anti-Discriminatory Practice: Equality, Diversity and Social Justice (Practical Social Work Series)*. Basingstoke: Palgrave.

Websites

eif.org.uk	Early Intervention Foundation Preventing Gang and Youth Violence: Spotting Signals of Risk and Supporting Children and Young People (Reports)
howardleague.org	The Howard League for Penal Reform Punishing children: A survey of criminal responsibility and approaches across Europe (Report)
oijj.org	The International Council for Juvenile Justice Works to support global initiatives to develop and improve juvenile justice systems around the world (General reference)
usir.salford.ac.uk	University of Salford Institutional Repository Cross-national comparison of youth justice approaches and youth custody (Hazel, N 2014) (PowerPoint Presentation)

who.int	World Health Organisation World Report on Violence and Health: Chapter 2: Youth Violence (Report)
ycareinternational.org	Y Care International Working to improve the lives of young people across the globe Youth Justice section (Reports)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 12: Inspiring Young People

Unit 15: Youth and Community Work

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 31: From Conflict to Resolution

Unit 33: Social and Community Services in Criminal Justice Practice

Unit 36: Mental Health: Distress and Disorder

Unit 37: Working with Housing and Homelessness

Unit 38: Developing Effective Helping Relationships

Unit 42: Social Work in Educational Environments

Unit 45: Community Outreach and Support Work

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO2	P1, P2, P3, P4, M1, M2, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2, LO4	P3, P4, P7, M2, D1
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P5, M3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3, LO4	P6, P7, M3, M4, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3, LO4	P6, P7, M3, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 36: Mental Health: Distress and Disorder

Unit Code	R/616/5693
Unit Level	5
Credit Value	15

Introduction

Many people will have mental health needs at some point in their life. As a result, healthcare professionals who are working with people in the community need to understand the mental health needs of individuals and their families. There remain barriers for individuals with mental health disorders and a lack of understanding and knowledge within the population. Historically, the treatment of mental health conditions has changed over time but has this contributed to the barriers that exist?

This unit will provide the opportunity for students to understand the ways in which people who have experienced mental ill-health have been viewed and treated by others. Students will explore the elements and insights that may contribute to better promotion of mental health and wellbeing in the future. Students will develop the skills and understanding required to support individuals with mental health conditions. The evidence for the unit is based on theoretical considerations and investigations into mental health support which is available within the community. The material covered in this unit may be highly sensitive and students may divulge personal information, tutors should create a safe environment to support this and be able to implement local and national safeguarding/protection policies and procedures with respect to disclosure.

On completion of this unit, students will have a greater understanding of mental health and wellbeing, the legal and ethical framework under which practitioners operate, and will have further developed the skills required to work within the community with people that require support with mental ill-health in the health and care sector. This unit also supports students' continuing higher education in areas related to social work, community development, psychology and counselling.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore conditions associated with mental ill-health
2. Examine the current context of service provision for individuals experiencing mental ill-health or distress
3. Investigate professional approaches to mental ill-health and distress
4. Review the role of the social or community worker in supporting people experiencing mental ill-health or distress.

Essential Content

LO1 Explore conditions associated with mental ill-health

Key concepts:

Mental health and wellbeing, e.g. emotional, psychological, psycho-social, wellbeing, and the relationship between these aspects of health

Impact on cognition and behaviour, health and ill-health

Interrelationship between physical and mental ill-health

Types of mental ill-health:

Current International Classification of Diseases (ICD), Classification of Mental and Behavioural Disorders, e.g.: organic – symptomatic, mental disorders, mental and behavioural disorders due to psychoactive substance use, schizophrenia, schizotypal and delusional disorders, mood (affective) disorders, neurotic, stress-related and somatoform disorders

National and global prevalence and risk factors.

Signs and symptoms of mental ill-health:

Emotional, cognitive and physical signs and symptoms

Behavioural indicators

Types of treatments:

e.g. medication, counselling/psychotherapy, cognitive Behavioural Therapy (CBT), electroconvulsive Therapy (ECT), complementary and alternative medicines, exercise, social models of support

Risks associated with mental ill-health:

Risks to self and others

Impact on the individual, family/friends and the wider community

Impact on health and social care service provision

Assessing risk

Relationship between risk, safety and recovery

Characteristics of improvements in mental health:

e.g. reduction in, or alleviation of, symptoms associated with specific conditions, increasingly positive lifestyle choices, increased family, social, work, community participation and interaction, improved physical wellbeing, more effective coping strategies when dealing with life and changes, feelings of being valued and respected, feelings of meaningfulness and purpose in relation to life, increased optimism

LO2 Examine the current context of service provision for individuals experiencing mental ill-health or distress

Historical:

Asylums

Criminalisation of mental ill-health, prisons, workhouses

Mid-20th century changes in perception and approaches to treatment

The impact of public perception:

Stigmatisation of mental ill-health and individuals experiencing mental ill-health or distress

The impact of stigma on mental ill-health and distress

Challenging stigma and changing attitudes towards individuals with mental health needs

The role of health education and promotion in raising awareness of the prevalence of mental ill-health

Current and relevant legislation underpinning mental health service provision:

e.g. legislation pertaining to mental health and mental capacity, safeguarding and/or protection, equality and diversity, human rights

Hospital-based support:

Services, e.g. inpatient, outpatient, day hospitals

Professionals, e.g. psychiatrists, occupational therapists, mental health nurses, occupational therapists

Community-based support:

Services, e.g. Children and Adolescence Mental Health Services, Community Mental Health Teams (CMHTs)

Professionals, e.g. community mental health nurses, psychologists/counsellors, mental health social workers, general practitioners, self-help groups

Charities, voluntary/independent bodies supporting individuals experiencing mental health and distress:

e.g. in the UK, CALM, Contact, Heads Together, Mind, Rethink, Turning Point

Health and social care service provision that reflect a sociological approach to supporting individuals experiencing mental ill-health and distress:

Recovery Movement, Recovery Colleges

Crisis intervention

Early intervention in psychosis

Assertive outreach

Social model of support

Advocacy

Moves towards more user involvement

Challenges and ethical dilemmas in providing support:

e.g. funding mechanisms for accessing mental health services, partnership working, respect for the rights of other individuals living in the community, respecting confidentiality, addressing stigma, challenging Not in Our Back Yard (NIOBY) and evidence of discrimination against individuals within their own communities

LO3 Investigate professional approaches to mental ill-health and distress

Professional approaches reflecting a clinical and medical illness model of mental ill-health and distress:

Focus on biological, neurological processes, determinants and treatments

Clinical and medical intervention as primary means of treating diagnosed mental illness

Impact of this focus on recovery and change

Medical approach versus sociological models of mental ill-health

Professional approaches reflecting a sociological model of mental ill-health and distress:

Recognising the person at the centre of the condition, taking into account the range of sociological influence

Considering mental ill-health in the context of the whole person

Focus on human potential and opportunities to bring about change

Recognising the individual as the expert regarding their own needs and experiences

Relationship-building, empathy, positive regard in treating individuals experiencing mental ill health or distress

Utilising the skills and knowledge of the individual, their family and friends in approaches to treating mental ill-health or distress

Recognising the whole person and considering the range of antecedents and determinants of mental ill-health and distress:

Social factors, e.g. peer pressure, availability of support networks, social isolation, relationships, media influences

Emotional and psychosocial factors, e.g. experiences in childhood and adolescence, trauma, loss and abuse

Economic and environmental factors, e.g. inequalities in geographical and home environment, poverty, income and employment, education, lifestyle

Biological factors, e.g. genetics, diet, stress, abuse, relationship between mental ill-health and drug or alcohol abuse

LO4 Review the role of the social or community worker in supporting people experiencing mental ill-health or distress

The responsibilities of social and community workers within mental health service provision:

Enabling individuals to access the statutory social care and social work services and advice to which they are entitled

Discharging any legal duties and promoting the social care ethos of the local authority

Promoting recovery and social inclusion with individuals and families

Working with local communities to support community capacity

Working with the individual and their family or loved ones towards developing personal and family resilience

Engaging with communities and at-risk individuals to enable earlier intervention and active citizenship

Supporting partnership work across health and social care services in the provision of care

Protecting and safeguarding service users

Working preventatively

The knowledge, behaviours and skills required of social and community workers within mental health service provision:

Recognising the impact of disadvantage and oppression on individuals and the relationship to mental health

Recognising the alienation and stigma that can be faced by individuals with mental ill-health and working to champion their rights and support their recovery

Being able to challenge the broader barriers faced by individuals experiencing mental ill-health

Knowing when to intervene in situations characterised by high levels of social, family and interpersonal complexity, risk and ambiguity

Showing professional judgment and leadership in responding to situations requiring intervention

Reflecting social work values, qualities and behaviours, e.g. warmth, respect, exercising discerning judgement, treating people with equality, being trustworthy, open and honest, reliability, effective communication

Being a reflective and self-aware practitioner

Addressing own experience of mental ill-health and associated attitudes, behaviours or prejudices honestly to work in the best interests of the individual

Identify and utilise people's needs and strengths:

Taking a person-centred approach

Acknowledging the personal, social, cultural and spiritual strengths and needs of the individual

Working in partnership with the individual's friends and family to collect information to assist understanding of their strengths and needs

Supporting individuals who need assistance, e.g. signposting or supporting individuals with benefit/funding queries and applications as appropriate

Promoting community involvement and engagement

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore conditions associated with mental ill-health		
<p>P1 Discuss the signs, symptoms and forms of treatment associated with different types of mental ill-health</p> <p>P2 Explain the importance of assessing risk in enabling sustained improvement and recovery</p>	<p>M1 Produce risk assessment plans that address the signs and symptoms of mental ill health conditions, making recommendations for enabling recovery</p>	<p>D1 Justify the risk assessment plans in terms of their effectiveness in supporting the sustained improvement and recovery of individuals presenting with different mental health conditions</p>
LO2 Examine the current context of service provision for individuals experiencing mental ill-health or distress		<p>LO3 and LO4</p> <p>D2 Critically evaluate current services available in terms of their effectiveness in treating and supporting individuals with mental ill-health, their social network and the local community</p>
<p>P3 Analyse the impact of mental health legislation on the experience of an individual presenting with mental ill health in a social or community care setting</p> <p>P4 Reflect on the impact of stigma on the experience of an individual with a mental health disorder, their social network and the local community</p>	<p>M2 Critically analyse the relationship between stigma and the effectiveness of services and support provided in the case study identified</p>	
LO3 Investigate professional approaches to mental ill-health and distress		
<p>P5 Produce a case study comparison of sociological and medical models of treatment and support for individuals with mental ill-health</p>	<p>M3 Evaluate sociological and medical models of treatment and support in terms of their impact on the individual with a diagnosed mental health disorder</p>	

Pass	Merit	Distinction
<p>LO4 Review the role of the social or community worker in supporting people experiencing mental ill-health or distress</p>		
<p>P6 Explain the responsibilities of social and community work practitioners in mental health service provision</p> <p>P7 Reflect on how the role of social and community workers can enable service users with mental health conditions to feel supported and empowered towards recovery</p>	<p>M4 Critically reflect on own knowledge, skills and behaviours in terms of meeting the requirements of social or community work practice in mental health service provision and promoting the recovery of individuals with mental ill-health</p>	<p>D3 Produce a personal development plan to improve own knowledge, skills and behaviours and provide effective professional and person-centred support to individuals experiencing mental ill-health</p>

Recommended resources

Textbooks

GOLIGHTLEY, M. and GOEMANS, R. (2017) *Social Work and Mental Health. (Transforming Social Work Practice Series)*. Exeter: Learning Matters.

GOULD, N. (2016) *Mental Health Social Work in Context (Student Social Work)*. Oxford: Routledge.

PILGRIM, D. (2017) *Key Concepts in Mental Health*. London: Sage Publications Ltd.

SEWELL, H. (2008). *Working with Ethnicity, Race and Culture in Mental Health: A Handbook for Practitioners*. London: Jessica Kingsley Publishers.

TEW, J. (2011) *Social Approaches to Mental Distress (Practical Social Work Series)*. Basingstoke: Palgrave.

WEBBER, M. (ed.) (2010) *Reflective Practice in Mental Health: Advanced Psychosocial Practice with Children, Adolescents and Adults (Reflective Practice in Social Care)*. London: Jessica Kingsley Publishers.

Websites

globalmentalhealth.org	The Movement for Global Mental Health A network of individuals and organisations that aim to improve services for people living with mental health problems and psychosocial disabilities worldwide, especially in low- and middle-income countries where effective services are often scarce. (Resources and reports)
kingsfund.org.uk	The Kings Fund Bringing together physical and mental health: A new frontier for integrated care (Report)
who.int	The World Health Organisation Pages on Mental Health (Resources and reports)
worldbank.org	The World Bank Mental Health (Briefings, articles and blogs)

youtube.com

You Tube

Mental Health for All by Involving All | Vikram Patel | TED Talks

(Video)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 16: Sociological Approaches in Social and Community Work

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 37: Working with Housing and Homelessness

Unit 38: Developing Effective Helping Relationships

Unit 40: Contemporary Approaches to Disability

Unit 45: Community Outreach and Support Work

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, M2, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P6, P7, M4, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-LO4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-LO4	All criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1-LO4	All criteria
THEME 6: NUMERACY IN PRACTICE	LO1	M1, D1

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 37: Working with Housing and Homelessness

Unit Code	Y/616/5694
Unit Level	5
Credit Value	15

Introduction

Access to housing is one of the most fundamental requirements for any individual, and living in appropriate housing for one's needs is closely linked to physical, mental and emotional wellbeing. Many community and social care workers have roles within settings related to housing. There are roles as floating support workers, or working within supported living facilities and hostels for homeless individuals, assisting individuals to maintain tenancies. Community and social care workers also have an important contribution to make in preventing homelessness, working with various professionals from both health and care services and housing to provide the best outcomes for individuals in need of support.

In this unit, students will develop their awareness of housing policy and the impact housing has on individuals' health and wellbeing. They will explore the context of housing and homelessness and the role of community and social care workers in this sector. Homelessness will be explored, including risk factors and groups at particular risk, including young people leaving the care system, people leaving prison, those with mental health difficulties, people who misuse substances and/or have experienced multiple exclusion homelessness. Assessment and care planning to support individuals with their housing needs will be examined, aiming to support individual strengths and aspirations. Students will explore strategies to support individuals to gain the skills required for independent living and maintaining a tenancy. The importance of all services working together to address housing issues will be emphasised. The impact of housing and homelessness on health and wellbeing will be considered, as will approaches to support the inclusion of individuals in society.

On completion of this unit, students will have developed an understanding of policy and legislation applied to housing and homelessness. Students will have had the opportunity to consider assessment in relation to housing needs and to devise a support plan for an individual. An awareness of the factors leading to multiple exclusion homelessness will be gained, together with skills to promote the health and wellbeing of individuals. The learning in this unit supports students' progress in roles involving housing, social care administration, community outreach and support. It also supports students continuing in higher education in areas related to housing, social administration and policy, social and community work.

Learning Outcomes

By the end of this unit students will be able to:

1. Review the context of working with individuals with specific housing needs
2. Assess factors contributing to homelessness
3. Discuss interventions to support individuals with specific housing needs
4. Promote the health and wellbeing of individuals with specific housing needs.

Essential Content

LO1 Review the context of working with individuals with specific housing needs

Legislation related to supporting individuals with specific housing needs:

Housing law and entitlement

Human rights

Protection and safeguarding

Welfare rights

Health, safety and security:

Health and Safety legislation and policy

Maintenance, reporting faults

Security in group setting

Safeguarding

Risk assessment

Policy:

Political factors

National and local policy

Housing/homelessness strategies

Funding for housing

Role of community/social care worker:

Settings, homeless hostels, supported living settings, floating support

Groups, housing facilities for specific needs, mental health, learning disability, older adults, young people, autism, physical disability, substance misuse

LO2 Assess factors contributing to homelessness

Homelessness, definitions:

Types of homelessness, sleeping rough, 'sofa surfing' – staying with friends on ad hoc basis

Multiple exclusion homelessness (MEH)

Groups at risk

Mental health difficulties

Substance misuse

Experience of institutional care

Young people leaving the care system

Ex-offenders

Experience of 'street culture'

Begging, IV drug use, sex work, rough sleeping

Approaches to supporting individuals with MEH:

Assertive outreach for mental health

Harm reduction in substance misuse

Strategies to support young people leaving care, transition planning

Impact of homelessness:

Social exclusion

Lack of access to mainstream services, e.g. welfare, housing, health, social, education, leisure

Impact on physical and mental health

Cycle of deprivation

Poverty

Risks, e.g. becoming a victim of sexual assault, violence, theft

Partnership working:

Health and Social Care

Criminal Justice

Housing

Statutory, voluntary sector

LO3 Discuss interventions to support individuals with specific housing needs

Support planning:

Assessment of needs, individual strengths
Principles of person-centred support planning
Individual aspirations
Reviewing and evaluating support plans
Record-keeping

Supporting the development of life and social skills:

Budgeting, cooking, shopping, house maintenance, personal care
Social skills, communication, assertiveness, relationships

Advocacy:

Capacity
Self-advocacy
Empowerment

Supporting individuals with communal living:

Tensions in communal living
Running tenants' groups
Resolving conflict
Dealing with anti-social behaviour

LO4 Promote the health and wellbeing of individuals with specific housing needs

Appropriate housing for need:

Assessment of housing need
Housing need in relation to physical disabilities, mental health, learning disabilities, social disability
Impact of housing on physical health and mental health

Access to community services:

Concepts of inclusion and social exclusion

Strategies to support engagement with services,

Access to community health services, GP, dentist, health screening services, podiatry

Access to leisure facilities, sports, arts, entertainment

Access to social welfare services, benefits

Access to education and employment, literacy and numeracy, employability

Health improvement strategies:

Harm reduction for substance use, tobacco, alcohol, drugs

Brief interventions

Supported employment initiatives

Recovery Colleges

Strategies to improve physical health, activity, nutrition

Supporting individuals with relationships:

Recognition that many homeless people have experience of trauma (often multiple traumas)

Signposting to appropriate services in relation to individual need, e.g. substance use, self-harm, experience of abuse

Building trust

Supporting individuals with developing social skills

Facilitating meetings with family

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Review the context of working with individuals with specific housing needs		D1 Critically evaluate the impact of a national strategy for housing for people with social care needs on individuals accessing housing-related support
<p>P1 Review the range of legislation relevant to working with specific housing need</p> <p>P2 Discuss the role of the community or social care worker in supporting housing needs in a range of settings</p>	<p>M1 Evaluate the role of the care worker in maintaining Health and Safety, security and protection or safeguarding for individuals in supported housing</p>	
L02 Assess factors contributing to homelessness		D2 Critically evaluate interventions to support one of the groups at risk of multiple exclusion homelessness
<p>P3 Discuss the factors that lead to multiple exclusion homelessness</p> <p>P4 Examine the impact of homelessness on the social exclusion of individuals</p>	<p>M2 Assess barriers in supporting individuals who are homeless to access appropriate housing</p>	
L03 Discuss interventions to support individuals with specific housing needs		D3 Critically compare the support plan with principles of person-centred planning, making justified suggestions for improvement
<p>P5 Devise a support plan for an individual who has specific housing needs</p> <p>P6 Discuss strategies to support people living in communal supported living</p>	<p>M3 Analyse the role of advocacy in supporting individuals with specific housing needs</p>	
L04 Promote the health and wellbeing of individuals with specific housing needs		D4 Critically review strategies to support individuals with specific housing needs to engage with community services
<p>P7 Assess the importance of appropriate housing for physical, mental and emotional health and wellbeing</p> <p>P8 Discuss the barriers faced by individuals with specific housing needs in accessing community health, leisure and education services</p>	<p>M4 Analyse approaches to supporting individuals with specific housing needs to develop and maintain social networks</p>	

Recommended resources

Textbooks

CLAPHAM, D. (2017) *Accommodating Difference: Evaluating Supported Housing for Vulnerable People*. Bristol: Policy Press.

MULLINS, D. and MURIE, A. (2017) *Housing Policy in the UK*. London: MacMillan Palgrave.

PADGETT, D., HENWOOD, B. and TSEMBERIS, S. (2015). *Housing First: Ending Homelessness, Transforming Systems, and Changing Lives*. Oxford: Oxford University Press.

SPRIGINGS, N. (2017) *Housing and Housing Management: Balancing the two key contracts (Policy and Practice in Health and Social Care)*. Edinburgh: Dunedin Academic Press.

Reports and Journals

CORNES, M., MANTHORPE, J. and JOLY, L. (2014) *Reconciling Recovery, Personalisation and Housing First: integrating practice and outcome in the field of multiple exclusion homelessness*. In *Health and Social Care in the Community*. 22 (2), 134-143.

MANTHORPE, J., CORNES, M., O'HALLORAN, S. and JOLY, L. (2015) *Multiple Exclusion Homelessness: The preventive role of Social Work*. In *British Journal of Social Work*. 45 (2), 587-599.

Websites

arcuk.org.uk

Association for Real Change

Active Support, a handbook for supporting people with learning disabilities to lead full lives
(ebook)

gov.uk

UK Government website

Housing for older and vulnerable people
(General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 6: Social Policy and Administration

Unit 7: Contemporary Social Issues

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 16: Sociological Approaches in Social and Community Work

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 36: Mental Health: Distress and Disorder

Unit 38: Developing Effective Helping Relationships

Unit 40: Contemporary Approaches to Disability

Unit 45: Community Outreach and Support Work

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3	M3, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-LO4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2-LO4	P3, P4, P5, P8, M3, M4, D2, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO4	P7, P8, D4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 38: Developing Effective Helping Relationships

Unit Code	D/616/5695
Unit Level	5
Credit Value	15

Introduction

Skills in developing effective helping relationships with individuals are vital for workers in the community and social care sectors. An understanding of counselling approaches that can support individuals will assist workers in their day-to-day interactions with individuals and groups. Workers in this sector also benefit from using active listening skills set within a framework of ethical practice.

The unit aims to provide students with an overview of the theory related to providing psychological support, with a focus on humanistic counselling. Students will develop their understanding of the core skills needed to develop effective helping relationships and the importance of being aware of their own feelings and behaviour. Theory will be applied to practice through the use of case studies to explore the appropriate use of counselling and its benefits and limitations in different circumstances. Students will also learn to develop effective helping relationships with individuals with specific needs, including sensory impairment, and conditions that affect communication such as autism or dementia. Ethical principles and codes of practice that relate to the use of counselling approaches will be explored and ethical dilemmas that may be encountered will be reviewed.

Students will have the opportunity to practise communication skills in simulated interactions, and will be encouraged to develop skills in providing and receiving peer feedback through the use of triads. They will be supported throughout the unit by a facilitator who has experience and skills in counselling in order that a safe place is provided for them to practise their skills, with due regard for confidentiality and access to appropriate student support mechanisms.

On completion of this unit, students will have an understanding of the theories underpinning psychotherapeutic approaches and their appropriate use. Students will have a knowledge of ethics, as applied to the therapeutic relationship, and skills in ethical decision-making. They will also be able to demonstrate practical skills employing active listening techniques to initiate, develop and end a therapeutic interaction. Further development of self-awareness will be promoted through evaluation of their own performance. This will support students' progress in health and social care support work and in continuing higher education in areas such as counselling and social work.

Learning Outcomes

By the end of this unit students will be able to:

1. Review a range of theories underpinning approaches to providing psychological support
2. Review the use of counselling approaches to develop effective helping relationships with individuals
3. Explain ethical principles that apply to using counselling approaches when supporting individuals in helping relationships
4. Demonstrate communication skills needed to develop an effective helping relationship.

Essential Content

LO1 Review a range of theories underpinning approaches to providing psychological support

Theoretical approaches:

Humanistic, e.g. Rogers, Egan

Psychodynamic, e.g. Freud

Cognitive-behavioural, e.g. Beck, Ellis

Psychological approaches to providing support:

Counselling, stages (using Egan)

Psychodynamic approaches

Cognitive behavioural therapy (CBT)

Group therapy

Mindfulness

Family therapy

Benefits and limitations of different approaches

LO2 Review the use of counselling approaches to develop effective helping relationships with individuals

Significant life events:

Bereavement and loss

Transitions, illness/disability, retirement/unemployment

Trauma

Impact of life events on individual

Role of counselling in supporting life events

Developing relationships with individuals with specific needs:

Children and young people

Older adults

Individuals with mental health difficulties

Individuals with dementia or learning disabilities
Individuals with sensory impairment (hearing/sight)
Individuals with physical disabilities

Role of counselling to support individuals with specific needs:

Consideration of use of approaches with individuals with different needs
Evidence base for use of counselling with different groups
Reviewing evidence, National Institute of Health and Care Excellence, Cochrane Reviews
Reading and critiquing research evidence

LO3 Explain ethical principles that apply to using counselling approaches when supporting individuals in helping relationships

Ethical principles:

Beneficence
Non-maleficence
Honesty and integrity
Justice
Autonomy

Ethical codes:

Professional codes of practice
Regulation of practitioners

Ethical dilemmas:

Ethical decision-making
Confidentiality
Need for disclosure
Conflicting values
Ending relationships
Social media use

Boundaries:

Appropriate boundaries

Limits of confidentiality

Appropriate disclosure

Record-keeping

Supervision:

Role of supervision in psychotherapeutic approaches

Purpose of supervision for practitioner

Protection for client

Self-awareness:

Awareness of own values

Impact of self-awareness on practice

Self-care

LO4 Demonstrate communication skills needed to build an effective helping relationship

Initiating a helping relationship:

Core conditions, e.g. empathy, non-judgmental approach, genuineness

Establishing boundaries

Preparing environment

Confidentiality, limits of confidentiality

Planning, formal, informal

Active listening skills:

Verbal, paraphrasing, reflecting, summarising, appropriate use of questions, types of questions

Non-verbal, body language, posture, gesture, congruence between verbal and non-verbal interaction

Sustaining and ending relationships:

Use of active listening skills

Problem-solving approaches, systematic approach, listing problems, identifying courses of action, reviewing impact of actions

Solution-focused approaches, identifying individual's strengths, individual as 'expert', future focus, supporting individual to seek solutions

Ending interactions appropriately

Summarising, reviewing progress

Ending counselling relationship sensitively

Next steps

Reviewing simulated interactions:

Use of triads for skills practice

Establishing ground rules, support and confidentiality

Purpose of peer review within triads, benefits to own practice, providing constructive, supportive and sensitive feedback, impact on individual

Receiving and making use of feedback

Identifying strengths and potential areas for development

Consideration of effective and ineffective communication

Methods and frameworks for evaluating performance of communication skills

Debriefing

Reflecting on own skills

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Review a range of theories underpinning approaches to providing psychological support			D1 Critically evaluate the benefits and limitations of the approaches for the specified individual
P1 Analyse theory underpinning psychological approaches to supporting individuals P2 Review counselling approaches used to develop effective helping relationships	M1 Critically compare two approaches that could be used to support a specific individual		
LO2 Review the use of counselling approaches to develop effective helping relationships with individuals			D2 Critically review the evidence base for the use of counselling for individuals with a specific need
P3 Assess the impact of specific needs of individuals on developing effective helping relationships P4 Review the use of counselling approaches to support individuals through significant life events	M2 Evaluate how the counsellor can adapt communication to take account of the specific needs of individuals		
LO3 Explain ethical principles that apply to using counselling approaches when supporting individuals in helping relationships			D3 Critically evaluate the role of supervision in supporting and protecting the practitioner and client
P5 Explain ethical principles that apply to developing an effective helping relationship P6 Discuss the importance of self-awareness in developing helping relationships	M3 Review ethical dilemmas that may be encountered when employing counselling approaches in helping individuals with different needs		

Pass	Merit	Distinction
<p>LO4 Demonstrate communication skills needed to develop an effective helping relationship</p>		
<p>P7 Demonstrate the skills required to initiate and set boundaries in a helping relationship</p> <p>P8 Demonstrate the use of active listening skills to sustain therapeutic interaction</p>	<p>M4 Provide constructive feedback to peers on simulated interactions</p> <p>M5 Critically reflect on the use of triads to support own skills development</p>	<p>D4 Critically evaluate own skills during interaction and make justified suggestions for future development</p>

Recommended resources

Textbooks

BOND, T. (2015) *Standards and Ethics for Counselling (4th Edn.)*. London: Sage.

HOUGH, M. (2014) *Counselling skills and theory (4th Edn.)*. Abingdon: Hodder Stoughton.

KENNERLEY, H., KIRK, J. and WESTBROOK, D. (2016) *An introduction to Cognitive Behavioural Therapy: Skills and Applications*. London: Sage.

WILSON, J. (2014) *Supporting people through loss and grief: Introduction for Counsellors and other caring practitioners*. London: Jessica Kingsley.

Websites

bacp.co.uk

British Association for Counselling & Psychotherapy

1. Ethical Decision-making in Counselling Practice
(Research)
2. Ethical Framework for the Counselling Professions
(Guidance)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 12: Inspiring Young People

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 31: From Conflict to Resolution

Unit 44: International Social Work and Community Development

Unit 45: Community Outreach and Support Work

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO3	P5, M3
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2, LO3, LO4	P5, P6, P7, P8, M2, M3, M4, D3, D4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	M3, D3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3	P3, M2, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1-4	All assessment criteria

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 39: Supervising and Managing Others in Social and Community Care

Unit Code	K/616/5697
Unit Level	5
Credit Value	15

Introduction

Management and supervision in social and community practice are keystones to service provision. The quality and competence of these make a significant difference to operational performance, cohesive team working and the health and wellbeing of individuals. Making a transition into management in social services carries with it the responsibility of supervising and managing teams but also further opportunities for progression to more senior roles within social and community service provision.

This unit is aimed at students new to the management and/or supervision of others' practice and service delivery within a particular work setting. Students will first understand the primary functions, core professional competencies and behaviours needed to effectively supervise and manage others in social and community service provision. They will explore more specific tasks, activities and duties, including supervising workload and case management systems and practices, developing relationships with individuals and supervising induction processes. Students will also investigate different ways in which they can effectively supervise and manage others in group and individual situations and the requirements for recording and storing records relating to supervision. To complete this unit, students will conduct a critical review of their own effectiveness and professional development in innovating and championing best practice and driving change.

This unit supports students intending to move to more senior positions within social and community work practice or who intend to continue in higher education in social and community care administration and management and social policy related areas.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss key concepts underpinning the supervision and management of others in social and community care-related settings
2. Examine practice requirements for those who supervise and manage others in social and community care environments
3. Explore supervision and management strategies in group and individual situations
4. Review own role in influencing development and change through the supervision and management of others.

Essential Content

LO1 Discuss key concepts underpinning the supervision and management of others in social and community care-related settings

Defining supervision:

Mandatory process between managers and staff
Regular planned and recorded process of employee engagement
Critical watching and directing of activities
Quality decision-making and interventions
Line management and organisational accountability
Personal learning career and development

Theoretical approaches to supervision and management:

e.g. Kadushin's model of supervision, the Johari window and relational dynamics, Kolb and the importance of understanding and adapting to the learning styles of supervisees, Tuckman's theory of group processes

Primary functions:

Administrative case and workload management
Personal support and mediation
Individual and group supervision
Professional and personal development of self and others
Bridge between individual and organisation
Supervision and monitoring of all, e.g. temporary/agency staff
Ensuring all staff understand their role and responsibilities
Ensuring consistency of standards maintained
Identification of issues in delivering services, performing work roles
Responsibility for performance development reviews
Ensuring others follow professional codes of conduct, policies and procedures
Working with multidisciplinary teams
Opportunity to oversee management and plan direction of practice
Facilitate or lead team meetings
Engage in critical reflective practice

LO2 **Examine practice requirements for those who supervise and manage others in social and community care environments**

Effective supervision and team management:

Person-centred approaches – recognising and valuing the diversity, skill set and needs of each individual under own area of responsibility

Modelling best practice

Promoting and maintaining standards

Setting high yet realistic expectations

Mentoring and offering pastoral support

Providing opportunity for wider organisational functions

Supporting staff in continual professional development

Encouraging original thought, innovation and change

General activities undertaken:

Daily administrative tasks, e.g. data handling, record-keeping and data management

Carrying out statutory checks on new staff, e.g. in the UK, Disclosure and Barring Service checks (DBS), right to work, driving insurance, licence

Workload/caseload management and file audit

Issues, e.g. management of a team, area, strategic, budget

Managing and responding to complaints/congratulations

Performance management, e.g. conflict resolution

Communication of team/directorate strategies

Establishing relationships with supervisee:

Knowing the person, not just their role and gaining trust

Setting goals, boundaries, expectations

Agreeing formal and informal discussions

Balancing authority with understanding to maintain equity

Demand high standards of practice

Being responsive to needs, caseloads

Awareness of supervision policy, staff development opportunities

Offering skills training and mentoring

Awareness of own personal attitudes or values and potential impact on supervisee

Supporting inductions:

Guidance on use of appropriate and structured care processes and mechanisms

Communication of policies and procedures

Monitoring progress through observations

Providing opportunities to develop reflective practice

Enabling staff to seek assistance if they do not feel adequately prepared to carry out any aspect of their work, assigning mentor

Agreeing Health and Safety measures required

Early identification and support regarding personal issues impacting on work role, supporting workers to meet requirements

Frequency of supervision:

As specified in contracts

Minimum standards

New staff require more frequent supervision

Supervision can be more frequent for established staff dependent on need

Workload management discussions:

Review of team plans

Project work undertaken

Additional activities undertaken

Issues relating to supervisory relationship

Management supervision

Practice issues

Agreeing tasks, priorities and timescales

Problem-solving, analysis of risk, safety factors and strengths

Welfare support issues

Stress-related issues

Equal opportunities

Enabling employees to highlight inadequate resources, operational difficulties, malpractice

Concerns identifying back-up support

Absence(s) from work

Personnel issues impacting on ability to fulfil work role effectively

Effectiveness in job role

Health and Safety issues, e.g. lone working, safeguarding

LO3 Explore supervision and management strategies in group and individual situations

Exercising appropriate judgement in group, supervising through meetings:

Setting boundaries and expectations

Modelling best practice, e.g., preparation prior to meeting, documentation, preparing staff for the agenda

Facilitating open discussion

Demonstrating active listening skills

Allowing for all viewpoints, yet managing time spent

Creating environment of trust, openness, respect

Creating opportunities to ask questions, volunteer

Recognise and value expertise and choices of others

Observing and reflecting on individual group members and whole group performance

Exercising appropriate judgement in individual supervision through meetings and appraisals:

Monitoring training requirements (personal performance plans)

Longer-term development plans

Reviewing training progress

Update and review regulatory registrations

Action planning, identifying strengths and areas for further development

Supporting process of training and professional development

Identifying contributions/achievements

Providing constructive feedback on performance

Supporting maintaining and valuing competent performance and confirming when standards have been met

Encouraging and motivating staff to be creative and innovative in professional development

Other general areas covered in appraisals/meetings/feedback from observations

Storing records:

Information sharing, e.g. issues over policy development, poor performance, disciplinary, protection and safeguarding, risk management, personal information, e.g. specific needs

Confidentiality requirements, following national and local regulatory and legislative frameworks

Establishing need to look at information stored

Mechanisms for recording or storing information, e.g. password-protected files

Supervision of file contents:

Job descriptions and person specifications

Supervision records

Performance review

Training and development records

Sickness and absence records

File/supervision audit documentation

Record of meetings and discussions

LO4 Review own role in influencing development and change through the supervision and management of others

Reflect on roles and responsibilities of supervisory management:

Effectiveness of meeting roles and responsibilities

Effectiveness on meeting organisational objectives

Effectiveness on meeting needs of individuals and challenges

Success of supervising others

Effectiveness in providing an enabling environment for original thought and creative practice

Impact on practice and provision

Professional competencies and behaviours:

Ability to integrate own skills and knowledge in supporting others

Working in demanding environments

Knowledge and ability to carry out job role and objectives

Ability to make decisions about best practice, resources

Lead and manage change

Ability to work autonomously

Ability to respond to poor performance

Good administrative and finance skills

Personal competences and behaviours:

Creativity

Proactivity and decisiveness

Being a team player and positive role model

Empathetic to needs of others, supportive

Ability to disengage and reflect

Autonomy, dignity, professionalism, discretion

Ambassador for promoting rights and needs of individuals

Valuing diversity and individuality, equal opportunities

Self-development in driving progressive improvement:

Reflective practice

Impact on own personal and professional development

Future career path needs

Implications for driving development, innovation and change and championing best practice

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Discuss key concepts underpinning the supervision and management of others in social and community care-related settings</p>		<p>D1 Critically evaluate the application of different theoretical approaches in effectively supervising and managing others in a specific social or community care service</p>
<p>P1 Explain the primary functions of supervisory management in social and community care</p> <p>P2 Discuss different theoretical approaches that can be used to effectively supervise and manage others in social and community care settings</p>	<p>M1 Justify the application of specific theoretical approaches in carrying out different functions in supervising and managing others in social and community care</p>	
<p>LO2 Examine practice requirements for those who supervise and manage others in social and community care environments</p>		<p>LO2 and LO3</p> <p>D2 Critically evaluate the tensions between providing person-centred approaches to supervision and management and own setting's document management processes</p>
<p>P3 Discuss primary functions and general activities necessary to effectively supervise and manage others</p> <p>P4 Explain how a supervisor or manager in a social or community care setting can establish effective relationships with individuals in their staff team</p>	<p>M2 Evaluate the impact of own relationship with a supervisee on the primary functions and activities of a supervisor or manager working in social or community care settings</p>	

Pass	Merit	Distinction
<p>LO3 Explore supervision and management strategies in group and individual situations</p>		
<p>P5 Exercise appropriate judgement when supervising and managing others in group and individual situations</p> <p>P6 Analyse the role of processes in place for recording and storing supervision documentation in own setting</p>	<p>M3 Critically review the document management processes in own setting in terms of their effectiveness in supporting the supervision and management of others in group and individual situations</p>	
<p>LO4 Review own role in influencing development and change through the supervision and management of others</p>		
<p>P7 Reflect on how own skills and behaviours evidence professional competences and behaviours required to effectively supervise and manage others</p> <p>P8 Review how reflecting on own supervision and management of others can support own personal and professional development</p>	<p>M4 Evaluate the impact of own personal and professional development in enabling an environment for original thought and creative practice in supervisees or a team</p>	

Recommended resources

Textbooks

DAVYS, A. (2010) *Best Practice in Professional Supervision: A Guide for the Helping Professionals*. London: Jessica Kingsley Publishers.

GALLOP, L. (2012) *How to Become a Better Manager in Social Work and Social Care: Essential skills for Managing Care*. London: Jessica Kingsley Publishers.

HAFFORD-LETCFIELD, T., LEONARD, K., BEGUM, N., and CHICK, N. (2007) *Leadership and Management in Social Care*. London: Sage.

HAWKINS, P. and SHOHEET, R. (2012) *Supervision in the Helping Professions (Supervision in Context) (4th Edn.)*. Bucks: Open University Press.

SANDERSON, H. (2014) *Person-Centred Teams: A Practical Guide*. London: Jessica Kingsley Publishers.

THOMPSON, N. (2016) *Anti-Discriminatory Practice: Equality, Diversity and Social Justice (Practical Social Work Series)*. Basingstoke: Palgrave.

Websites

managers.org.uk	Chartered Management Institute (CMI) Management site offering training and information about management (General reference)
scie.org.uk	Social Care Institute for Excellence Information on social care issues (General reference)
socialworkmanager.org	The network for social work management Information networking opportunities (General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 18: Resource Planning in Social and Community Care Services

Unit 23: Managing Quality in Care Environments

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

Unit 43: Managing Budgets in Care Services

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO3	P6, M3, D2, D3
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-4	All criteria
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2	P3, P4, M2, D2, D3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2 LO3	P4, M2, D2 P5, M3, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 40: Contemporary Approaches to Disability

Unit Code	M/616/5698
Unit Level	5
Credit Value	15

Introduction

Disability has been perceived historically by the medical model which suggests that the 'problem' of disability is a deficiency within the individual that requires treatment or cure. In our contemporary society, our awareness and understanding has developed, resulting in a more positive approach to disability. This means a greater focus has been placed on the social model that emphasises the role that society has to play in promoting inclusive practices in order to empower individuals with disability and recognise the value of contributions individuals with disabilities make to our diverse society. Disability sits on a wide spectrum and is generally caused by factors that affect the individual physically, emotionally, intellectually or socially. Indeed, it could be a combination of these factors that impact upon an individual's life trajectory and may present challenges to the individual, their family and social networks. Further, the influence of a disability on a person's experiences and life chances is specific to the individual and care should be taken that the support for each individual is personalised to meet their own need.

In this unit, by examining perspectives of disability in contemporary society, students will reflect upon historical perspectives and relate these to individuals currently supported by social or community care services, including consideration of the effects of disability on the individual. Students will explore the fact that these effects are frequently not as a result of the individual's disability in and of itself, but rather are related to society's inability to embrace difference. Students will review theoretical perspectives of disability and consider and challenge the social and medical model of disability. Students will be given the opportunity to challenge their own attitudes as well as those of others in upholding the rights of the disabled and in promoting practice aimed at emphasis on ability rather than disability.

As a result of studying this unit, students will develop their knowledge and practice and will be able to apply this when obtaining more senior positions in social care. Students may choose to progress to continuing higher education opportunities in social care disciplines where they will be able to further develop the discourse on contemporary approaches to disability.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate aspects of social and medical models of contemporary approaches to disability
2. Review how contemporary approaches to disability affect the individual
3. Explore own role in supporting individuals with disabilities
4. Consider the partnerships that support contemporary approaches to disability.

Essential Content

LO1 Investigate aspects of social and medical models of contemporary approaches to disability

Medical models of disability:

Characteristics of common medical models approach to disability e.g. caused by a disease, an injury, or some other health condition
a 'problem' with and for the individual that needs fixing or changing
requires medical care in the form of treatment and rehabilitation
attributes the problem to the individual, who is perceived in the 'sick' role
the individual with disability being unable to function as a 'normal' person does
model focuses on provision of healthcare and rehabilitation services

Social models of disability:

Characteristics of common social models e.g.
disability as a social construct.
disability is not the attribute of the individual
created by the social environment and requires social change
it is society which disables physically-impaired people

Historical approaches to individuals with disability:

Past perspectives:

expectations for disabled to fit into existing services
individuals seen as passive recipients of care
focus on inputs or predetermined ends
needs of the 'disabled' were determined without reference to the individual
under the assumption that disability-related needs were universal
segregation in institutions
the impact of the introduction to the welfare state, official policy, more overtly paternalistic approach
Introduction of policy aimed at reduction in numbers in segregated institutions, expansion of community-based services

Influential policy on reducing institutionalisation of individuals with disability, expansion of community-based services e.g. in the UK, the Seebohm Report
introduction of survey instruments to measure the scale and impact of disability e.g. in the UK, National Disability Survey

development of civil rights and anti-discriminatory legislation

move to 'normalisation' or ordinary living

Tutors should deliver with reference to legislative, policy and societal changes relevant in own home country

Contemporary approaches to disability:

Person-centred planning

Rights-based approach, e.g. principles of independence, choice and inclusion

Contemporary political economy of disability

The psycho-emotional dimensions of disability

Therapeutic developments

Sociocultural approach

Capability approach

LO2 **Review how contemporary approaches to disability affect the individual**

Person-centred approaches:

Inclusive policies

Challenging discrimination

Legislative support, e.g. in the UK, Equality Act (2010)

Promoting independence

Enablement and empowerment

Person-led planning

Active participation:

Service user voice

Action groups

Supporting involvement

Involvement in commissioning and planning stages

Accessibility and transparency

Advocacy services

Barriers to person-centred approaches:

Assumptions and stereotyping
Service-led provision
Reliance on traditional approaches
Funding restrictions
Lack of resources
Poor staffing recruitment and training
Lack of individual involvement
Poor relationships, power relationships
Attitudes and exclusion

Person-centred planning:

Informed
Participatory
Relevant and updated
Accessible
Contributors from multi-agency team as well as family and friends
Supported and funded
Maintained and reviewed in line with planning cycle
Based upon inclusivity and empowerment

LO3 Explore own role in supporting individuals with disabilities

Types of disability, types and levels of support that may be needed:

Physical disabilities e.g. mobility, tasks of daily living, transport, personal care
Complex medical needs e.g. personal care, life-enhancing treatments and emergency responses, administration of medication and parenteral feeding, 24-hour care packages, monitoring and supporting physical care needs
Learning disability e.g. promoting independence, choice through advocacy, positive behaviour management, enabling daily living activities

Own role in providing support:

Advocacy

Abiding by agreed ways of working

Teamwork

Clear communication

Accessing support and advice

Building positive relationships

Consent and protection

Safety and wellbeing

Updating training

Supervision and appraisal processes

Promoting inclusivity

Respect for equality and diversity

Actively challenging oppressive behaviours

Promoting antidiscriminatory practice

Strategies to promote active participation:

Communication

Care planning

Care reviews

Service user involvement and consultation

Supporting access to services

Supporting risk-taking

Enabling individuals to take control

Choice and involvement in decision making

Encouraging problem-solving approaches

Outcomes measured planning

Rights-based approach

Challenges:

Relationships

Attitudes

Poor communication

Lack of resources, time, staffing

Ineffective management and leadership

Lack of innovative approaches

Assumptions and generalisations

Lack of training and research

Discriminatory approaches

Poor ethos and lack of vision

Inaccessibility

LO4 Consider the partnerships that support contemporary approaches to disability

Services and professionals providing support:

Statutory, private and voluntary services e.g. therapeutic teams, health services including mental health, education, training and employment services, commissioning groups, welfare and benefits services, housing services, community resources, day centres, transport services

Professionals in statutory, private and voluntary services e.g. Social Workers, Advocates and befrienders, Occupational therapists, physiotherapist

Equipment and resources required, sourcing, allocation, assessment and entitlements

Benefits of partnership working:

Joined-up approaches

Centralised decision-making

Focused outcomes

Clear planning

Effective communication

Involvement and participation of individual

Safeguarding and protection

Shared resourcing, pooled budgets

Shared intelligence

Coproduction and involvement of informal carers, family and friends

Improved standards of care

Integrated care

Barriers to effective partnerships:

Lack of resources

Power imbalance

Ineffective communication

Lack of support

Poor resourcing, lack of time, staff, training

Disparate approaches

Non-participatory approaches

Exclusive practices

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore aspects of social and medical models of contemporary approaches to disability		D1 Evaluate the impact of both social and medical models in supporting contemporary approaches to disability
P1 Review the medical and social models of disability and their impact on contemporary viewpoints of disability P2 Discuss historical perspectives of the provision of support for individuals with disability	M1 Analyse contemporary approaches to supporting individuals with disabilities in relation to their historical context	
LO2 Review how contemporary approaches to disability affect the individual		D2 Critically evaluate the effectiveness of contemporary approaches to support the individual at the centre of care planning
P3 Assess the types of approach that are used in supporting individuals with disabilities P4 Review the strategies that ensure active participation of the individual in developing approaches to disability	M2 Critically analyse the barriers to promoting person-centred approaches in supporting individuals with disability	
LO3 Explore own role in supporting individuals with disabilities		LO3 and LO4 D3 Critically reflect upon own role as a part of the wider contributing partnerships that support contemporary approaches to disability
P5 Explain how requirements of own role within a care setting provides support to individuals with disability P6 Discuss the ways in which own personal work ethic in a care environment enables the empowerment of individuals with disability	M3 Discuss the challenges to promoting effective support and care for individuals with disabilities within a care setting	

Pass	Merit	Distinction
LO4 Consider the partnerships that support contemporary approaches to disability		
P7 Review the roles of professionals who support individuals with disability within own workplace setting	M4 Analyse the barriers to successful partnership working in the promotion of contemporary approaches to disability	
P8 Assess the benefits of effective partnership working in supporting individuals with disability		

Recommended resources

Textbooks

BARNES, C. (2010) *Exploring Disability*. Cambridge: Polity Press.

DUNN, D. (2014) *The Social Psychology of Disability (Academy of Rehabilitation Psychology Series)*. Oxford: Oxford University Press.

MLADENOV, T. (2016) *Critical Theory and Disability: A Phenomenological Approach (Critical Theory and Contemporary Society) Reprint Edition*. Edited by D. Schecter. London: Bloomsbury Academic.

OLIVER, M. (2009) *Understanding Disability: From Theory to Practice*. Oxford: Palgrave Macmillan.

Websites

add.org.uk	ADD International Partners with disability activists in Africa and Asia to help them access the tools, resources and support they need to build powerful movements for change (Resources and guidance)
driadvocacy.org	Disability Rights International Organisation dedicated to promoting the human rights and full participation in society of people with disabilities worldwide. (General reference)
internationaldisabilityalliance.org	International Disability Alliance Works across the United Nations to make sure its human rights and sustainable development processes uphold the highest standards of the Convention on the Rights of Persons with Disabilities (General reference)
scie.org.uk	Social Care Institute for Excellence Disability and personalisation (General reference and guidance)

scope.org.uk

Scope about Disability

Social and medical models of disability
(General guidance and support)

skillsforcare.org.uk

Skills for Care

Learning disability
(General information)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 7: Contemporary Social Issues

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 13: Working with Informal Care

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 18: Resource Planning in Social and Community Care Services

Unit 19: Reflective Approaches in Implementing Person-Centred Practice

Unit 21: Strength-based Approaches to Working with Vulnerable Adults

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 38: Developing Effective Helping Relationships

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-2	P1, P2 P3, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3	P5, P6
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3-4	P5, P7, P8, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-4	All assessment criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO3	P5, P6

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 41: Family Support and Intervention: Fostering and Adoption

Unit Code	T/616/5699
Unit Level	5
Credit Value	15

Introduction

There are many reasons why children and young people go into care – and their health and wellbeing is at the heart of the fostering and adoption professional's role. There is an increasing number of children in care in the UK and elsewhere, a figure which, given the ability to better identify children in need of care, is set to rise. The work of those in social and community care is, therefore, an essential keystone when working with families, foster carers and adopters to ensure that children in care experience healthy, normal, happy lives. A number of different professionals work with families, children and young people in terms of fostering and adoption, typically working in local authorities, private and charity organisations. Each of these is governed by regulatory and legislative frameworks that have been put in place to guide professionals in ensuring children are placed in situations that best meet the child's needs. Wherever possible, children and young people are left in the care of their birth parents but there are some instances where children need to go into the care of others.

In this unit, students will learn about regulatory and legislative frameworks that govern fostering and adoption. They will go on to explore the role of professionals working in fostering and adoption services to understand their specific roles and responsibilities. Students will then move on to review the experience of a professional in working practice in order to learn about the successes, challenges and dilemmas faced day-to-day and understand how key their role is in identifying and supporting children in need of care. Students will complete this unit by examining current foster care and adoption systems to assess their effectiveness in ensuring that children's best interests are provided for.

This unit will support those interested in working in fostering and adoption services in a range of situations from within local authorities, to fostering and adoption agencies and community work in the UK. It is also useful for those intending to move forward to higher education qualifications in social work.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the policy context underpinning fostering and adoption
2. Examine fostering and adoption processes in own home nation
3. Discuss the roles and ethical practice of professionals in fostering and adoption
4. Reflect on the challenges involved in supporting children, young people and families in fostering and adoption.

Essential Content

LO1 Describe the policy context underpinning fostering and adoption

Key considerations in adoption:

Full legal responsibility for the child or young person passes to the new family

Family needs to be found to provide 'permanence'

Long-term foster carers can decide to adopt and apply

Special Guardianship Orders (SGO) for children and young people already in foster care who need more legal security but where adoption is not the right option

Key considerations in fostering:

Temporary arrangement where the child or young person is cared for by another family

Foster carers make decisions about the child or young person's education, health and wellbeing

Parental responsibility remains with birth parents and/or local authority

Regular contact with parents encouraged

Factors contributing to the inability of birth families to retain legal responsibility of the child or young person:

Context of the birth family of the child or young person e.g. family breakdown, sudden death, abuse and/or neglect, incapacitating ill-health or disability of the child or young person or primary adult care giver(s) leading to the incapacity to provide adequate care, incarceration of responsible adult(s), abandonment, substance abuse, voluntary placement

Context of the child or young person e.g. chronic and persistent truancy or running away, sanctuary-seeking, children and young people with no responsible adult including unaccompanied minors from overseas seeking refuge, persistent antisocial and criminal behaviour, child or young person's choice

Historical context influencing legislation on care for children and young people:

19th century, e.g. advent of industrialisation

Early 20th century, e.g. impact of World War I and orphaned or abandoned children, epidemics

Mid-20th century, e.g. impact of World War II, poverty, orphaned and abandoned children

Late 20th century onwards, e.g. increased awareness of child poverty and abuse, impact of globalisation, child trafficking and advent of inter-border adoption, focus on the rights of children

Inquiries and serious case reviews giving rise to legislation:

Inquiries e.g. in the UK, British Association of Social Workers' (BASW) inquiry into the role of social workers in adoption (2016)

Serious Case Reviews leading to legislation on ways children and young people are cared for, e.g. in the UK, Maria Cowell, Kennedy McFarlane, Shanay Walker

Charities, pressure groups specifically concerned with the care and wellbeing of children and young people:

e.g. the United Nations Children's Fund (UNICEF), the National Society for the Prevention of Cruelty to Children (NSPCC), Childline, Shelter, Barnardo's

Legislation regulating adoption and fostering:

Legislation and regulation specific to home country

International legislation and regulation

Framework for regulating and inspecting fostering service providers:

National Minimum Standards

Inspecting bodies and regulators

Organisations supporting fostering and adoption services:

In the UK: Coram BAAF Adoption and Fostering Academy, First4 Adoption, The Fostering Network, British Association of Social Workers

Independent fostering agencies

International Foster Care Organisation (IFCO)

International Federation of Social Workers

International Federation of Educative Communities (FICE)

LO2 Examine fostering and adoption processes in own home nation

Adoption process:

In the UK:

Stage 1: Initial checks, references, evidence on home and family

Stage 2: Training and assessment: social worker works with family assessing strengths, taken to panel

Stage 3: Matching with right child or young person, getting to know the child or young person, support of social worker, series of visits and short stays leads up to child or young person moving in, legal parent

Tutors should deliver with reference to adoption process as currently applicable in own home nation

Types of foster care placement:

e.g. emergency placement, short-term, short breaks, remand fostering, long-term and permanent, 'Connected persons' or 'kinship' fostering of 'family and friends' of the child or young person's birth family, private fostering, children's homes

Tutors should deliver with reference to placement arrangements as currently applicable in own home nation

Fostering process:

In the UK:

Stage 1: Initial checks, references, attendance at group preparation session, visits from social worker

Stage 2: Assessment review before panel, final decision

Appeals, independent review mechanism

Tutors should deliver with reference to fostering process as currently applicable in own home nation

Support networks available to families and children post-fostering and adoption:

Individual professionals e.g. link social workers, psychotherapists, child care workers, family support workers

Helplines, e.g. Fosterline, the UK government helpline

Statutory and independent sector support e.g. education services, advocacy services, financial support services, support groups

Statutory services provided to families post-fostering and adoption:

Parent and child placements

Long-term and short-term foster care

Specific assessments or support work

Emergency foster care

Relative carer assessment/support

Training courses, e.g. safeguarding and protection, attachment, therapeutic care

Preparation for return home and aftercare support

Protecting and safeguarding children and young people and families throughout the fostering and adoption process:

Supporting children and young people's emotional wellbeing from effects of being removed from birth parents to care

Supporting children and young people's emotional wellbeing throughout transitions

Supporting and intervening to prevent harm

Supporting birth families, adoptive families and carers through transitions

Difficulties associated with accurately determining whether child is at risk:

Reliance on professional judgement

Personal prejudice of the assessor(s)

Sensitivities regarding cultural difference, beliefs, values

Reliability of evidence from children and young people, families/carers, witnesses

LO3 Discuss the roles and ethical practice of professionals in fostering and adoption

Duties and responsibilities of professional organisations involved in fostering and adopting:

e.g. local authorities, police and judiciary, fostering agencies working in partnership with local authorities, care in the community services, advocacy services, charitable organisations, education and training providers

Professionals working within organisations involved in fostering and adoption:

Professionals working for statutory social services for adoption and fostering e.g. social workers, family support workers, advocates, training and development workers, administrative personnel, court welfare officers, commissioning officers

Health professionals, e.g. community children's nurses, paediatricians, occupational therapists

Interagency health and care workforce, e.g. children and young people mental health teams, child psychologists, school counsellors, safeguarding/protection officers

Other professionals e.g. Independent parental supporter (IPS)

Social work teams working with families and children:

e.g. in the UK, Duty and Assessment Team, Long-term Team, Looked-after Children Team, Leaving Care Team, Emergency Duty Team, Children with Disabilities Team, Fostering and Adoption Team

Tutors should deliver with reference to own home nation social work teams relating to fostering and adoption

General roles and responsibilities:

Fulfilling local authority's obligations as a corporate parent

Ensuring children and young people receive appropriate care, education and health services

Duty of care and ethical practice

Intervention on preventative or statutory basis when children and young people need protection from abuse, neglect, exploitation

Intervention and support for children or young people causing significant harm to themselves or others

Supporting families experiencing disintegration

Acting as critical friend, broker, advocate

Facilitating support people need through available resources

Specific tasks undertaken:

Conducting assessment/review interviews with families/individuals

Preparing assessment documentation for adoption/foster panels to meet regulatory requirements

Intervention and support for children and young people at risk

Providing support and guidance to individuals, families, children and young people

Making recommendations

Partnership working with agencies, multidisciplinary teams on safeguarding or protection

Preparing reports for legal actions, giving evidence in court

LO4 Reflect on the challenges involved in supporting children, young people and families in fostering and adoption

Process of adoption and fostering:

Roles and responsibilities of professionals in day-to-day practice

Meeting requirements of regulatory standards and frameworks

Current priorities

Systems and practices involved in processes

Impact on children and task of carers and professionals

Challenges in service provision:

Reactive versus proactive nature of legislation

Effectiveness of enquiries and legislation in tackling issues

Funding and financing

Meeting current and emerging needs

Effectiveness of community-based services

Ineffective or overcomplicated systems

Regulating independent sector providers

Caseloads, case management and bureaucratic challenges

Availability or effectiveness of training, skills gaps of professionals, skills shortages

Resistance from the child and/or birth families

Availability of foster or adoptive families

Age and stage of development of the child

Children presenting with challenging behaviour

Relationships between professionals, children and young people and families

Cultural barriers

Impact of fostering and adoption:

Impact on the social, emotional and psychological wellbeing of children and young people and birth parents, fostering families, adoptive families

Impact on the intellectual and cognitive development of children and young people

Impact on the physical health and wellbeing of children and young people

Impact on professionals in supporting children and young people, families and carers

Roles and responsibilities of a professional in addressing challenges:

Ability to meet demands of job role, individual's needs, workload and emotional resilience

Ability to perform well under pressure, e.g. effective and consultative decision-making

Being able to resolve and manage conflict

Working within regulatory frameworks

Ongoing partnership work with children and young people, families and support services

Providing consistent support to families, children and young people

Self-care and managing stress

Specific challenges and success

Ability to perform work roles effectively

Training and continuing professional development, seeking opportunities to learn and develop

Reporting concerns appropriately and in a timely fashion

Impact of errors or poor practice on children and young people, families, carers, professionals and agencies

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the policy context underpinning fostering and adoption		LO1 and LO2 D1 Critically evaluate how regulatory and legislative frameworks have helped professionals and agencies in supporting and protecting families, children and young people from harm in fostering and adoption
P1 Explain the circumstances in which children and young people may be taken into care P2 Discuss the historical context that influenced statutory frameworks relating to fostering and adoption	M1 Critically analyse how legislative frameworks have evolved in governing the practice of supporting children and young people requiring fostering or adoption	
LO2 Examine fostering and adoption processes in own home nation		
P3 Explain the roles of different professionals and agencies involved in the fostering and adoption processes for children and young people P4 Explain how children, young people and families are safeguarded through fostering and adoption processes	M2 Critically discuss the tensions between meeting statutory obligations in fostering and adoption and enabling a positive experience of fostering or adoption for the child or young person.	

Pass	Merit	Distinction
<p>LO3 Discuss the roles and ethical practice of professionals in fostering and adoption</p>		<p>LO3 and LO4</p> <p>D2 Critically reflect on the impact of challenges faced in fostering and adoption on the effectiveness of different professionals and agencies in meeting the needs of children and young people and families in a real case scenario</p>
<p>P5 Discuss how different professionals ensure children and young people's welfare is paramount when carrying out their roles and responsibilities</p> <p>P6 Compare and contrast how priorities of different agencies impact on the ethical practice of professionals working in fostering and adoption services</p>	<p>M3 Critically discuss how fostering and adoption processes enable different professionals and agencies to ensure the rights of the child are safeguarded throughout.</p>	
<p>LO4 Reflect on the challenges involved in supporting children, young people and families in fostering and adoption</p>		
<p>P7 Discuss the impact of challenges faced in fostering and adoption on children, young people and families</p> <p>P8 Discuss the critical role of the professional in addressing challenges faced in fostering and adoption</p>	<p>M4 Review how effectively challenges faced in a real case study scenario in fostering and adoption were resolved</p>	

Recommended resources

Textbooks

- ADAMS, P. (2017) *Undertaking checks and references in fostering and adoption assessments*. London: CoramBAAF.
- GRAY, D.D. (2012) *Nurturing Adoptions: Creating Resilience after Neglect and Trauma*. London: Jessica Kingsley Publishers.
- HENDRY, A. and TOPALIAN, S. (2017) *Creative Therapies for Complex Trauma: Helping Children and Families in Foster Care, Kinship Care or Adoption*. London: Jessica Kingsley Publishers.
- KOSHER, H., BEN-ARIEH, A. and HENDELSMAN, Y. (2017) *Children's Rights and Social Work (SpringerBriefs in Rights-Based Approaches to Social Work)*. New York: Springer.
- LUCKOCK, B. and LEFEVRE, M. (2008) *Direct work. Social work with children and young people in care*. London: CoramBAAF.
- WRENCH, K. (2013) *Life Story Work With Children Who Are Fostered or Adopted: Creative Ideas and Activities*. London: Jessica Kingsley Publishers.

Websites

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| afcadoption.co.uk | Action for Children
UK charity finding adoptive homes
(General reference) |
| corambaaf.org.uk | British Adoption and Fostering Academy
Support service for agencies and professionals
(General reference) |
| ficeinter.net | FICE International
Creating networks worldwide to support children in out of home care
(General reference) |
| hopeandhomes.org | Hope and Homes for Children
Supporting children into stable families
(General reference) |
| nfa.co.uk | National Fostering Agency
Providing fostering services in the UK
(General reference) |

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 13: Working with Informal Care

Unit 16: Sociological Approaches in Social and Community Work

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 38: Developing Effective Helping Relationships

Unit 49: Working with Individuals who have Experienced Trauma

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-3	P2, M1, D1 M2 P6, M3
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-4	P3, P4, M2, D1 P5, P6, M3, D2 P8, M4, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2-3	P4, M2, D1 P5, M3, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1	P1, P2, M1, D1

THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO2-4	P4, M2, D1 P5, P6, M3, D2 P7, P8, M4
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Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 42: Social Work in Educational Environments

Unit Code	D/616/5700
Unit Level	5
Credit Value	15

Introduction

Children spend a significant proportion of their weekly lives in educational environments and this can have a significant impact on their life chances. For example, a significant indicator of current and future risk is non-attendance and truancy in school as there is a correlation between truancy and social and economic disadvantage or exclusion. Children and young people will not perform as well as they should at school if they do not attend regularly. They are also likely to be disadvantaged as a result, both educationally and socially, and this can have adverse effects on their future employment prospects. Not only are their own prospects damaged, but sometimes the wider community is affected as well. Evidence has shown that truants are more likely to become involved in antisocial behaviour or crime either as perpetrators or as victims. Also, truants are more vulnerable to abuse and being exposed to the risks of drug or substance abuse. Social work in educational environments is an important element of social work practice and includes opportunities to work with young people on a regular basis in a controlled environment.

This unit will build on learning from Level 4, in particular *Unit 9: Social Work Principles and Introduction to Practice* and *Unit 10: Applied Understanding of Human Development and Behaviour*. In this unit, students will assess the role of the social worker in relation to key issues such as keeping children and young people safe by identifying risk, early intervention, truancy and retention, and achievement. Students will explore strategies to support families to get benefits/assistance with school meals, transport or clothing and minimise risk. Students will also explore additional methods of supporting children, young people and their families/carers in educational environments. They will review how professionals work with parents and children to support pupils' regular school attendance and to reduce unnecessary absence and truancy. Interagency working is considered, focusing on how social and community work professionals work closely with schools and with other statutory and voluntary agencies to promote, encourage and enforce regular school attendance of children and young people of compulsory school age. Students will evaluate the impact on children and young people who do not attend school and consider ways in which to support children and young people with mental health needs in educational environments.

Successful completion of this unit will allow students to develop a deeper knowledge base that will enhance employment opportunities and access to continuing higher education or training in social work-related fields.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the role of the social worker in educational environments
2. Explore methods of supporting children, young people and their families or carers in educational environments
3. Examine the impact on children and young people who do not attend school
4. Analyse how to support children and young people with mental health needs in educational environments.

Essential Content

LO1 Explain the role of the social worker in educational environments.

Duties:

Act as children's and young people's education advocate

Facilitate educational partnerships between home, school, community and local authorities

Take supportive/remedial action in respect of individual absentees

Take statutory action over non-attendance cases when necessary

Adhere to code of practice for social workers

Understand the role and responsibilities of other professionals in educational environments

Children in need and child protection

Support additional needs

Reducing youth offending

Being part of a team to support or fulfil care and education plans

Legal responsibility:

Education legislation and policy

Child protection and safeguarding legislation and policy

Establishing relationships with other professionals in educational environments:

Purpose

Tutors

Teaching support staff

Special Educational Needs Coordinators

Administrative management

Safeguarding or Child Protection Officers

Truancy officers

Additional activities workers and supervisors, e.g. after-school club staff

Caretaking staff

Other staff as appropriate

LO2 Explore methods of supporting children, young people and their families or carers in educational environments

Identifying need:

Health issues

Substance misuse

Caring responsibilities at home

Mental health and behaviour

Families with multiple and complex needs

Cultural/religious requirements

Asylum seekers

Refugees

Financial support

Bullying

Physical disability

Traveller children

Statemented special educational needs

Attention deficit hyperactivity disorder (ADHD)

Dyslexia and dyspraxia

Gender-variant children and trans-children and young people

Self-harm

Supporting children and young people:

Early intervention

Needs-led planning

Access to services, e.g. counselling

Integrative, multi-agency approach

Strengths-based approach

Holistic approach

Responding to cultural/religious requirements

Supporting families/carers:

Parental engagement with their child's learning and development

Extended services

Effective communication with families

Practical support

Signposting to other agencies, e.g. benefits, school meals and transport

Challenges:

Unwillingness to engage

Lack of awareness

Lack of knowledge/understanding

Lack of resources

Legislative and policy constraints

LO3 Examine the impact on children and young people who do not attend school

Impact, short-, medium- and long term on:

Cognitive development

Social and behavioural development

Educational attainment

Employment opportunities

Relationships with family members and the wider community

Specific non-attendance and reasons for:

Truancy

Hospitalisation

Custody

Exclusion

Care-giving

Legal status

Impact on non-attendance on the family and wider community

LO4 Analyse how to support children and young people with mental health needs in educational environments

Reflection on service provision:

Legislation and policy

Organisation professional values, principles and beliefs

Limitations of existing provision

Changing demographics

Changing needs

Supporting children and young people with mental health needs:

Mental health needs, e.g. anger, self-harm, anxiety and panic attacks, bipolar disorder, suicidal feelings, body dysmorphic disorder, depression, eating problems, panic attacks, phobias, stress

Changes to educational policy

Identifying and responding to additional needs

Physical needs

Cultural and religious needs

Multi-agency approach

Risks to child or young person:

Exclusion

Isolation

Suicide and self-harm

Self-imposed exclusion/truancy

Attainment

Person-centred support:

Ensuring own practice is meeting the needs of each child and young person

Recognising that each has a unique style of learning, communicating, building relationships and making decisions.

Enabling child or young person and parents or carers to be part of the decision-making process

Highlighting the child or young person's strengths and capabilities

Organising assessments to minimise demands on families

Bringing together relevant professionals to discuss and agree together the overall approach, and deliver an outcomes-focused and coordinated plan for the child or young person and their parents

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role of the social worker in educational environments		LO1 and LO2 D1 Critically review partnership strategies to overcome different challenges in engaging children and young people in educational environments
P1 Review the roles and statutory responsibilities of a social worker in educational environments P2 Explain the key legislative and policy framework in respect of children and young people's education	M1 Analyse how social work can be supportive while carrying out statutory responsibilities	
LO2 Explore methods of supporting children, young people and their families or carers in educational environments		
P3 Explain different needs children or young people have that may require additional support P4 Discuss methods of supporting children and young people with the needs identified in P3	M2 Evaluate strategies for involving the family/carers of children and young people with complex needs to improve outcomes	
LO3 Examine the impact on children and young people who do not attend school		LO3 and LO4 D2 Critically evaluate current provision for supporting truant children and young people with mental health needs in educational environments in own locale
P5 Discuss the potential short-term impact on children and young people who do not attend school P6 Discuss the potential long-term impact on children and young people who do not attend school	M3 Evaluate the importance of school attendance on long-term achievement across different areas	

Pass	Merit	Distinction
<p>LO4 Analyse how to support children and young people with mental health needs in educational environments</p>		
<p>P7 Discuss current provision for children and young people in education with mental health needs</p> <p>P8 Discuss the importance of effective person-centred support when working with children and young people with mental health needs</p>	<p>M4 Critically analyse different methods used to support children and young people in education with mental health needs</p>	

Recommended resources

Textbooks

HORNER, H. and KRAWCZYK, S. (2010) *Social Work in Education and Children's Services (Transforming Social Work Practice Series)*. Learning Matters.

BRONSTEIN, L. and MASON, S. (2016) *School-Linked Services: Promoting Equity for Children, Families, and Communities*. New York: Columbia University Press.

CONSTABLE, R., RIPPEY MASSAT, C. and KELLY, M.S. (Eds) (2015) *School Social Work, 8th Edn: Practice, Policy, and Research*. Oxford: Oxford University Press.

GRANDISON, K.J., DE-HAYES, L. and THAMBIRAJAH, M.S. (2007). *Understanding School Refusal: A Handbook for Professionals in Education, Health and Social Care*. London: Jessica Kingsley.

KELLY, M., RAINES, J., STONE, S. and FREY, A. (2014) *School Social Work: An Evidence-Informed Framework for Practice (Evidence-Based Practices)*. Oxford: Oxford University Press.

KUTSCHER, M.L. (2014) *Kids in the Syndrome Mix of ADHD, LD, Autism Spectrum, Tourette's, Anxiety, and More!: The one-stop guide for parents, teachers, and other professionals (2nd Edn.)*. London: Jessica Kingsley Publishers.

VILLARREAL SOSA, L., COX, T. and ALVAREZ, M. (Eds.) (2016) *School Social Work: National Perspectives on Practice in Schools*. Oxford: Oxford University Press.

Reports and Journals

CHUI, W.H and LING, H.W. (2015) *School Social Work Practice and Research around the Globe*. *Children & Schools*, Volume 37, Issue 4, 1 October 2015, pp. 249–250.

Websites

iaymh.org

International Association of Youth Mental Health

An international organisation that works to change the way the global community thinks about young people and their mental health by ensuring that services are developmentally and age appropriate, and that young people have an active voice in determining what is best for them.

(General reference)

internationalnetwork-schoolsocialwork.htmlplanet.com	<p>International Network of School Social Work</p> <p>Provides information about school social work around the world and links between school social work associations</p> <p>Links to school social work-related websites across the globe</p> <p>(Links)</p>
mycamhschoices.org	<p>My CAMHS Choices</p> <p>Provides advice, guidance and resources on Child and Adolescent Mental Health Services for children and others involved with mental health services</p> <p>(General reference)</p>
sswaa.org	<p>School Social Work Association of America</p> <p>Resources to guide and assist school social workers in common areas of practice around schools</p> <p>(Resources)</p>
youngminds.org.uk	<p>Young Minds</p> <p>The UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people</p> <p>(General reference)</p>

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 5: Organisational Contexts of Social and Community Work

Unit 7: Contemporary Social Issues

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 12: Inspiring Young People

Unit 15: Youth and Community Work

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 24: Assessment and Care Support Planning

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 27: Family Support and Intervention: Working with Children and Families

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 40: Contemporary Approaches to Disability

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1, LO4	P1, P8, M1, D1
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1, LO2, LO4	P1, P2, P4, P8, M1, M4, D1
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2, LO4	P3, P4, P7, P8, M1, M2, M4, D1, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1-4	All criteria

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Unit 43: Managing Budgets in Care Services

Unit Code	K/616/5702
Unit Level	5
Credit Value	15

Introduction

Policy makers in all countries struggle with financing the needs of different aspects of societal life. Within the social and community care sector, this struggle is ever prevalent as a result of factors such as continually improving healthcare provision and an ageing population. Governments struggle to keep apace when providing vital support and services to individuals. Sound financial planning and budgeting attuned to individual needs is essential and core to successful service care delivery.

In this unit, students will learn about the ways in which community and social care services receive finance from government sources and how these are used at an organisational level. They will explore the factors that give rise to the need for additional finance such as the rising costs of medicine and advancement in medical science as well as the specific factors for which income is provided. Students will develop their understanding of the ways that organisations forecast budgets to include human resource factors, buildings, equipment and other resources in order to meet the care plan budgets of individuals. Students will have the opportunity to plan their own care plan budget for an identified need and consider the strategies they would need to incorporate to mitigate against unexpected events.

On completion of this unit, students will have a good working knowledge of how to manage plans and review budgetary requirements in community and social care practice. This unit is beneficial to those students wishing to move to higher management functions within organisational accountancy positions. It is also useful for those wishing to progress in higher education in health and social care management and other related subjects.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the context of the funding of social and community care services
2. Examine the systems involved in the management of financial resources in social or community care
3. Prepare a budget for an area of need in community or social care practice
4. Conduct a review of budget planning and strategies used in developing budgets.

Essential Content

LO1 Explore the context of the funding of social and community care services

Overarching need for social and community services:

Responding to the changing needs of society, e.g. ageing population, migration patterns

To support improvement health outcomes, morbidity and mortality rates through sociological approaches to care

Responding to changes in legislation, regulatory frameworks, e.g. increased focus on personalisation

Integrating innovation and advancements

Individual service user factors giving rise to need, e.g. substance misuse, physical and mental illness, disability, sensory needs, lifestyle factors

To address inequalities, e.g. in income, housing, education

Providing modern, up-to-date and safe services

Alleviating pressures on health services through early intervention and support strategies

Increased use of outsourcing in statutory care provision

Sources of income for social and community services

Public, e.g. government spending

Indirect funding, e.g. where individuals elect funding to be directed through an organisation

Private, e.g. bank loans, own savings

Voluntary, e.g. donations from private individuals, charities

Legislative frameworks underpinning statutory funding of care, e.g. in the UK, the Health and Social Care Act (2012) (direct payments, personal health budgets) and impact on decision-making regarding funding and rationing

Financial pressures on social and community care organisations in meeting individual needs in social and community care practice:

Government budget spending and funding priorities, rationing

Drives to reduce costs and deliver value for money in service provision

Increase in demands on health and social care services, e.g. increased expectations of service users, population and demographic changes
Increased reliance on local service providers to fill gaps in statutory provision
Employment deficit, e.g. staff having to cover more roles
Rising staff costs
Market pressures, e.g. ability of care homes or home care to meet demands against costs
Effects of cuts to social care and diminishing cost savings
Increased prevalence of long-term conditions
Rising cost of treatment and drugs
Interagency partnerships

LO2 **Examine the systems involved in the management of financial resources in social or community care**

Key terminology for costing and business control systems:

Costs, income, cost-benefit analysis, expenditure, budget, capital, cost control, cost centre, outsourcing, competitive tendering, forecasting, profit, break even

Function of financial planning and forecasting at an organisational level:

Types of budget, e.g. cost centre, project management, outsourcing, contract

Decisions about expenditure, e.g. environmental analysis, accountabilities, priorities, short-, medium- and long-term planning, cost-benefit analysis, financial risk, project management

Long- and short-term planning, e.g. division of funding to meet specific needs in compliance with income criteria

Budgeting for individual aspects of provision and practice

Operational planning and management control

Working within regulatory frameworks

Meeting needs of stakeholders

Meeting government criteria, e.g. funding direction, changes in taxation

Internal, e.g. meeting organisational objectives

Meeting staffing requirements

Resource management

Purpose of budgeting:

Informs organisational planning for specified period/s

Estimates how much money needed to meet need

Helps in making financial decisions and keeping control of revenue and spending

Importance of accountability in budgeting:

Administration of budgets, cost centres, accountabilities, audit requirements

Value for money (VfM):

Use of benchmarking systems, e.g. local authority

Bulk buying

Leasing as opposed to purchasing

Balance between VfM for past spend against current and future costs

Consideration of economy, efficiency, effectiveness

Reviewing budgets:

Individual reviews

Contract review

Regulatory review

Internal organisation budget review

LO3 Prepare a budget for an area of need in community or social care practice

Scope of budget:

Needs analysis of current service user need

Sources of income or funding to meet need

Human resources required and cost, e.g. recruiting or upskilling appropriate staff, other professionals

Physical resources required and cost, e.g. estates, rent, insurance, equipment, energy

Other, e.g. travel, subsistence, contingency measures

Hidden costs, e.g. providing daily activity for elderly

Staffing requirements in alignment with current pay scales

Identify potential savings

Trends and external influences, e.g. changes in policy, competitive factors, legal requirements

Comparisons to previous budgets and past performance

Basic software for monitoring financial information within an organisation

Contingency arrangements

Timescales

Use of budget reporting sheets

Skills required for budget management:

Critical thinking, negotiation and analysis

Mathematical, statistical skills

Good oral and written communication skills

IT skills, e.g. spreadsheets, databases, statistical packages

Organisational skills, e.g. managing, coordinating, leading, supporting

LO4 Conduct a review of budget planning and strategies used in developing budgets

Monitoring budget expenditure:

Information required, e.g. cash flow, controlling costs, spreadsheet data, training needs

Financial shortfalls, e.g. priorities, virement, reserve funds, alternative external income sources, implications for individuals within the service

Suspected fraud, e.g. analysing financial information for reliability, validity and sufficiency, reporting, evidence of fraud

Presenting personal budget plan to an audience:

Use of appropriate presentation methods, e.g. use of presentation software, spreadsheets

Consideration of contingencies for expected and unexpected changes on planned budget

Mitigating for change

Making decisions in response to change

Overspend

Not meeting individual needs

Staffing

Errors in planning

Rising cost of resources

Impact on service provision and individuals

e.g. lessons learned

Select appropriate review strategies:

Establishing need for regular review

Set review dates

Contents of review

Demographics

Access

Political and statutory requirements

Impact of review on future service provision

Reflection of own role in managing budgetary requirements

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore the context of the funding of social and community care services			LO1 and LO2 D1 Critically evaluate the impact of different funding streams on the ability of a social or community care organisation to provide efficient and effective services for individual service users
P1 Explain the factors that give rise to the need for income generation from government and other sources	M1 Review the effectiveness of different forms of funding in meeting community and social care needs in own locale		
P2 Explain tensions existing around income and funding in meeting community and social care needs			
LO2 Examine the systems involved in the management of financial resources in social or community care			
P3 Explain the functions of financial planning and forecasting at an organisational level in social and community care	M2 Evaluate the role of accountability in budget management for enabling effective financial planning and forecasting		
P4 Discuss how budgets are used to enable the efficient management of resources in social and community care			
LO3 Prepare a budget for an area of need in community or social care practice			LO3 and LO4 D2 Critically reflect on own budget and forward plan for continuous improvement, taking into account stakeholder feedback and own strategies for review
P5 Create an income generation proposal to meet an identified service user need in a social or community care organisation	M3 Justify own income generation proposal in relation to the value for money provided through own budget to meet service user need		
P6 Produce a small-scale budget that maximises the resources available to improve an area of provision and meet the identified need			

Pass	Merit	Distinction
<p>LO4 Conduct a review of budget planning and strategies used in developing budgets</p>		
<p>P7 Present own budget and strategies for review to different stakeholders in a social or community care service</p> <p>P8 Discuss the value of budget planning and review to service provision and in addressing service user need</p>	<p>M4 Evaluate how and why budgets should be developed, presented and reviewed to support financial planning and decision-making in social and community care</p>	

Recommended resources

Textbooks

BAKER, J.J., BAKER, R.W. and DWORKIN, N.R. (2017) *Health Care Finance: Basic Tools for Nonfinancial Managers (5th Edn.)*. Massachusetts: Jones & Bartlett Learning.

BRYANS, W. and FIELD, S. (2007) *Practical Budget Management in Health and Social Care*. Oxford: Routledge.

FIELD, R. and BROWN, K. (2007) *Managing with Plans and Budgets in Health and Social Care*. London: Sage Publications.

GALLOP, L. (2012) *How to Become a Better Manager in Social Work and Social Care: Essential Skills for Managing Care (Essential Skills for Social Work Managers)*. London: Jessica Kingsley.

SANDERSON, H. (2014) *The Individual Service Funds Handbook: Implementing Personal Budgets in Provider Organisations*. London: Jessica Kingsley Publishers.

SINGH, D.A. (2014) *Effective Management Of Long-Term Care Facilities (3rd Edn.)*. Massachusetts: Jones & Bartlett Learning.

Websites

scie.org.uk

Social Care Institute for Excellence
Resource Management
(Guidance)

thinklocalactpersonal.org.uk

Think Local, Act Personal
Financial Management of Personal
Budgets
(Report)
A PROBLEM SHARED: Making best use
of resources in Adult Social Care
(Report)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 18: Resource Planning in Social and Community Care Services

Unit 23: Managing Quality in Care Environments

Unit 29: Commissioning Projects and Services

Unit 39: Supervising and Managing Others in Social and Community Care

Unit 47: Sustainability Planning in Social and Community Care

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P7, M4, D2
THEME 6: NUMERACY IN PRACTICE	LO1-LO4	All criteria

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 44: International Social Work and Community Development

Unit Code	M/616/5703
Unit Level	5
Credit Value	15

Introduction

International social work encompasses those aspects of the profession that address practice or policy issues that affect more than one country. Increasingly, the term is linked to social and community work within the context of globalisation. It includes global social problems and policy issues, comparative social policy, international professional organisations, social work practice focused on the development of human rights or migration, especially that in international agencies. International social work means those social and community work activities and concerns that transcend national and cultural boundaries. The increasingly interdependent world and the need for the development of international collaboration have necessitated the introduction of international concepts and global competence to the social and community work professions.

This unit builds on learning from Level 4, in particular *Unit 9: Social Work Principles and Introduction to Practice* and *Unit 8: Community Development – Principles and Practice*. Students will review the history, current practice and future of social work in an international context and its relationship to community development. Further, students will explore the relevance of a global understanding of social issues to social work practice, including learning about international institutions concerned with social issues, and approaches to contemporary social and community work and social welfare in diverse societies. Students will also consider ethical frameworks for practice as well as theories that underpin social work practice in relation to international concerns. During their study, students will examine the work of social and community-based organisations as well as practice-based pedagogies. They will be able to analyse communities, their origins, history and theoretical approaches to community development. Analysis of contemporary forms of community development practice and community and public policy is also a feature of the learning in this unit.

This unit will help students in developing an understanding of social work in its international context. It will support their progression into the workplace and continuation of higher education in social work-related degree programmes.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the history, organisation and legislative context of international social work
2. Explore the societal and ethical context of international considerations in social work practice
3. Explain comparative social work theory and practice in its international context
4. Analyse the relationship between community development and international social work practice.

Essential Content

LO1 Examine the history, organisation and legislative context of international social work

International social work:

Encompasses those aspects of the profession that address practice or policy issues that affect more than one country

Social work within the context of globalisation

Interaction between processes of globalisation and the development of social welfare at national level, as well as social work and community development locally

Integrated perspectives approach

Field/practice education

The history of international social work:

Origins of international social work practice

Multilateral conventions and treaties

Changing policy agendas

Transitions in welfare

Service-user involvement

Evidence-based practice

Neoliberal politics

Development of social work practice

Professionalisation

Globalisation

International institutions and social work theories and practices:

The International Federation of Social Work (IFSW)

The International Association of Schools of Social Work (IASSW)

The International Council on Social Welfare (ICSW)

Global Institute of Social Work (GISW)

Legislative underpinnings to international social work:

Universal Declaration of Human Rights (1948)

European Convention on Human Rights (1950)

European Convention on the Exercise of Children's Rights (1996)

Hague Convention on the Civil Aspects of International Child Abduction (1980)

Hague Convention on Protection of Children and Co-operation in Respect of Intercountry Adoption (1993)

Hague Convention on Jurisdiction, Applicable Law, Recognition, Enforcement and Cooperation in Respect of Parental Responsibility and Measures for the Protection of Children (1996)

Specific legislation, e.g. Children and Families Act (2014)

Tutors should deliver with reference to legislation currently applicable in own home country

LO2 Explore the societal and ethical context of international considerations in social work practice

Contemporary challenges facing social work and social welfare in diverse societies:

Complex societies

Different traditions of social welfare (influenced by legislation, historical development and social attitudes)

Culturally competent social work

Addressing diverse challenges in multicultural social work practice

Oppression

Welfare reform

Social exclusion

Human rights

How ethical frameworks for social work practice address contemporary challenges:

Promotes social justice and social change

Problem-solving in human relationships

Utilising theories of human behaviour

Empowerment and liberation of people

Promoting the right to participation

Respecting the right to self-determination

Challenging discrimination

Being professionally accountable

Maintaining confidentiality

LO3 Explain comparative social work theory and practice in its international context

Social work practice approaches:

Commonalities and differences in terms of how societies marginalise certain groups of people

Social development

Community engagement

Ecological approach

Person-centred approach

Task-centred approach

Cognitive-behavioural approach

Crisis intervention

Solution-focused approach

Recovery Model

Psychosocial Model

Narrative approach

Comparative theoretical approaches:

e.g. Systems theory, Psychodynamic, Social learning, Conflict, Ecological systems theory, Protection dominated

Social and community work organisations:

Amnesty International

Council of Europe

UNICEF

The Institute for Clinical Social Work (ICSW)

The European Network for Social Action (ENSACT)

Save the Children

Practice-based pedagogies

Developing an ethical stance

Enabling holistic learning

Head, heart and hands

A life-space approach

Activity-based

Rights-based

LO4 Analyse the relationship between community development and international social work practice

Origins and history of community development:

Emergence of community development strategies to tackle issues of inequality

Change from movements to community development

Social capital

Social planning

Aiming to achieve a better life through collective effort

Mobilisation for action

Youth and women's groups

Compensatory education

Antipoverty strategies

Building sustainable communities

Theoretical approaches to community development:

Community practice

Empowerment

Provision of information

Problem-focused learning

Preventative action

Professionals as sole service deliverers

Professionals/users/communities as co-deliverers

Users/communities as sole deliverers

Urban regeneration

Links between community development and international social work practice:

Key definitions, community work, social work, community development

Local community development initiatives

National community development initiatives

Community development supporting social work practice

Development of community 'hubs' and health and wellbeing centres

The role of social work in community development

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the history, organisation and legislative context of international social work		LO1 and LO2 D1 Critically evaluate a recent development in international social work in terms of its potential impact on policy and practice in own national region
P1 Discuss the function and features of international social work practice in their historical context P2 Analyse the influences of legislative frameworks on the organisation of international social work practice	M1 Evaluate the impact of historical antecedents on the development of legislation and international social work organisations	
LO2 Explore the societal and ethical context of international considerations in social work practice		
P3 Explain the challenges facing contemporary international social work practice P4 Discuss ethical frameworks for international social work practice	M2 Reflect on how ethical frameworks can address challenges facing contemporary international social work practice	
LO3 Explain comparative social work theory and practice in its international context		LO3 and LO4 D2 Critically reflect on the role of community development in enabling sustainable international social work practice in an international organisation operating in own home county
P5 Compare and contrast different social work practice approaches using comparative theory. P6 Discuss the role of social work practice in international social and community work organisations.	M3 Critically analyse how theoretical and pedagogical approaches influence social work practice in international organisations.	

Pass	Merit	Distinction
<p>LO4 Analyse the relationship between community development and international social work practice</p>		
<p>P7 Explain how community development policy has evolved in own home county</p> <p>P8 Discuss how different theoretical approaches to community development have influenced international social work practice</p>	<p>M4 Reflect on the evolution of community development and how it has supported social and community work practice in own national region</p>	

Recommended resources

Textbooks

ALCOCK, P. and CRAIG, G. (Ed). (2009) *International Social Policy: Welfare Regimes in the Developed World (2nd Edn.)* Basingstoke: Palgrave.

COX, D. and PAWAR, M. (2013) *International Social Work: Issues, Strategies, and Programs (2nd Edn.)*. London: Sage Publications.

LAWRENCE, S. et al. (2009) *Introducing International Social Work (Transforming Social Work Practice Series)*. London: Sage Publications.

LYNCH, D. and FORDE, C. (2015) *Social Work and Community Development (Reshaping Social Work)*. Basingstoke: Palgrave.

SOMERVILLE, P. (2016) *Understanding community politics, policy and practice*. Bristol: Policy Press.

THOMPSON, N. (2017). *Promoting Equality: Working with Diversity and Difference (4th Edn.)*. Basingstoke: Palgrave.

Websites

cdf.org.uk Community Development Foundation (CDF)
(General reference)

ensact.com ENSACT
The partners of the European Network for Social Action
(General reference)

icsw.org The International Council on Social Welfare (ICSW)
Non-governmental organisation focused on advocacy, knowledge-building and technical assistance projects
(General reference)

ifsw.org The International Federation of Social Work (IFSW)
Global organisation striving for social justice, human rights and social development through the promotion of social work
(General reference)

Links

This unit links to the following related units:

- Unit 7: Contemporary Social Issues*
- Unit 8: Community Development – Principles and Practice*
- Unit 9: Social Work Principles and Introduction to Practice*
- Unit 16: Sociological Approaches in Social and Community Work*
- Unit 30: Community Development Practice*
- Unit 31: From Conflict to Resolution*
- Unit 34: Developing Opportunities for Social Investment*
- Unit 46: Global Contexts of Community Development*
- Unit 49: Working with Individuals who have Experienced Trauma*

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO2	P2, P4, M1, M2, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2	P4, M2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2	P3, P4, M2, D1
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO2	P1-P4, M1, M2, D1

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 45: Community Outreach and Support Work

Unit Code	T/616/5704
Unit Level	5
Credit Value	15

Introduction

The essence of social and community work is about supporting those experiencing social deprivation and alleviating the conditions that exacerbate the inequalities they face. There has been a shift in recent times to providing greater choice to service users and making this support more accessible by providing this support as a mobile outreach service.

This purpose of this unit is to introduce students to the community support that is offered as an outreach service. Students will explore the range of outreach services available before investigating who they are aimed at and what the benefits are. They will be given the opportunity to reflect on their own skills and qualities, comparing them against national standards, and will investigate how practitioners ensure safe practice when providing outreach services. During the course of the unit, students will gain an awareness of the scope of community support work through outreach, and an understanding of the need for and benefits of outreach services. They will learn to recognise the skills and qualities of outreach practitioners and assess their own abilities in light of this. Finally, students will have the opportunity to appreciate how safe practice in community support through outreach work is ensured and to produce a plan of how they would achieve this.

This unit can support continued higher education learning with degree courses in youth and community work, social work, community development and related fields. It can also support progression within health-related fields such as substance misuse, domestic violence, health and wellbeing and foster care.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the scope of community outreach and support work
2. Examine the need for and benefits of outreach services
3. Assess the personal and professional skills and qualities required for community outreach and support work
4. Review how safe practice in community outreach and support work is ensured.

Essential Content

LO1 Explore the scope of community outreach and support work

Key definitions:

e.g. community support, outreach work, disadvantaged communities, National Occupational Standards

Characteristics of outreach:

Participation is voluntary

Community-based

Outside of mainstream service provision

Typically informal

Volunteers form a key resource

Organisations involved in outreach:

Statutory, e.g. local authorities, national health services, e.g. mental health

Non-statutory, e.g. charities, non-profit and volunteer organisations, social enterprises, community-based organisations (CBOs)

Types of outreach work:

Domiciliary, outreach work undertaken in individuals own homes, e.g. companionship, support with independence and life skills

Detached, outreach work undertaken outside of agency contact, e.g. engaging with young people on the street or through schools and colleges

Peripatetic, outreach work undertaken in community-based organisations such as prisons and housing projects, e.g. sexual health education

Satellite, outreach services provided at a dedicated site that is closer to the community, e.g. a needle exchange programme

Tools used in outreach work:

e.g. information leaflets, newsletters, dedicated events, advertising, physical resources specific to the programme

Roles and responsibilities of outreach services:

e.g. support and guidance, counselling, life skills, education, organising activities, companionship, support with living

LO2 Examine the need for and benefits of outreach services

Need:

e.g. accessibility, mobile service, service user choice, service user control, isolation

Disadvantaged, underrepresented and harder-to-reach communities:

Individuals experiencing homelessness

Individuals experiencing domestic violence

Individuals with disabilities, e.g. mental ill-health, physical disability, learning disability, special education needs (SEN)

Children experiencing exploitation and abuse

Non-traditional families, e.g. young mothers, single parent families, same gender partnerships

Individuals experiencing drug and alcohol addiction

Older adults with limited mobility or capacity

Isolated communities

Closed communities

Minority ethnic communities

Young men experiencing mental ill-health

Young people not in education, employment or training (NEET)

Benefits:

To the individual, e.g. empowerment, improved health and wellbeing outcomes, independent living, better relationship with support worker due to continuity, inclusion, improved educational and socioeconomic outcomes

To health and social care service provision, e.g. efficiency savings due to being able to provide targeted services, sustainable positive outcomes for service users and reduced pressure on services

Challenges and barriers:

e.g. accessibility, service user resistance, community resistance, funding, lack of awareness of outreach service, difficulty assessing the impact of outreach work as outcomes are often long-term, challenges of working in partnership

LO3 **Assess the personal and professional skills and qualities required for community outreach and support work**

Skills and qualities:

e.g. communication techniques, rapport building, ways to build trust and engage participants, innovative thinking, empathy, active listening, person-centred approach, cultural awareness, compassion, non-judgemental approach

National Occupational Standards:

Performance criteria, knowledge and understanding, values, behaviours

e.g. get to know a community, support inclusive and collective working, support community needs, build and maintain relationships with the wider community, promote resources and services, contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals, implement specific parts of individualised programmes of care, identify potential mental health needs and related issues

LO4 **Review how safe practice in community outreach and support work is ensured**

Aspects of legislation and policy related to community support and outreach work:

e.g. in the UK, Children and Social Work Act (2017), Care Act (2014), Equality Act (2010), Mental Capacity Act (2005), Data Protection Act (1998), General Data Protection Regulation (GDPR, 2018), Code of Practice for Social Care Workers, Common Assessment Framework for adults, Care Quality Commission (CQC) regulations, Code of Conduct for Healthcare Support Workers and Adult Social Care Workers

Tutors should deliver with reference to aspects of legislation and policy as currently applicable in own home country

Methods of working:

e.g. develop, maintain and use records and reports, be able to apply values, principles and statutory frameworks that underpin service, apply the principles of the duty of care

Organisational processes and practices:

e.g. safeguarding/protection, reporting, supervision sessions, internal policies, line management, use and management of volunteers

Practitioner responsibilities:

e.g. keeping full and detailed case notes, planning and preparing for support work, maintaining professional boundaries, assessing risks, staying up to date with relevant legislation and guidelines, following safeguarding or protection practices, understanding how duty of care contributes to safe practices, reflective practice

Challenges:

e.g. maintaining appropriate boundaries, working in individuals' homes, gifts from service users, contact on social media, other ethical dilemmas in practice

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore the scope of community outreach and support work			LO1 and LO2 D1 Critically evaluate the impact of outreach services in supporting disadvantaged, underrepresented and hard-to-reach communities
P1 Examine the types of community support and outreach service that is offered by a range of organisations	M1 Critically analyse the community support and outreach service provided by a statutory and non-statutory organisation		
P2 Discuss the roles and responsibilities of a range of organisations providing outreach services			
LO2 Examine the need for and benefits of outreach services			
P3 Investigate the need for community support and outreach services in disadvantaged communities.	M2 Justify the use of outreach services in providing support to different communities		
P4 Discuss the benefits and challenges of providing community support through an outreach service			
LO3 Assess the personal and professional skills and qualities required for community outreach and support work			LO3 and LO4 D2 Produce a detailed plan to prepare for and deliver a safe and appropriate outreach service for a community in own locale
P5 Analyse the personal and professional skills and qualities required by community support and outreach workers	M3 Critically assess own skills, qualities and abilities in supporting communities through outreach, making reference to relevant national occupational standards		

Pass	Merit	Distinction
<p>LO4 Review how safe practice in community outreach and support work is ensured</p>		
<p>P6 Examine how legislation and policy underpin effective outreach and community support work</p> <p>P7 Analyse examples of policy, processes, working practices and practitioner duties from own work placement, making reference to how they can support outreach work and ensure safe practice</p>	<p>M4 Evaluate the effectiveness of legislation, policy, processes, working practices and practitioner duties in ensuring safe practice in relation to outreach and community support</p>	

Recommended resources

Textbooks

HUMM-DELGADO, D. and DELGADO, M. (2012) *Asset Assessments and Community Social Work Practice*. Oxford: Oxford University Press.

KOPROWSKA, J. (2014). *Communication and Interpersonal Skills in Social Work*. London: Sage Publications.

TEATER, B. and BALDWIN, M. (2012) *Social Work in the Community: Making a Difference*. Bristol: Policy Press.

Reports and Journals

LESTER, S. and RELIGA, J. (2017) Competence and occupational standards: observations from six European countries. *Education and Training*, 59 (2), 201-214.

Websites

ukstandards.org.uk

National Occupational Standards

Database

(General reference)

who.int

World Health Organisation

Programmes – Health Workforce – Resources

(Resources)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 7: Contemporary Social Issues

Unit 8: Community Development – Principles and Practice

Unit 9: Social Work Principles and Introduction to Practice

Unit 11: Planning and Supporting Community-led Activities

Unit 25: Safeguarding Children, Young People and Vulnerable Adults

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 30: Community Development Practice

Unit 31: From Conflict to Resolution

Unit 34: Developing Opportunities for Social Investment

Unit 35: Youth Justice: Gangs and Serious Youth Violence

Unit 36: Mental Health: Distress and Disorder

Unit 37: Working with Housing and Homelessness

Unit 38: Developing Effective Helping Relationships

Unit 46: Global Contexts of Community Development

Unit 49: Working with Individuals who have Experienced Trauma

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 46: Global Contexts of Community Development

Unit Code	A/616/5705
Unit Level	5
Credit Value	15

Introduction

Community development is often thought of as a local approach to problem-solving. With globalisation comes a globalised economy and transnational organisations concerned with a range of social issues. Global processes have an impact on local community development and community development practitioners, who may be paid (employed workers) or unpaid (community activists and voluntary workers), so they need to have an understanding of how to use global mechanisms to advance local needs. Community development is a process whereby global efforts are united with those of local people to improve the social, cultural and economic conditions of communities.

This unit develops students' knowledge and appreciation of the global mechanisms that impact on local community development and supports them in how to make best use of these mechanisms to advance local needs. It examines how global, economic, political, environmental and social forces are reshaping the world in which we live, particularly in places that are generally thought to be the less developed areas of the world. In this unit, students will explore ideas of community and the principles of national and international community development. They will consider the issues and dichotomy of community development between the global north and global south. In addition, students will examine the principle of participation as a prerequisite for community development, the role of community development organisations to build global collaborations to bring about solidarity and the skill of thinking globally yet acting locally.

The knowledge and skills developed in this unit will support students' knowledge and understanding in relation to comparative social policies in local and global community development. This unit supports students' progress in employment in various areas of community development, particularly with organisations operating internationally. It also supports students continuing in higher education in subjects such as community work, community development, and international development.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the international context of community development
2. Explore the differences in the development of communities in the 'global north' and the 'global south'
3. Discuss how global approaches to community development impact on community development within countries
4. Explain the central role that local participation plays in supporting international community development.

Essential Content

LO1 Explore the international context of community development

Perspectives on community development:

As a long-term process of structural and societal transformation

As short- to medium-term outcome of desirable targets

As a dominant 'discourse' of 'western' modernity

Development as a state or condition (static)

Development as process or course of change (dynamic)

Impact of different perspectives on the definition of development

Theoretical approaches to community development:

Raising people's living levels (incomes, consumption, levels of food, medical services, education)

Increasing people's freedom to choose by enlarging the range of their choice variables, e.g. variables of goods and services

Creating conditions conducive to the growth of people's self-esteem through the establishment of social, political and economic systems and institutions which promote human dignity and respect

Alternative approaches, e.g. development as a form of economic growth, as a process of modernisation, as a form of distributive justice in relation to community development

Definitions of international development:

How global, economic, political, environmental and social forces are reshaping the world in which we live

Concentration on places generally thought to be the less developed or disadvantaged areas of the world

Organisations promoting and supporting international community development:

International and multilateral aid agencies, e.g. United Nations (UN), International Red Cross, World Bank, African Development Bank

National governmental, e.g. in the UK, the Department for International Development (DfID)

International associations, e.g. International Association for Community Development (IACD), Global Peace Foundation (GPF)

International and multilateral agreements, e.g. United Nations declarations, conventions, treaties and programmes related to community development, e.g. the UN Sustainable Development Goals, UN Development Programme

LO2 Explore the differences in the development of communities in the 'global north' and the 'global south'

Key definitions:

Globalisation

Multinational

Transnational

Global region

Distinguishing between the 'global north' and 'global south':

Historical definitions of global regions and their development, e.g. the Brandt line, concepts of the 'first' versus the 'second' and 'third' world, associated stereotypes and assumptions

Concepts of 'developed' versus 'developing' nations

'Industrialised' countries and 'emerging' markets

'Global north' and 'global south'

Current definitions of global regions in relation to their development

Impact of globalisation on economic and social development in different countries across continents and regions

Factors that impact on the comparative development of communities in the 'global north' and 'global south':

Globalisation

Other factors, e.g. education and access to information, health and culture, political climate, infrastructure

Consequences of process of globalisation on communities and community development:

e.g. links to inequalities in wealth, distribution of labour, impact on family life, environmental considerations, wellbeing, freedom from abuse or harm, mental and physical health

Causes of and reasons for underdevelopment in countries across the world:

Orientalist theory of root causes, e.g. Colonialism, exploitation of nature resources for own enrichment, impact of decolonisation on ensuring diminishing sustainability

Dependent on country, e.g. culture, religion, population, economics, politics (external and internal conditions) social life and environment

Cumulative circular causation theory (Myrdal, 1956), poverty perpetuates poverty, ill-health and inequality, affluence promotes affluence, wellbeing, wealth

Rapid development in developed countries and stagnation, poverty of weaker countries

Key indicators of growth and development within countries:

The UN Development Project's Human Development Index, Dimensions and Indicators

Output of goods and services produced within a country, gross domestic product (GDP) and gross national product (GNP), differences in levels of income and income distribution

Inequality in development and international development in relation to disparities in income

LO3 Discuss how global approaches to community development impact on community development within countries

Different approaches to community development:

Top-down approach adopted by outside, global organisations where power is asserted on how people in developing countries should develop

Push-back approach of developing countries which are working bottom-up, e.g. ideas shaped by local people not imposed by others

Theory of change

Global approaches:

International agreements and aid

Global approaches on issues affecting the development of communities, e.g. tackling poverty, promoting shared prosperity for sustainability, charity work, local enterprise, skills and educational development

International responses to community development organisations: encouraging self-reliance, protection of cultures, humanitarian support and aid

Relationship between international agreements, national, regional and local responses

Approaches within countries:

National and regional macro approaches exploring the overall social structure, system and population, culture, governance, national community initiatives

Local micro approaches focusing on individual groups or families, patterns and trends exploring everyday lives and experiences of people and local community initiatives

Comparison of different approaches in different countries in the 'global north' and 'global south'

Effectiveness of welfare models and key indicators of growth in defining and tackling poverty, inequality, freedom, abuse, mental and physical health and wellbeing

Some indicators of development distort actual economic status of individual countries, e.g. wealth is sometimes derived from status and power and does not relate to underlying inequalities, poverty, health and wellbeing of individuals

National and local organisations supporting community development:

Community-based organisations (CBOs)

National and local aid agencies

Solidarity and collaborative movements, e.g. lobby groups

The value of national and local awareness of global issues regarding community development

Enabling an inclusive society across different countries

Accountability of institutions for actions to ensure they respond to social and environmental needs

Enabling the implementation of international agreements

Ensuring gains at a global level translated to concrete benefits to individuals, communities at a local level

LO4 Explain the central role that local participation plays in supporting international community development.

Identifying areas of community development at a global level to apply to a local situation:

e.g. poverty, health and wellbeing, freedom from abuse, exploitation and harm, social justice, access to education, discrimination

Theories and change models used in different organisations:

To effect change

To develop cohesive communities

To tackle inequalities

To promote global solidarity

Reflecting community development principles and values in community development activities:

Respect for diversity, identity, cultural belief, moral belief and values

Independence

Dignity

Choice

Privacy

Autonomy

Rights

Equality

Anti-discriminatory practice

How local action can support global efforts to address inequalities in the development of communities:

Utilising understanding of global theories and change models to local initiatives and how these contribute to global solidarity

Ways to support and facilitate communities to respond to issues of global concern

Supporting community development initiatives to bring about positive social change within and between communities or community groups, e.g. through community events and activities

Taking microsteps to contribute to eradication of global issues of concern, e.g., purchasing Fair Trade items, supporting agencies to eradicate violence, conservation and donation of resources (food, water)

Potential impacts of developments on contributing to globalisation and developing countries in tackling inequalities

Issues impacting on solidarity and collaboration

Value of involving citizens:

e.g. consistent approach in service delivery, reduced complaints, promoting quality and standards, learning new ways of working, developing new skill sets, improving communication practices, gaining confidence to work collaboratively, contributing towards global solidarity

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the international context of community development		LO1 and LO2 D1 Critically evaluate the impact of international perspectives and global welfare models on the ability of a specific organisation to effect positive change in different communities in the global north and south
P1 Discuss how different perspectives on and theoretical approaches to community development are reflected in a specific organisation's promotion and support of international community development	M1 Review the effectiveness of the chosen organisation in promoting and supporting community development on an international scale	
LO2 Explore the differences in the development of communities in the 'global north' and the 'global south'		
P2 Discuss how key indicators of growth and development can support defining and tackling poverty and inequalities in the global north and south P3 Discuss the impact of globalisation on different countries in the global north and global south	M2 Critically analyse why different countries develop at different rates in relation to their ability to tackle poverty and reduce inequalities	
LO3 Discuss how global approaches to community development impact on community development within countries		LO3 and LO4 D2 Critically evaluate ways in which global cooperation and solidarity towards reducing poverty and inequality through community development can effectively address these concerns on a local level in own home country
P4 Analyse the relationship between global and local approaches to tackling poverty and reducing inequality	M3 Assess the impact of global approaches to community development on approaches taken in own home country to tackle poverty and reduce inequalities	

Pass	Merit	Distinction
<p>LO4 Explain the central role that local participation plays in supporting international community development.</p>		
<p>P5 Explain how principles and values can be practically reflected in an identified current local community development initiative</p> <p>P6 Discuss how a current local community development initiative can encourage global solidarity through local participation and action.</p>	<p>M4 Critically discuss how local community development initiatives can contribute to tackling poverty and inequalities on a global scale</p>	

Recommended resources

Textbooks

ALCOCK, P. and CRAIG, G. (Ed). (2009) *International Social Policy: Welfare Regimes in the Developed World (2nd Edn.)*. Basingstoke: Palgrave.

LEDWITH, M. (2015) *Community Development in Action: Putting Freire into Practice*. Bristol: Policy Press.

MEADE, R., SHAW, M. and BANKS, S. (Eds.) (2016) *Politics, Power and Community Development (Rethinking Community Development)*. Bristol: Policy Press.

MEANS, R., RICHARDS, S. and SMITH, R. (2008) *Community Care: Policy and Practice (Public Policy and Politics)*. Basingstoke: Palgrave.

SHAW, M. and MAYO, M (2016) *Class, Inequality and Community Development (Rethinking Community Development)*. Bristol: Policy Press.

STEGER, M. (2013) *Globalization: A Very Short Introduction (Very Short Introductions) (3rd Edn.)*. Oxford: Oxford University Press.

Websites

iacdglobal.org

International Association for
Community Development

A network for organisations and
individuals involved with the
organisation, education and
empowerment of people within their
communities

(Resources and general reference)

ukssd.co.uk

The UK Stakeholders for Sustainable
Development

Their mission is to inspire, influence
and inform people, communities and
organisations to transform the UK into
a truly sustainable society.

(General reference)

useful-community-development.org

Useful Community Development

Pages on International Community
Development

(General reference)

Links

This unit links to the following related units:

Unit 5: Organisational Contexts of Social and Community Work

Unit 7: Contemporary Social Issues

Unit 8: Community Development – Principles and Practice

Unit 11: Planning and Supporting Community-led Activities

Unit 16: Sociological Approaches in Social and Community Work

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 28: Building Relationships with Individuals in Marginalised Communities

Unit 29: Commissioning Projects and Services

Unit 30: Community Development Practice

Unit 31: From Conflict to Resolution

Unit 34: Developing Opportunities for Social Investment

Unit 44: International Social Work and Community Development

Unit 45: Community Outreach and Support Work

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P5
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2-LO4	All criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO2-LO4	All criteria
THEME 6: NUMERACY IN PRACTICE	LO2	P2, M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 47: Sustainability Planning in Social and Community Care

Unit Code	J/616/5707
Unit Level	5
Credit Value	15

Introduction

Developing sustainable social and community care services enables an approach that supports a more stable and progressive workforce, along with economic benefits and improvements in the health and wellbeing outcomes for individuals who use these services. Fundamentally, sustainability in social and community care takes into account concepts of quality of life, fairness and equity, participation and partnership, care for the environment, and respect for ecological constraints. It requires a degree of transformation in the way we approach the design and development of social and community care services to enable more progressive and efficient service delivery.

In this unit, students will explore the idea of sustainability in community and social care as well as developing an understanding of the wider, more global perspective on sustainability in terms of protecting the environment, society and economy. Students will go on to interpret wider frameworks in relation to community or social care, to identify local issues or needs with regard to sustainability within their own community and area of practice. Finally, students will develop a plan to champion their ideas to an audience, evaluating their potential impact and the steps needed to initiate plans.

Through completion of this unit, students will develop their knowledge and skills in being able to support sustainability agendas in social and community care. This unit is suitable for those wishing to progress in management roles within their own organisation as well as moving into higher education programmes in related fields.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the context of sustainability within social and community care
2. Discuss sustainability planning in relation to national community or social care services
3. Develop a plan for sustainable development to improve a local community or social care service
4. Champion own sustainability plan to others.

Essential Content

LO1 Explore the context of sustainability within social and community care

Sustainability:

Overarching aims, e.g. meeting needs of local population
Covering areas of social and community care services
Purpose to develop place-based plans for future care services
Developing initiatives, plans that will provide long-term solutions
Maintenance of average quality of life over time
Flexible and adaptable models of care

Transformation:

Changing hearts and minds
Enabling individuals, families to remain well connected
Encouraging resilience when facing care needs
Supporting independent living
New models of care for adults and older people
Facilitating those to regain independence post hospital or other forms of care

Legislative and regulatory frameworks:

e.g. in the UK, Public Services (Social Value) Act (2012), Care Act (2014)
Health and Social Care Act (2012) (Health and Wellbeing Boards),
Sustainable Development Strategy relevant to area of social or community work practice

Benefits:

Tackling poverty and inequalities
Sustainability of way of life
Positive partnerships engendering cohesive communities
High productivity
Efficiency of workforce

Developing skills and knowledge

Shared vision

Provides ability to see beyond development driven by one particular need without fully considering wider or future impacts

Social value:

Social benefits that can be derived from delivering high-quality services

Investment and maximising contributions to people's health and wellbeing

Recognition of social elements contributing to better health

Economic value, e.g. generation of local economic activity/employment

Promoting social capital and community wellbeing, community cohesion

Political value through encouraging community dialogue and active public engagement

Areas of sustainability in social and community care practice:

Supporting independent living, e.g. Age UK Living Well scheme (improves prevention and resilience among individuals who have long-term multiple conditions)

Reablement services, e.g. personal care, daily living, practical tasks

Empowering individuals to do things that mean something to them in terms of work or leisure, e.g. community enterprise, employment enterprises, pathway services

Creativity in devising new models of care for adults **or** older people who need support, e.g. shared lives, extra care, assisted living

Recovery models of care in mental health

Equipping people to regain independence, e.g. hospital discharge projects, Royal Volunteer Services, Hospital to Home, British Red Cross Support at Home

Workforce development

Ability to meet service and individual needs:

Funding sources, e.g. government, self-funding, charities, individual donors

Human and physical resources

Skills and knowledge

Gaps in service provision

Impact on sustainability and innovation

LO2 **Discuss sustainability planning in relation to national community or social care services**

Methods of sustainability planning at a national level:

Sustainability development management plan (SDMP)

Good corporate citizen action planning

Use of Venn or similar models to assess sustainability solutions based upon economic, environmental and social systems

Theory of change models

Other tools useful to identify and monitor use of resources to improve efficiency

Features of action planning at a national level:

Area of focus depends on priorities

Undertakes a full carbon footprint across all areas of energy, travel, procurement, commissioning, waste and water

Identifies a baseline of a resource, e.g. cost

Identifies areas where immediate savings can be made

Identifies areas where systems need to be enhanced to ensure progress

Typical checklist/contents:

Establishing clear goals of actions required and justification

Partnerships within and outside organisation working towards common objectives

Employee involvement in developing and implementing plans

Consideration of short- and long-term benefits

Impact if plan does not succeed (contingency arrangements)

Assessment of risk factors impacting on success of plan

Emergency planning, e.g. adaptation and resilience planning

Use of tools to plan and measure progress appropriate to cause, e.g. good corporate assessment model (GCC)

Use of carbon and cost benefit curve

Comparison with other planning strategies, e.g. local authorities, local agencies, universities, local enterprise partnerships, housing associations

LO3 **Develop a plan for sustainable development to improve a local community or social care service**

Adaptation of national models to develop sustainability and transformation planning at a local level:

Use of appropriate models to define a plan working towards sustainability

Use of frameworks to identify areas to develop sustainability

Specific or potential issues

Specific need in own community

Support mechanisms, e.g. organisation, colleagues, outside support

Current resources and resources needed

Actions to support sustainability planning

Rationale for plan for sustainability

Key issues:

e.g. health and wellbeing, care and quality, finance and efficiency, mental health, estates, new care models, personalisation and choice, prevention of illness, prevention of isolation, depravity, poverty, abuse or harm, care of the environment

Specific needs:

e.g. supporting individuals to manage own health, wellbeing and care, access to community programmes by hard-to-reach elderly/individuals, supporting those with disabilities/mental health issues into employment, engaging local community to support the elderly to remain in their homes, activities and care for individuals in residential/care homes, supporting individuals to regain independence following hospital, engaging community in developing specific programmes to serve the community, recycling schemes

Methods of assessing need:

Local research

Interviews

Surveys and questionnaires

Feedback from individuals, families and carers

Suggestion boxes

Employee feedback from work out in the field

Forums

Training needs events

Identify key individuals:

Individuals within own organisation

Local organisations

Charities

Donors

Sponsors

Community-run groups (volunteers)

Costs and savings:

Unit and overall cost

Cost to individuals

Cost to organisation

Savings for organisation and individuals (financially, physically)

Steps necessary to bring about change/development plan:

Commissioning of human resources

Assessing physical and other resources needed

Cost-risk benefit analysis to assess viability

Development of plan to present to stakeholders

Engaging and active involvement

Clear plans for monitoring and reviewing initiatives

Contingency measures

Measurable effect of work:

Potential impact on work in terms of savings and efficiency

Wider potential benefits

Benefits to individuals, end users

Environmental sustainability

Engagement within communities

Improved health and wellbeing

Individuals requiring longer-term support reduces

Less likely to use another service

Good investment leads to increasing investment
Potential long-term change
Improvement of service provision
Improvement in resilience
Encouraging autonomy and independence in individuals
Cost-efficient financially and in terms of human resources

LO4 **Champion own sustainability plan to others**

Present sustainability plan to others:

Use of simplified outcomes framework
Suitability of plan in meeting current agenda, needs
Potential benefits of plan for the organisation, individuals' health and wellbeing
Potential efficiency of plan for the sustainability in future
Own contribution to sustainability plan
Steps to implement sustainability plan

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore the context of sustainability within social and community care			LO1 and LO2 D1 Produce an in-depth review of the use of sustainability planning in social and community care in own locale and potential impact on service users
P1 Explain the overarching context of sustainability	M1 Critically analyse the different interpretations of sustainability in social and community care practice		
P2 Discuss areas of sustainability that apply in social and community care practice			
LO2 Discuss sustainability planning in relation to local community or social care services			
P3 Discuss methods used for sustainability planning	M2 Evaluate methods used to develop sustainability plans in local community or social care services		
P4 Explain common features and contents of a typical sustainability plan			
LO3 Develop a plan for sustainable development to improve a local community or social care service			LO3 and LO4 D2 Critically evaluate how championing plans can support future sustainability in a local community or social care service
P5 Analyse specific needs and focus for a sustainability plan for a local community or social care service	M3 Review the process of planning for sustainability in a local community or social care service		
P6 Produce a brief and focussed sustainability plan for a local community or social care service			
LO4 Champion own sustainability plan to others			
P7 Explain sustainability plan to others	M4 Analyse potential impact and next steps of own sustainability plan in community and social care		
P8 Discuss own contribution and next steps towards realising sustainability plan			

Recommended resources

Textbooks

BROERSE, J. and GRIN, J. (Eds) (2017) *Toward Sustainable Transitions in Healthcare Systems (Routledge Studies in Sustainability Transitions)*. Oxford: Routledge.

GREEN, M., MOORE, H. and O'BRIEN, J.W. (2015) *ABCD: When People Care Enough to Act*. Toronto: Inclusion Press.

STIRK, S. (2012) *Creating Person-centred Organisations: Strategies and Tools for Managing Change in Health, Social Care and the Voluntary Sector*. London: Jessica Kingsley Publishers.

Reports and Journals

PAVOLINI, E. and RANCI, C. (2008) *Restructuring the welfare state: reforms in long-term care in Western European countries*. *Journal of European Social Policy* 18(3): 246-259.

Websites

kingsfund.org.uk

The King's Fund

A new future for social care? Good practice approaches to meeting care and support needs

(Videos)

A new settlement for health and social care

(Report)

scie.org.uk

Social Care Institute for Excellence

Sustainable social care programme

(General reference)

Sustainable social care and personalisation: a guide for community engagement

(Guidance)

Sustainable Systems of Social Care

(Report)

sduhealth.org.uk

Sustainable Development Unit

Sustainable Development Strategy for the Health and Social Care System 2014–2020

(Report)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 18: Resource Planning in Social and Community Care Services

Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work

Unit 22: Coproduction and Partnership Working in Social and Community Work

Unit 23: Managing Quality in Care Environments

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 29: Commissioning Projects and Services

Unit 34: Developing Opportunities for Social Investment

Unit 43: Managing Budgets in Care Services

Unit 48: Transformation and Change Management in Social Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2
THEME 6: NUMERACY IN PRACTICE	LO2	P4, M2, D1

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 48: Transformation and Change Management in Social Care

Unit Code	L/616/5708
Unit Level	5
Credit Value	15

Introduction

Transformation and change management is fundamentally more than merely making something different. The process of transformation and change starts with an investigation as to whether change is necessary through to the exploration of team dynamics, leadership, barriers to transformation and change, motivation and planning for change, multidisciplinary team working, through to implementation, evaluation and ongoing monitoring of outcomes.

The aim of this unit is for students to recognise the different components of transformation and change management, and to develop the skills to be able to facilitate the identification, development, piloting of and evaluation of a change management initiative in a care context. Students will develop their knowledge of the theoretical aspects of change management in the application of an identified change initiative. Topics included in this unit are the theories behind change management and their use in social care, barriers to change that students may experience, especially where ingrained culture may prove difficult to navigate, decision-making structures made in partnership with organisational policy, and impact on key stakeholders, e.g. social care professionals and individuals, families and carers. Finally, students will explore how change itself may emerge through championing their own transformation or change plan and how reflection can be used as a building block for future work.

On completing this unit, the student will have had the opportunity to design and champion a transformation or change management plan within their own organisation that will support their career progression in social care. The transferable skills that students will develop through completion of this unit include project and staff management, customer service, enhanced communication skills and the ability to reflect on own practice. This unit will be of particular interest to students intending on progressing in management in social or community care, or continuing higher education in social care management related degree programmes.

Learning Outcomes

By the end of this unit students will be able to:

1. Consider the factors that have driven recent changes in social or community care
2. Discuss components of transformation and change management within social or community care provision
3. Produce a change management plan relevant to own workplace setting
4. Assess the effectiveness of the change management plan.

Essential Content

LO1 Consider the factors that have driven recent changes in social or community care

Political:

Political party, changes to direction or content of national or local policy as a result

Social care targets

Existing legal/ethical frameworks, e.g. in the UK, Putting People First (2007)

Financial/funding:

How the social and community care services are financed

Financial balance and deficit

Issues:

Ageing population

Increased service user expectation of services

Changes to lifestyle

New/developing technologies, medical advancements, medication, treatments

Imbalance of access to care

Increased push towards independent living

Impact and use of social media

Mental health

Migration

Culture:

Ways of working

Structure and routine

Policy and procedure

Professionalism

Stereotyping and discrimination within the workforce

Bullying

Cultural diversity in the workplace

Priorities:

Quality of care and quality assurance
Social care transformation
Ways of working and needs of individuals
Equality, diversity and inclusion
Anti-discriminatory practice
Social justice

Workforce factors:

e.g. ageing workforce, changes to how staff/overseas staff are recruited, professional regulation, educational funding structures/apprenticeships, use of unregulated staff, workforce diversity

LO2 Discuss components of transformation and change management within social or community care provision

Defining transformation and change management:

Change management, e.g. small or large and complex, needs to be monitored, focuses on shifts in way things work, requires conscious external effort to maintain actions to achieve goals

Transformation, e.g. large and significant, involves changes in beliefs, changes in systems and processes, rationale for performance actions, more likely to be permanent, reinvents culture, behaviours discovers new ways of working based on future vision

Theories of transformation and change management:

e.g. Tipton's 9 Stages of Transformational Change, Kotter's 8-Step Change Model, Lewin's 3-step change management model, McKinsey's 7-S Framework

Change identification:

Ideas/vision
Policy
Process
Concept analysis

Political issues:

Strategic directives, e.g. in the UK, Sustainability and Transformation Plans (STPs)

Finance and funding

Structure of service provision

Workforce

Education

Environment

Barriers to transformation and change

Other factors that contribute to change management planning and implementation and effectiveness:

e.g. history, culture, environment, resistance, hidden agendas, workload, loss, political issues

Key motivators for transformation and change management:

Transformation and change management dependent on participation of wide range of individuals and stakeholders

Importance of effective leadership in achieving transformation and change

Leadership, e.g. individuals, families, professionals

Workforce involvement at all stages

Importance of reflection and learning from resistance, contributions, barriers

Utilisation of expert knowledge and experience

Importance of empowering individuals who use services to lead transformation and change

LO3 Produce a change management plan relevant to own workplace setting

The plan:

Own plan relevant to identified need for change in own workplace setting

Defining overarching objectives for change:

Defining aims and objectives

Potential threats, obstacles and ways to mitigate

Need for change, e.g. urgency, responding to legislative requirements, individual needs

Creating a vision for change

Building effective argument for change

Communicating vision for change

Identifying leaders and team members to effect change

Creating short- and long-term goals to motivate success

Ethical considerations, e.g., individual needs, culture, values, beliefs

Impact:

e.g. on individual staff, team/teamwork, on service users, on service provision, other stakeholders

Consideration of issues of equality, diversity and inclusion

Internal political dynamics

Self

Structure of change plan:

Timelines

Workload and contingencies

Span of control

Local decision-making structures

Infrastructure

End goals and planning for ongoing monitoring and review, further change

Resource planning, e.g. expertise of staff, individuals using services, availability and use of physical resources needed

Reflecting promotion of workforce diversity in planning

Communication during planning for change:

Types, e.g. formal and informal, written communications, meetings, one-to-one discussions

Negotiation, e.g. reaching consensus, making allowances, terms of agreement

Networking, e.g. types of, impact on meeting objectives

Structural considerations, e.g. use of imagery, flow of information

Behaviours

Response/feedback

Quality assurance considerations:

Definitions

Composition

Ethics

Accountability

Considerations in implementing plan:

Leadership

Safety

Consistency

Sustainability

Flexibility

Dealing with conflict and resistance to change:

Valuing conflict

Recognition and respect

Explanation

Encouragement

Motivation

Dysfunctional behaviours

Socio-emotional support

LO4 **Assess the effectiveness of the change management plan**

After-action review:

Leadership
Intervention
Questions
Issues resolved

Reflection:

Models
Evaluation
Comparison
Positive and negative aspects of change management

Feedback:

e.g. self-reflection, from colleagues, individuals, managers in own setting, from tutors, peers
Valuing and responding to feedback

Examine potential consequences:

New behaviours
Impact on self, others, service
Perception
Transition

Maintenance of standards:

Information sharing
Continuous improvement
Performance measurement
Future innovation

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Consider the factors that have driven recent changes in social or community care		LO1 and LO2 D1 Critically evaluate how factors driving changes in social or community care provision can influence transformation and change management within social care provision
P1 Discuss recent changes that impact on practice in the social or community care sector P2 Present a report on the factors that have driven these recent changes	M1 Assess the impact of these factors on care for individuals accessing social or community care provision	
LO2 Discuss components of transformation and change management within social or community care provision		
P3 Illustrate components and theories of transformation and change management within a social or community care context P4 Discuss the key motivators for transformation and change management	M2 Critically analyse key components and motivators for transformation and change management in social or community care	

Pass	Merit	Distinction
L03 Produce a change management plan relevant to own workplace setting		L03 and L04 D2 Justify own plan in terms of the impact it will have on enabling positive and sustainable change in the quality of social or community care practice and provision
P5 Propose a rationale, aims and objectives for making structural or strategic changes in own workplace setting P6 Produce own detailed plan for managing the proposed changes in own workplace setting	M3 Assess emerging themes, areas for development and communication strategies used in the change management plan	
L04 Assess the effectiveness of the change management plan		
P7 Evaluate the impact of change management planning on individuals responsible for implementing and championing the change	M4 Review the potential impact of the change management plan on the efficiency and quality of service provision in own workplace setting	

Recommended resources

Textbooks

GALLOP, I. and HAFFORD-LETCHFIELD, T. (2012) *How to Become a Better Manager in Social Work and Social Care*. London: Jessica Kingsley.

HAYES, J. (2014) *The Theory and Practice of Change Management*. London: Palgrave Macmillan.

HEWITT-TAYLOR, J. (2013) *Understanding and Managing Change in Healthcare a Step by Step Guide*. London: Palgrave Macmillan.

LEON, M. (2014) *The Transformation of Care in European Societies*. Hants: Palgrave McMillan.

STIRK, S. (2012) *Creating Person-centred Organisations: Strategies and Tools for Managing Change in Health, Social Care and the Voluntary Sector*. London: Jessica Kingsley.

Websites

cipd.co.uk	Chartered Institute for Personnel and Development Transformational Change (Podcast)
mindtools.com	Mind Tools Information on change management (General reference)
scie.org.uk	Social Care Institute for Excellence Information for social care work (General reference)
skillsforcare.org.uk	Skills for Care Information for those working in care sector (General reference)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care

Unit 5: Organisational Contexts of Social and Community Work

Unit 6: Social Policy and Administration

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 17: Effective Reporting and Record-Keeping in Health and Social Care Services

Unit 18: Resource Planning in Social and Community Care Services

Unit 23: Managing Quality in Care Environments

Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

Unit 39: Supervising and Managing Others in Social and Community Care

Unit 43: Managing Budgets in Care Services

Unit 47: Sustainability Planning in Social and Community Care

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1 LO3 LO4	P1, P2, M1, D1 P5, P6, M3, D2 P7, M4
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO3, LO4	P6, M3, D2 P7
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1, LO3-4	P1, P2, M1, D1 P6, M3, D2 P7, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3, LO4	P5, P6, M3 P7, M4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 49: Working with Individuals who have Experienced Trauma

Unit Code	R/616/5709
Unit Level	5
Credit Value	15

Introduction

To work in the social and community work sector, it is important to understand how trauma can affect presentation, engagement and the outcome of interventions. Trauma, including one-time, multiple, or long-lasting repetitive events, affects everyone differently. Some individuals may clearly display criteria associated with post-traumatic stress disorder (PTSD), but many more individuals will exhibit resilient responses or brief symptoms or consequences that fall outside of diagnostic criteria. Social and community workers work with populations which have long and complex histories of abuse and violence combined with pressing physical, mental, emotional, social, and spiritual needs. A developed understanding of these factors supports an informed approach to effective practice.

This unit will enable students to develop a broad understanding of traumatic stress reactions and common responses to trauma. Students will develop their understanding of the potential emotional, physical, cognitive, behavioural and/or developmental reactions to trauma. They will assess how traumatic events, including child maltreatment, domestic violence, poverty, gang/community violence, natural disasters and war impact on working with individuals and groups. Students will explore the complexities of defining trauma, including consideration of the fact that traumatic experiences can be experienced directly, or indirectly by witnessing the trauma of another. Crucially, students will examine how trauma does not affect everyone equally, and this is partially dependent on the age/development of the person, gender, existing risks and strengths, and available social supports.

Students can build on their previous learning and develop the knowledge, skills and values that are required to support individuals and groups who are living with trauma. Students will also examine the potential impact of dealing with trauma on the helping professional, including vicarious trauma, secondary trauma, compassion fatigue and burnout. This unit will support student's further progression in the workplace in community and social care settings and continuation in higher education in related sectors.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the potential emotional, physical, cognitive, behavioural and developmental reactions to trauma
2. Investigate how the effects of traumatic events influence strategies in working with affected individuals
3. Analyse approaches and risk management when working with trauma
4. Assess how supporting individuals and groups who are living with trauma can impact on the worker.

Essential Content

LO1 Identify the potential emotional, physical, cognitive, behavioural and developmental reactions to trauma

Trauma:

Definitions of trauma

Traumatic events, physical threat, hurt or violation, or witnessing others in these situations

Childhood physical and sexual abuse, domestic violence, witnessing domestic violence, serious accidents, natural disasters, physical torture, riots, shootings, knifings, being threatened with a weapon, house fire, life-threatening illness, and death of someone close, especially sudden death

Emotional:

Anger, fear, sadness, and shame

Feeling out of control

Feeling overwhelmed

Compulsive behaviours

Numbness

Difficulty regulating emotions

Depression

Anxiety

Engagement in high-risk behaviours

Lack of emotions

Physical:

Connection between trauma, e.g. adverse childhood experiences (ACEs), and chronic health conditions

Engagement in self-injurious behaviours

Substance use disorders

Disordered eating

Sleep disturbances

Gastrointestinal

Cardiovascular

Neurological

Cognitive:

Perception of personal vulnerability

Triggers and flashbacks

Cognitive errors, e.g. misinterpreting a current situation, idealisation, dissociation

Trauma-induced hallucinations or delusions

Excessive or inappropriate guilt

Behavioural:

Engaging in behaviours to manage the after-effects

Self-medication

Compulsive behaviour

Impulsive, e.g. high-risk behaviours

Developmental:

Young children may display generalised fear, nightmares, heightened arousal and confusion

School-age children may exhibit symptoms such as aggressive behaviour and anger, regression to behaviour seen at younger ages, repetitious traumatic play, loss of ability to concentrate, and poor performance

Adolescents may display depression, anxiety and social withdrawal, rebellion, increased risky activities, e.g. sexual acting out, desire for revenge, and sleep and eating disturbances

Adults may display sleep problems, increased agitation, hypervigilance, isolation or withdrawal, and increased use of alcohol or drugs

Older adults may exhibit increased withdrawal and isolation, reluctance to leave home, worsening of chronic illnesses, confusion, depression, and fear

LO2 Investigate how the effects of traumatic events influence strategies in working with affected individuals

Variables:

Frequency and duration of trauma

The occurrence

Level of the perpetrator's violence

Relationship with the perpetrator/perpetrators

Suffering of the victim

Social factors

Resilience

Self-harm

Addressing health-harming behaviours:

Understanding of behaviours, e.g. alcohol use, drug use, violence, sexual behaviour, incarceration, smoking and poor diet

How behaviours manifest and develop

Potential psychological, sociological and physiological effects

Reflective and self-aware approaches to working with individuals with health-harming behaviours

Meeting individual needs:

Adopting a person-centred approach to practice

Practitioners should work in a collaborative way with individuals, family and friends and other services or agencies in a manner that will empower individuals

Empowerment, voice and choice

Understanding of cultural, social, historical, gender and sexuality issues

Acknowledging their circumstances and understanding their histories

Engagement with service users who have experienced trauma:

Involuntary service users may need support and encouragement to engage

Communication, information and explanation are crucial for user engagement to succeed

Striking a balance between exercising professional authority, and empowering the service user to control the process where possible

Recognising own biases and responses to trauma and impact on engagement with the individual

Resilient responses to trauma:

Redefined or increased sense of purpose and meaning

Increased bonding with family and community

Increased charitable giving and volunteerism

'The wounded helper'

The challenge of resilience, recognising focus on resilience can be counterproductive and lead to 'victim-blaming/shaming'

LO3 Analyse approaches and risk management when working with trauma

Trauma-informed approach:

Intervention is fully integrating knowledge about trauma into policies, procedures, and practices

Recognises and responds to the signs and symptoms of trauma in individuals, families, staff and others involved with the organisation

Considers the interrelation between trauma and symptoms of trauma, e.g. substance abuse, eating disorders, depression, and anxiety

Recognises and responds to the widespread impact of trauma and understands potential paths for recovery

Seeks to actively resist re-traumatisation of the individual

Models of support:

Risking Connection

Sanctuary Model

Trauma, Addiction, Mental Health, and Recovery (TAMAR)

Trauma Affect Regulation: Guide for Education and Therapy (TARGET)

Seeking Safety

Trauma Recovery and Empowerment Model (TREM and M-TREM). This model is gender-specific: TREM for women and M-TREM for men

Managing risk:

Intervention is fully integrating knowledge about trauma into policies, procedures, and practices

Identifying and managing risk

Recognising the impact trauma may (or may not) have had on the risk situation

Protecting the aspirations and capacities of individuals to take risks

LO4 **Assess how supporting individuals and groups who are living with trauma can impact on the worker**

Vicarious trauma:

Taking on some of the physiological, psychological and emotional consequences of the abuse

Can occur over a long period of time or be caused by a single traumatic occurrence

Need to suppress personal views and emotions

Fatigue and burnout:

State of physical, emotional, psychological, and spiritual exhaustion resulting from chronic exposure to challenging situations

Lack of focus

Compassion fatigue

Decreased productivity

Constant feelings of anxiety or worry

Feeling angry and irritable more often

Support for the worker:

Reflective supervision

Developing an understanding of a range of strategies to protect and promote own wellbeing

Accessible and visible managers

'No blame' approach

Knowing rights as an employee, how to use your human resources department and the importance of professional associations

Support provided informally and formally by line managers through their detailed understanding of work.

Creation of organisational cultures that are characterised by high expectations, high support and high challenge

Awareness of preventive measures

Training needs to be ongoing

Self-care:

Mindfulness

Strategies to reduce stress and maintain and enhance short and longer-term health and wellbeing

Managing and reducing stress

Separating work and home lives as much as possible

Creating a self-care plan

Obstacles to self-care

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify the potential emotional, physical, cognitive, behavioural and developmental reactions to trauma		LO1 and LO2 D1 Critically evaluate the impact of trauma on the development of health-harming behaviours and strategies to address these
P1 Assess the range of reactions an individual who has suffered a trauma may experience P2 Discuss the extent to which age and stage of development may impact on reaction to trauma	M1 Evaluate the potential effects of trauma on different individuals' mental health at different ages and stages of development	
LO2 Investigate how the effects of traumatic events influence strategies in working with affected individuals		
P3 Analyse the challenges in working with an individual who has undergone trauma P4 Explain strategies to address health-harming behaviour in individuals who have experienced trauma	M2 Evaluate the role of resilience when supporting an individual who is displaying health-harming behaviour following trauma	
LO3 Analyse approaches and risk management when working with trauma		LO3 and LO4 D2 Critically evaluate the challenges for the individual, worker and organisation when working to enable recovery from the experience of trauma
P5 Discuss different person-centred approaches that can be used when working with individuals who have experienced trauma P6 Interrogate the tensions between managing risk whilst respecting the choices and meeting the needs of individuals who have experienced trauma	M3 Measure the effectiveness of different approaches to supporting different individuals who have experienced trauma in terms of their impact on recovery	

Pass	Merit	Distinction
<p>LO4 Assess how supporting individuals and groups who are living with trauma can impact on the worker</p>		
<p>P7 Assess the potential negative impact on those working with individuals who have undergone trauma</p> <p>P8 Discuss how fatigue and burnout can be prevented by the worker and the organisation</p>	<p>M4 Analyse how organisations can effectively support a worker who is supporting individuals living with trauma</p>	

Recommended resources

Textbooks

BENTOVIM, A. (2009) *Safeguarding Children Living with Trauma and Family Violence: Evidence-Based Assessment, Analysis and Planning Interventions*. London: Jessica Kingsley Publishers.

GOELITZ, A. and STEWART-KAHN, A. (2013) *From Trauma to Healing: A Social Worker's Guide to Working with Survivors*. Oxford: Routledge.

HERMAN, J.L. (2015) *Trauma and Recovery: The Aftermath of Violence-From Domestic Abuse to Political Terror*. New York: Basic Books.

JONAS, K. and MORTON, T. (2012) *Restoring Civil Societies: The Psychology of Intervention and Engagement Following Crisis*. Oxford: Wiley-Blackwell.

PRITCHARD, J. (ed) (2013) *Good Practice in Promoting Recovery and Healing for Abused Adults (Good Practice in Health, Social Care and Criminal Justice)*. London: Jessica Kingsley Publishers.

STEELE, W. and MALCHIODI, C.A. (2011) *Trauma-Informed Practices with Children and Adolescents*. Oxford: Routledge.

VOLKAN, V.D. (2017) *Immigrants and Refugees: Trauma, Perennial Mourning, Prejudice, and Border Psychology*. London: Karnac Books.

Websites

childtrauma.org

Child Trauma Academy

A not-for-profit organization working to improve the lives of high-risk children through direct service, research and education.

(Resources)

helpguide.org

Help Guide

Provides tools and guides to understanding and managing mental & emotional health

(General reference)

istss.org

International Society for Traumatic Stress Studies

Vicarious Trauma Toolkit

(Toolkit)

mind.org.uk	<p>MIND</p> <p>Guidance on post-traumatic stress disorder (PTSD) and complex PTSD, information on how to access treatment and support. Includes self-care tips and guidance for friends and family</p> <p>(General reference)</p>
nctsn.org	<p>The National Child Traumatic Stress Network</p> <p>Provides tools and resources for people supporting children and adolescents exposed to traumatic events.</p> <p>(General reference and guidance)</p>
nspcc.org.uk	<p>National Society for the Prevention Cruelty to Children (NSPCC)</p> <p>Helps children who have been abused to rebuild their lives, protects those at risk, and finds the best ways of preventing abuse from ever happening</p> <p>(General reference)</p>
refugee-action.org.uk	<p>Refugee Action</p> <p>A not-for-profit organisation working in the UK to help refugees who've survived some of the world's worst regimes, getting them the basic support they need to live again with dignity and build safe, happy and productive lives.</p> <p>(General reference)</p>

Links

This unit links to the following related units:

Unit 3: Mental Health and Wellbeing: a Whole Person Approach

Unit 7: Contemporary Social Issues

Unit 9: Social Work Principles and Introduction to Practice

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 14: Health, Safety and Risk Management in Social Care Environments

Unit 15: Youth and Community Work

- Unit 19: Reflective Approaches in Implementing Person-Centred Practice*
- Unit 21: Strength-based Approaches to Working with Vulnerable Adults*
- Unit 25: Safeguarding Children, Young People and Vulnerable Adults*
- Unit 27: Family Support and Intervention: Working with Children and Families*
- Unit 28: Building Relationships with Individuals in Marginalised Communities*
- Unit 31: From Conflict to Resolution*
- Unit 33: Social and Community Services in Criminal Justice Practice*
- Unit 35: Youth Justice: Gangs and Serious Youth Violence*
- Unit 36: Mental Health: Distress and Disorder*
- Unit 37: Working with Housing and Homelessness*
- Unit 38: Developing Effective Helping Relationships*
- Unit 40: Contemporary Approaches to Disability*
- Unit 42: Social Work in Educational Environments*
- Unit 44: International Social Work and Community Development*
- Unit 45: Community Outreach and Support Work*
- Unit 46: Global Contexts of Community Development*

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2-4	P4-P8, M2, M4, D1, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2-4	All criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3, 4	P1, P2, M1, D1 P3, P4 P7, P8, M4, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH, AND EMOTIONAL WELLBEING	LO1-3	P1, P2, M1, D1 P3, P4, M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Students would benefit significantly from talks given by survivors of trauma and professional(s) who have supported survivors of trauma.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in social care and/or community support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.

Unit 50: Creativity in the Care Sector

Unit code	K/617/0964
Unit level	5
Credit value	15

Introduction

It has become increasingly obvious that creativity and a creative skillset play an important role in the lives of service users. Social care workers themselves have also become aware of the recreational, cognitive, affective, psychomotor, and therapeutic value of creativity, both for themselves and for the people in distress with whom they work. In turn, this makes for a more confident, competent and satisfying work environment.

In this unit, the origins, definitions, models and core principles of creativity, its nature and process will be examined, as a precursor to creative work. The role played by the social care worker in creative activities in social care settings will be explored. Individual exploration and group work activities in simulated daycentre and residential settings will enable students to tap into their own creative resources and enable them to better support service users. This will be achieved through specific mediums such as art, drama and storytelling, with observation records and reflective practices included.

If one is to be a successful care worker and work with groups through creative mediums when called upon, then it is necessary to have an appreciation of the factors involved when planning and implementing creative activities. Students will explore such factors as: setting up the group, external factors, group boundaries and rules, aims and goals, leader role and transference. In addition, students will explore the potential difficulties encountered by social care workers when setting up creativity programmes in a caring environment. These difficulties can range from practical to personal to interpersonal. Students will present a portfolio of work that demonstrates the value of creativity from an individual and group perspective.

On completion of this unit, students will have a greater understanding of the nature of creativity, the factors involved in setting up creativity workshops for service users, the value of selected art and drama exercises and the benefits of these activities for both service user and social care worker. This unit also supports students' continuing education in areas related to mental health and ill health, psychology and counselling.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss how different approaches to creative activity can benefit service users
2. Explore the different factors and issues that influence the planning and implementation of creative activities
3. Implement a range of creative activities
4. Reflect on the creative activities carried out and presented in own portfolio.

Essential content

LO1 Understand the theory, principles, processes and benefits of creativity

Theories and models of creativity:

The Mystical model e.g. Victor Shamas

The Psychodynamic model e.g. Sigmund Freud

The Learning model e.g. I Pavlov, J Watson, BF Skinner

The Cognitive model e.g. M Boden

The Pragmatic model e.g. Osborn and De Bono

The Social-Personality model e.g. A Maslow

The Confluence model e.g. R Sternberg and T Lubart, M Csikzentmihalyi.

Definitions of Creativity:

Traditional and modern

Exclusive and inclusive

Research issues.

Creativity in social care settings:

Daycentres

Clubhouses

Residential units

Support units

Hospital settings.

The benefits of creativity:

Recreational

Social/occupational

Cognitive

Affective

Psychomotor

Therapeutic.

LO2 Understand the factors and issues that influence the planning and implementation of creative activities

Factors to include practical, personal and interpersonal aspects from the therapist/group leader, service user and staff perspectives

Social factors:

Group dynamics

Empowerment

Power relationships

Equality

Boundaries

Confidentiality,

Responsibilities

Selection of group members

Group size.

Planning and environmental factors:

Availability of resources

Cost of resources

Materials

Health and safety

Suitable locations

Timetables

Open and closed groups

Open evenings.

Cognitive and affective factors:

First time activities

Anxieties and fears

Self- awareness and comfort zones

Transference and countertransference.

LO3 **Be able to take part in a range of creative activities**

Creative activities:

Art

Drama

Storymaking

Music

Body movement

Relaxation.

Characteristics of effective portfolio building:

Planned

Managed

Organised

Performance review.

Active participation:

Class

Simulated dayroom environment

Work placement.

Portfolio of work to include individual and group exercises across e.g. art, drama and storytelling practicals, giving evidence of innovative creative thought.

LO4 **Be able to reflect on the impact of creative activities carried out and presented in the portfolio**

Reflection and feedback on exercises undertaken:

Preparation

Ambiance and atmosphere created

Challenges encountered

Advice for future students

Advice for the teacher/facilitator/tutor

Use of logbook and observation sheets.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss how different approaches to creative activity can benefit service users		D1 Critically reflect on how effectively theories and principles of creativity are integrated in different creative processes to the benefit of users of care services
<p>P1 Compare models and contributory theories of creativity as applied in different care settings</p> <p>P2 Discuss the problem of definition in creativity activity and the potential benefits of creativity at a social, cognitive, affective, psychomotor and therapeutic level</p>	<p>M1 Critically discuss the application of different theories, principles and processes of creativity in terms of their benefits to users of care services</p>	
LO2 Explore the different factors and issues that influence the planning and implementation of creative activities		D2 Critically review the factors and issues that come into play and the proposed solutions, when a programme of creative activities is developed
<p>P3 Discuss the factors which should be considered when planning out the stages involved in implementing a programme of activities</p> <p>P4 Explain proposed solutions to overcome potential difficulties when implementing creative activities</p>	<p>M2 Assess the challenges with implementing solutions that are designed to address factors and issues that arise when introducing a programme of creative activities</p>	
LO3 Implement a range of creative activities		LO3 and LO4 D3 Critically review the effectiveness of own participation in individual, one to one and group creative exercises in simulated social care settings
<p>P5 Demonstrate active participation in group creative activities in simulated social care settings as evidenced and communicated in a portfolio of work that is organised, managed and planned</p> <p>P6 Illustrate, through a portfolio of exercises, examples of individual and one to one activities where innovative creative thought is applied to improve the lives of service users</p>	<p>M3 Interrogate own effectiveness in managing, organising and planning a portfolio of creative work designed to improve the lives of service users</p>	

Pass	Merit	Distinction
<p>LO4 Reflect on the creative activities carried out and presented in own portfolio</p>		
<p>P7 Produce a reflective account of own experience when carrying out creative exercises</p> <p>P8 Suggest ways to improve the experience of creative activities for all participants and a plan for leading future creative activities</p>	<p>M4 Assess the impact of portfolio exercises on own experiences at an individual level and on others at a group level</p>	

Recommended resources

Textbooks

BENSON, J. (2001) *Working More Creatively with Groups*. 3rd ed. London: Routledge.

CSIKSZENTMIHALYI, M. (1996) *Creativity: The Psychology of Discovery and Invention*. New York: Harper Collins.

GERSIE, A and KING, N. (1989) *Storymaking in Education and Therapy*. London: Jessica Kingsley Publishers.

JENNINGS, S. (1992) *Dramatherapy: Theory and Practice*. Hove, East Sussex: Routledge.

LIEBMANN, M. (2004) *Art Therapy for Groups: A Handbook of Themes and Exercises*. 2nd ed. Hove, East Sussex: Routledge.

LYONS, D. (2010) *Creative Studies for the Caring Professions*. Dublin: Gill Education.

MURPHY, P and O'KEEFE, M (2006) *Discovering Drama*. Dublin: Gill Education.

SHAMAS, V. (2018) *Deep Creativity, Inside the Creative Mystery*. New York: Morgan Jones.

STERNBERY, R. (1999) *Handbook of Creativity*. Cambridge: Cambridge University Press.

Websites

Iriss.org.uk	Iriss The Role of Arts in Social Care (Article)
Creativeacademic.uk	Creative Academic (General Reference)

Links

This unit links to the following related units:

Unit 3: Mental Health and Wellbeing: A Whole Person Approach

Unit 10: Applied Understanding of Human Development and Behaviour

Unit 19: Reflective Approaches in Implementing Person-centred Practice

Unit 36: Mental Health: Distress and Disorder

Unit 38: Developing Effective Helping relationships

Unit 49: Working with Individuals who have Experienced Trauma

11 Appendices

Appendix 1: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	<p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Communicate	<p>Convey ideas or information to others.</p> <p>Create/construct skills to make or do something, for example a display or set of accounts.</p>
Compare	<p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Create/ Construct	Skills to make or do something, for example a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.

Term	Definition
Define	State the nature, scope or meaning.
Demonstrate	Show knowledge and understanding.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding.
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Discuss	Consider different aspects of a theme or topic, how they interrelate and the extent to which they are important.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Students' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p>
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or providing diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an enquiry or study into something to discover and examine facts and information.
Justify	<p>Students give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.

Term	Definition
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	<p>Make a formal assessment of work produced.</p> <p>The assessment allows students to:</p> <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example running an event or a social and community work pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for Pearson BTEC Higher Nationals.

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Poster/leaflet	Documents providing well-presented information for a given purpose.
Presentation	Oral or through demonstration.
Production of plan/ Social and community work plan	Students produce a plan as an outcome related to a given or limited task.
Project	A large-scale activity involving selection of outcome, planning, research, exploration, outcome and review, and requiring self-direction.
Reflective journal	Completion of a journal from work experience, detailing own development towards professional practice. It includes detail such as skills acquired for employability, aspects of own work practice that went well, or areas to develop.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.

Appendix 2: Assessment methods and techniques for Higher Nationals

Assessment technique	Description	Transferable skills development	Formative or Summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity Written communication Information and communications technology Literacy	Formative Summative
Case study	This technique presents students with a specific example to which they must select and apply knowledge.	Reasoning Critical thinking Analysis	Formative Summative
Discussion forum	This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example online groups, blogs. It also enables students to demonstrate the ability to proactively listen and invite others to join in the discussion, promoting inclusivity.	Oral/written communication Appreciation of diversity Critical thinking and reasoning Argumentation	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology Literacy Analysis	Formative
Oral/Viva	This technique asks students to display their knowledge of the subject via questioning. The technique can also include a presentation.	Oral communication Critical thinking Reasoning	Summative
Peer review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation	Formative Summative
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Production of an artefact/ performance or portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are social and community work plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps.	Creativity Interpretation Written and oral communication Interpretation Decision-making Initiative Information and communications technology Literacy	Summative
Project	This technique is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy Creativity Initiative	Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Role playing	This technique is a type of case study in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and oral communication Leadership Information literacy Creativity Initiative	Formative
Self-reflection	This technique asks students to reflect on their performance, for example to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Team assessment	<p>This technique asks students to work together to show skills in defining and structuring an activity as a team.</p> <p>All team assessment should be distributed equally, each of the group members performing their role, with the team collating the outcomes and submitting them as a single piece of work.</p>	<p>Collaboration</p> <p>Teamwork</p> <p>Leadership</p> <p>Negotiation</p> <p>Written and oral communication</p>	<p>Formative</p> <p>Summative</p>
Tiered knowledge	<p>This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.</p>	<p>Critical thinking</p> <p>Analysis</p> <p>Interpretation</p> <p>Decision-making</p> <p>Oral and written communication</p>	<p>Formative</p>
Time-constrained assessment	<p>This technique covers all assessment that needs to be done within a Centre-specified time-constrained period on-site.</p>	<p>Reasoning</p> <p>Analysis</p> <p>Written communication</p> <p>Critical thinking</p> <p>Interpretation</p>	<p>Summative</p>

Assessment technique	Description	Transferable skills development	Formative or Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration	Formative
Written task or report	This technique asks students to complete an assignment in a structured written format, for example, a social and community work plan, a report, marketing communication, set of instructions, giving information.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative

Appendix 3: Mapping of HND in Social and Community Work against FHEQ Level 5

Key	
KU	Knowledge and understanding
CS	Cognitive skills
AS	Applied skills
TS	Transferable skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Social and community work Practice HND Programme Outcome
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary social and community work practice environment, including the role of ethics in underpinning social and community work practice.
	KU2	Understanding and insight into the values of social and community work, including person-centred practice and compassionate care, the impact of these values on professional practice and the experience of users of services, and the structure and function of health and social care.
	KU3	A critical and up-to-date understanding of the evolving concepts, theories and models within the study of social and community work across a range of practical and hypothetical scenarios.
	KU4	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.
	KU5	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.

FHEQ Level 5 descriptor		Social and community work Practice HND Programme Outcome
	KU6	Knowledge and understanding of vital concepts, principles and theories relating to the role of law, policy and professional regulation in health and social care, and the capacity to challenge unjust or unfair practice in relation to these.
	KU7	Critical understanding of the multidisciplinary nature of social and community work, and how health and social care organisations, professionals and services communicate with one another, support processes and lead to collaborative, informed solutions to a problem.
	KU8	An appreciation of the historical contexts of social and community work, nationally and on an international scale.
	KU9	Critical understanding of the use of sector standard technical documentation and practices.
	KU11	How to deploy appropriate tools, theories, principles and methodologies to analyse, specify, construct and evaluate care plans and care planning in health and social care contexts.
	KU12	An ability to apply sector standard methods in assessment and care planning to inform the development of appropriate and consistent health and care services.

FHEQ Level 5 descriptor		Social and community work Practice HND Programme Outcome
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	AS1	Evidence the ability to appropriately apply a person-centred approach to managing relationships with service users and develop appropriate policies and strategies to meet stakeholder expectations.
	AS2	Integrate theory and practice through the investigation and examination of practices in the workplace.
	AS3	Evidence the ability to develop outcomes with service users, using appropriate assessment and planning practices and data to make justified recommendations.
	AS4	Apply innovative ideas to develop and create new systems or services that respond to the changing and complex nature of social and community work practice.
	AS5	Synthesise relevant information to be able to demonstrate an evidence-based approach to evaluating and analysing complex practical problems and to providing effective solutions.
	AS6	Apply ethical approaches and demonstrate respect for the diversity of values associated with health and physical, mental and emotional wellbeing in practice in the workplace.
	CS2	Recognise and critically evaluate the professional, economic, social, environmental, moral and ethical issues that influence sustainable social and community work practice.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study	CS3	Be able to critique a range of systems and operations and their application to maximise and successfully meet the needs of service users and uphold principles of social justice and ethical practice.
	KU13	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
	TS1	Develop a skill set to enable the evaluation of appropriate actions taken for solving problems in a specific organisational context.

FHEQ Level 5 descriptor		Social and community work Practice HND Programme Outcome
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge	TS2	Self-reflection, including self-awareness; the ability to become an effective student and appreciate the value of the self-reflection process.
	TS3	Undertake independent learning to expand own skills and delivered content.
	CS7	Demonstrate resilience and self-care towards becoming an effective practitioner in social or community work practice.
	KU14	The impact of own experiences on fair and reasonable judgement, knowing where to go to obtain appropriate guidance and support, and own role in the decision-making hierarchy.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor		Social and community work Practice HND Programme Outcomes
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	TS4	Competently use digital literacy to access a broad range of research sources, data and information.
	CS4	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making.
	CS5	Analyse health and health issues alongside health information and qualitative and quantitative data that may be drawn from a wide range of disciplines.
	CS6	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios.
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	TS5	Communicate confidently and effectively, both orally and in writing, both internally and externally, with individuals using health, care and support services, organisations and other stakeholders, adapting own communication to suit the needs of the audience.
	TS6	Communicate ideas and arguments in an innovative manner using a range of media.
	AS8	Demonstrate persistence in locating, receiving and responding to a variety of information sources (e.g. textual, numerical, graphical and digital) in defined contexts.
	TS7	Communicate effectively, verbally and in writing, and articulate well-defined issues for a variety of purposes, taking into account the audience viewpoint.
	TS8	Demonstrate strong interpersonal skills, including demonstrating empathic and active listening and oral communication skills, as well as the associated ability to persuade, present and negotiate.

FHEQ Level 5 descriptor		Social and community work Practice HND Programme Outcomes
Undertake further training, develop existing skills and acquire new competences that will enable the assumption of significant responsibility within organisations	TS9	Identify personal and professional goals for continuing professional development to enhance competence to practise within a social or community work-related field.
	TS10	Take advantage of available pathways for continuing professional development through higher education and Professional Body qualifications.

Holders will also have:

FHEQ Level 5 descriptor		Social and community work Practice HND Programme Outcomes
The qualities and transferable skills necessary for employment and requiring the exercise of personal responsibility and decision-making	TS11	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.
	TS12	Show an ability to work as a member of a health and care team, recognising the different roles within a team and the different ways of organising teams.
	TS13	Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines.
	TS14	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	TS15	Show awareness of current developments in social and community work and their impact on employability and CPD.
	TS16	Manage small- to medium-scale projects using appropriate planning and time management techniques.
	CS6	Evaluate the changing needs of the social and community work environment and have confidence to self-evaluate and undertake additional CPD as necessary.
	TS17	Display emotional intelligence and sensitivity to diversity in relation to people and cultures.

Appendix 4: Transferable skills mapping

Level 4 Higher National Certificate in Social and Community Work: mapping of transferable employability and academic study skills

Skill sets	Cognitive skills						Intrapersonal skills					Interpersonal skills			
	Unit	Problem-solving	Critical thinking/analysis	Decision-making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness
1	x	x	x	x	x	x		x	x	x	x	x			x
2	x	x	x	x	x	x		x	x	x	x	x	x		x
3	x	x	x	x	x			x	x	x	x		x		x
4	x	x	x	x	x	x	x	x	x	x	x				
5	x	x	x	x	x				x	x	x		x		
6	x	x	x	x	x				x	x	x				
7	x	x	x	x	x				x	x	x	x			x
8	x	x	x	x	x			x	x	x	x	x	x		x
9	x	x	x	x	x				x	x	x	x	x		x
10	x	x	x	x	x				x	x	x	x			x
11	x	x	x	x	x		x	x	x	x	x	x		x	x
12	x	x	x	x	x			x	x	x	x			x	x
13	x	x	x	x	x				x	x	x	x			x

Skill sets	Cognitive skills						Intrapersonal skills					Interpersonal skills			
	Unit	Problem-solving	Critical thinking/analysis	Decision-making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness
14	X	X	X	X	X	X	X	X	X	X	X				
15	X	X	X	X				X	X	X	X		X		X
16	X	X	X	X					X	X	X	X			X
17	X	X	X	X	X	X	X		X	X	X				
18	X	X	X	X	X	X	X	X	X	X	X	X		X	X

Level 5 Higher National Diploma in Social and Community Work: mapping of transferable employability and academic study skills

Skill sets	Cognitive skills						Intrapersonal skills				Interpersonal skills			
	Unit	Problem-solving	Critical thinking/analysis	Decision-making	Effective communication	Digital literacy	Numeracy	Plan/prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness
19	X	X	X	X	X	X				X	X		X	
20	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21	X	X	X	X	X	X	X	X	X	X		X	X	X
22	X	X	X	X	X	X				X	X		X	
23	X	X	X	X	X	X	X	X	X	X	X	X	X	
24	X	X	X		X		X		X	X			X	
25	X	X	X	X	X	X	X	X	X	X	X	X	X	
26	X	X	X	X	X	X	X	X	X	X		X	X	X
27	X	X		X		X		X	X	X	X			
28	X	X	X	X		X		X	X	X		X	X	X
29	X			X							X	X	X	
30		X		X		X	X			X			X	
31		X		X		X	X	X	X	X	X	X	X	
32	X	X		X			X				X	X	X	
33	X	X	X	X	X	X				X	X		X	

Skill sets	Cognitive skills						Intrapersonal skills				Interpersonal skills				
	Unit	Problem-solving	Critical thinking/analysis	Decision-making	Effective communication	Digital literacy	Numeracy	Plan/prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness	Creativity
34	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
35	X	X	X	X			X	X	X		X				
36	X	X	X	X			X	X	X						
37	X	X	X	X			X	X	X	X				X	
38	X	X	X	X			X	X	X	X	X			X	X
39	X	X	X	X			X	X	X	X	X			X	
40	X	X	X	X			X	X	X	X				X	
41	X	X	X	X		X	X	X	X	X		X	X	X	X
42	X	X	X	X			X	X	X			X	X	X	X
43	X	X	X	X			X	X	X		X				
44	X	X	X	X			X	X	X						
45	X	X	X	X			X	X	X	X				X	
46	X	X	X	X			X	X	X	X	X			X	X
47	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
48	X	X	X	X	X		X	X	X	X	X	X	X	X	X
49	X	X	X	X			X	X	X	X	X			X	X
50	X	X	X	X			X	X	X	X	X	X	X	X	

Higher Nationals in Social and Community Work: mapping of sector-specific employability and academic study skills (Core and Specialist Units only)

UNIT	PRACTICE THEME EXPLICITLY ASSESSED IN UNIT					
	Law, regulation and ethical practice	Professional values, attitudes and behaviour	Health, safety and safeguarding through the lifespan	Valuing and promoting diversity, difference and inclusion	Promoting physical and mental health and wellbeing	Numeracy in practice
1	All assessment criteria	P1, P3-P8, M1-M3	P4, P7, P8, M2	P5, M2, D2	P5, P6, M2, D1	Not explicitly assessed
2	P3, P4, P6, P7, M2, M3, D2	All assessment criteria	P3, P4, P6, P7, M2, M3, D1, D2	P3, P4, P6, P7, M2, M3, D1, D2	P3, P4, P6, P7, M2, M3, D1, D2	P3, P4, P6, P7, M2, M3, D2
3	Not explicitly assessed	P4, P5, P7, P8, M3, D3	P4, M2, D2	P2, M1, M3, D1, D2	P1, P4-P6, P8, M2-M4, D2, D3	Not explicitly assessed
4	P1, P2, M1, D1	P1-P4, P6-P8, M1-M4, D1-D4	P1-P4, P5, P8, M4, D2, D3	P1-P4, P5, P8, M4, D2, D3	P1-P4, P5, P8, M4, D2, D3	P4, P6, M2, D2
5	P3, M2, D2	P2, P4-P6, M1, M4, D3	P2, P6, M1, M4, D1, D3	P2, P6, M1, M4, D1, D3	P6, M4, D3	Not explicitly assessed
6	All assessment criteria	Not explicitly assessed	Not explicitly assessed	P5-P8, M3, M4, D2	Not explicitly assessed	Not explicitly assessed
8	P2, P7, P8, M2, M4, D2, D3	P2-P8, M1-M4, D1-D3	Not explicitly assessed	P2-P4, M1, M2, D1, D2	P2-P4, M1, M2, D1, D2	Not explicitly assessed
9	P1, P3, P4, M2, D1	P1, P2, P5-P8, K1, M3, M4, D1, D2	P3, P4, M2	P1, P2, P5-P8, M1, M3, M4, D1, D2	P5-P8, M3, M3, D2	Not explicitly assessed
10	Not explicitly assessed	P7, M4, D3	P7, M4, D3	P7, M2-M4, D2, D3	P7, P8, M3, M4, D2, D3	Not explicitly assessed
11	P5, M3, D3	P5, P6, M3, M4, D2	P5, M3, D2	P3, P5, P7, M2-M4, D1, D2	Not explicitly assessed	Not explicitly assessed
17	P1, P2, M1, D1.	P8, P9, M4, D4	P6, P7, M3, D3	Not explicitly assessed	Not explicitly assessed	P8
19	P3, P4, M2, D2	P2, P5, P6, P7, M1, M3, M4, M5, D1, D3, D4	P3, P4, M2, D2, D3	P2, P3, P4, P6, M1, M2, M3, M4, D1, D3	P1, P2, P5, P6, M3, M4, D3	Not explicitly assessed
20	All criteria can be linked to this Practice Theme, dependant on the topic researched	All criteria can be linked to this Practice Theme, dependant on the topic researched	All criteria can be linked to this Practice Theme, dependant on the topic researched	All criteria can be linked to this Practice Theme, dependant on the topic researched	All criteria can be linked to this Practice Theme, dependant on the topic researched	All criteria can be linked to this Practice Theme, dependant on the topic researched

	PRACTICE THEME EXPLICITLY ASSESSED IN UNIT					
UNIT	Law, regulation and ethical practice	Professional values, attitudes and behaviour	Health, safety and safeguarding through the lifespan	Valuing and promoting diversity, difference and inclusion	Promoting physical and mental health and wellbeing	Numeracy in practice
21	P4, M4	P3, P5, P7, M2-M4, D2-D4	All criteria	All criteria	All criteria	All criteria
22	P3, P4, M2, D2	P1, P2, M1, D1	P3, P4, M2, D2	P3, P4, P7, M2, D2	P7, P8, M4, D3	Not explicitly assessed
23	P1, P2, M1, D1	P5	P4, M2, D2	P3, M2, M3, D2, D3	Not explicitly assessed	P5, P6, P7, M5, D4
24	All assessment criteria	P7, P8	All assessment criteria	P3, P8, M2, M4, D1, D2	P3, M2, M4, D2	Not explicitly assessed
25	P3, P4, M2, D2	P8, M2-M4, D1, D2	All assessment criteria	P7, P8, M1, M4, D1, D2	P7, P8, M1, M4, D1, D2	Not explicitly assessed
26	P3	P1, P2	Not explicitly assessed	P2, P3, P4, P5, P6, M2, M3, M4, D2, D3	Not explicitly assessed	Not explicitly assessed
27	P3, M2, D2	P5, P6, M1, M3, D1, D3	P3-P8, M1-M4, D1-D3	P5, P8, M1-M4, D3	P5, P6, M3, D1	Not explicitly assessed
28	Not explicitly assessed	P5, P6, M3, D2	Not explicitly assessed	P1-P3, P7, P8, M2, D1, D3	M4	Not explicitly assessed
29	P2, P6, M1, D1	P5-P7, M3, M4	Not explicitly assessed	P4, P7, P8, M3, D3	Not explicitly assessed	Not explicitly assessed
30	P1, P2, M1	P4, P5, D3	P6, M3	P4, M2, D2	P5, M4	M2
39	P6, M3, D2, D3	All assessment criteria	P3, P4, M2, D2, D3	P4, P5, M2, M3, D2	Not explicitly assessed	Not explicitly assessed
46	Not explicitly assessed	P5	Not explicitly assessed	All assessment criteria	All assessment criteria	P2, M2

Appendix 5: HNC/HND Social and Community Work Programme Outcomes for Students

Unit	Knowledge and understanding													Cognitive skills							Applied skills						
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	X	X		X	X	X		X	X			X	X	X			X		X			X			X	X	
2	X	X		X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X			X	X
3	X	X	X					X				X	X		X	X	X	X	X		X					X	X
4	X	X	X	X								X		X			X		X			X		X		X	X
5	X	X		X		X	X					X			X		X		X			X				X	X
6	X	X		X		X		X		X		X					X		X			X				X	X
7			X					X						X	X		X		X	X						X	X
8	X	X	X	X		X						X		X	X		X		X	X	X					X	X
9	X	X	X	X		X		X	X	X		X		X	X		X		X		X					X	X
10		X	X	X				X				X	X				X		X		X					X	X
11	X			X			X					X		X	X				X		X					X	X
12		X		X									X			X	X		X		X					X	X
13		X				X	X			X		X			X		X		X		X	X				X	X
14	X			X		X			X			X		X	X		X		X		X	X				X	X
15	X	X											X	X			X		X		X					X	X
16		X	X	X				X									X		X		X					X	X

Unit	Knowledge and understanding													Cognitive skills							Applied skills						
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	1	2	3	4	5	6	7
17	X					X	X		X	X	X	X				X		X			X	X			X	X	
18	X		X	X	X	X	X		X	X		X		X		X		X			X			X	X	X	
19	X	X	X	X		X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
20			X	X				X						X	X		X		X			X	X	X	X	X	
21	X	X	X	X		X	X			X		X		X	X		X	X	X		X	X	X		X	X	X
22	X	X	X		X	X	X			X		X	X	X	X	X		X		X		X	X		X	X	X
23	X			X	X	X			X			X		X	X		X		X			X		X	X	X	
24	X	X		X		X	X		X	X	X	X			X		X	X	X		X	X	X		X	X	X
25	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X	X		X	X			X	X	X
26	X			X	X	X	X			X		X			X		X		X		X	X			X	X	X
27	X	X		X		X	X			X		X	X	X	X		X		X		X				X	X	X
28		X	X	X			X					X	X	X		X		X		X		X			X	X	X
29			X	X		X	X							X			X		X						X	X	X
30	X	X	X	X		X						X		X	X		X		X						X	X	X
31	X	X	X	X		X		X				X	X	X	X	X		X		X		X			X	X	X
32	X		X	X	X	X						X	X	X		X		X		X	X			X	X	X	X
33		X	X			X						X	X	X		X		X		X					X	X	X
34				X								X		X	X		X		X						X	X	X
35		X	X				X	X						X			X		X						X	X	X
36	X	X	X					X		X		X	X	X	X	X	X	X							X	X	X

Unit	Knowledge and understanding													Cognitive skills							Applied skills						
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	1	2	3	4	5	6	7
37		X	X			X	X	X		X		X		X	X		X		X					X	X	X	
38	X	X	X	X						X		X	X				X		X		X					X	X
39	X		X	X	X	X						X		X			X		X			X			X	X	X
40		X	X			X		X		X			X	X	X		X		X		X	X			X	X	X
41	X					X	X		X	X				X		X	X		X							X	X
42		X	X	X		X	X			X		X		X	X		X		X		X	X	X		X	X	X
43			X	X	X	X				X		X		X			X		X	X	X	X			X	X	X
44			X				X	X					X	X	X		X	X	X	X						X	X
45		X	X	X		X	X					X	X	X		X	X	X	X	X	X	X	X			X	X
46			X	X		X	X	X				X	X	X	X		X	X	X	X	X	X			X	X	X
47			X	X	X	X	X	X				X		X			X		X	X	X	X		X	X	X	X
48			X	X	X	X	X	X				X		X			X		X	X	X	X		X	X	X	X
49		X								X	X	X	X			X	X	X	X			X	X			X	X
50		X	X	X									X	X			X		X	X	X	X			X	X	X

	Transferable skills																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	X	X	X	X	X	X	X	X		X	X		X			X	X
2	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
3	X		X	X	X	X	X	X	X	X	X	X	X			X	X
4	X		X	X	X	X	X	X	X	X	X		X			X	X
5	X		X	X		X	X			X	X	X	X			X	X
6	X		X	X		X	X			X	X		X			X	X
7		X	X	X		X	X			X	X		X		X	X	X
8		X	X	X	X	X	X	X		X	X	X	X			X	X
9		X	X	X	X	X	X	X		X	X	X	X			X	X
10		X	X	X		X	X	X		X	X		X			X	X
11	X	X	X	X	X	X	X	X		X	X		X			X	X
12	X		X	X	X	X	X	X		X	X		X			X	X
13	X	X	X	X	X	X	X			X	X		X			X	X
14	X		X	X	X	X	X			X	X		X			X	X
15	X		X	X		X	X			X	X	X	X			X	X
16	X	X	X	X		X	X			X	X		X	X		X	X
17	X		X	X	X	X	X			X	X		X	X		X	X
18	X	X	X	X		X	X			X	X		X			X	X
19	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
20	X		X	X	X	X	X	X		X	X		X			X	X

	Transferable skills																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
21	X		X	X	X	X	X	X		X	X		X			X	X
22	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
23	X		X	X	X	X	X			X	X	X	X			X	X
24	X		X	X	X	X	X	X		X	X	X	X		X	X	X
25	X	X	X	X	X	X	X	X		X	X	X	X			X	X
26	X		X	X	X	X	X			X	X	X	X			X	X
27	X	X	X	X	X	X	X	X		X	X	X	X			X	X
28	X	X	X	X	X	X	X	X	X	X	X		X			X	X
29	X	X	X	X	X	X	X			X	X	X	X	X		X	X
30	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
31	X	X	X	X	X	X	X	X		X	X		X			X	X
32	X	X	X	X	X	X	X	X		X	X	X	X			X	X
33		X	X	X		X	X			X	X	X	X			X	X
34	X	X	X	X	X	X	X		X	X	X		X	X		X	X
35			X	X		X	X			X	X		X			X	X
36		X	X	X	X	X	X		X	X	X		X			X	X
37			X	X		X	X			X	X		X			X	X
38	X	X	X	X	X	X	X	X		X	X		X			X	X
39	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X
40	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X

	Transferable skills																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
41		X	X	X		X	X			X	X		X			X	X
42	X		X	X	X	X	X	X		X	X	X	X			X	X
43	X	X	X	X	X	X	X		X	X	X		X	X		X	X
44			X	X		X	X			X	X		X	X	X	X	X
45	X		X	X	X	X	X	X	X	X	X		X			X	X
46	X		X	X	X	X	X			X	X		X	X	X	X	X
47	X		X	X	X	X	X		X	X	X		X	X	X	X	X
48	X		X	X	X	X	X		X	X	X		X	X	X	X	X
49			X	X		X	X	X		X	X		X			X	X
50	X	X	X	X	X	X	X	X		X	X		X			X	X

Appendix 6: Professional Standards mapping

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work: mapping of the Social Work Professional Capability Framework:

Social Work Professional Capability Framework Domains (Readiness for Practice Capabilities (PCF))	Social Work National Occupational Standards (Key Roles and Standards (KR:SW))	Unit numbers (Core and Specialist units on the Social and Community Work with Adults and Social and Community Work with Children, Young People and Families only)											
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 9	Unit 10	Unit 19	Unit 20	Unit 21	Unit 24	Unit 25	Unit 27
PCF Domain 1: Professionalism													
<i>You will be able to describe:</i>													
the role of the social worker	KR1: SW1					#			#			#	#
the mutual roles and responsibilities in supervision	KR1: SW2		#			#		#					
the importance of professional behaviour	KR1: SW1 KR2: SW3	#	#	#	#	#		#	#	#	#	#	#
the importance of personal and professional boundaries	KR1: SW1 KR2: SW4			#		#		#		#		#	#
The importance of emotional resilience at work	KR2: SW3												
<i>You will demonstrate:</i>													
ability to learn, using a range of approaches	KR1: SW1	#	#	#	#	#	#	#	#	#	#	#	#

Social Work Professional Capability Framework Domains (Readiness for Practice Capabilities (PCF))	Social Work National Occupational Standards (Key Roles and Standards (KR:SW))	Unit numbers (Core and Specialist units on the Social and Community Work with Adults and Social and Community Work with Children, Young People and Families only)												
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 9	Unit 10	Unit 19	Unit 20	Unit 21	Unit 24	Unit 25	Unit 27	
PCF Domain 2: Values and Ethics														
<i>You will:</i>														
understand the profession's ethical principles and their relevance to practice	KR1: SW1, SW2 KR2:SW5	#			#	#		#	#					#
Demonstrate awareness of own personal values and how these can impact on practice	KR1: SW2, SW3 KR2: SW4	#	#	#		#	#	#		#		#	#	#
PCF Domain 3: Diversity														
<i>You will recognise:</i>														
the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-oppressive principles in social work practice	KR1: SW2 KR2:SW5 KR3: SW9	#	#	#		#	#	#		#	#	#	#	#
PCF Domain 4: Rights, Justice and Economic Wellbeing														
<i>You will understand:</i>														
the principles of rights, justice and economic wellbeing, and their significance for social work practice	KR1: SW1 KR3: SW9	#				#				#				

Social Work Professional Capability Framework Domains (Readiness for Practice Capabilities (PCF))	Social Work National Occupational Standards (Key Roles and Standards (KR:SW))	Unit numbers (Core and Specialist units on the Social and Community Work with Adults and Social and Community Work with Children, Young People and Families only)											
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 9	Unit 10	Unit 19	Unit 20	Unit 21	Unit 24	Unit 25	Unit 27
PCF Domain 5: Knowledge													
<i>You will be able to demonstrate:</i>													
an initial understanding of the application of research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work	KR1: SW1	#			#		#		#	#			#
an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice	KR1: SW1	#		#		#		#		#	#	#	#
an initial understanding of the range of theories and models for social work intervention	KR1: SW1 KR6: SW17					#							#
Domain 6: Critical reflection and Analysis													
<i>You will understand:</i>													
the role of reflective practice and demonstrate basic skills of reflection	KR1: SW2 KR2:SW5 KR3: SW9		#			#	#	#			#		
the need to construct hypotheses in social work practice	KR1: SW1								#				

Social Work Professional Capability Framework Domains (Readiness for Practice Capabilities (PCF))	Social Work National Occupational Standards (Key Roles and Standards (KR:SW))	Unit numbers (Core and Specialist units on the Social and Community Work with Adults and Social and Community Work with Children, Young People and Families only)											
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 9	Unit 10	Unit 19	Unit 20	Unit 21	Unit 24	Unit 25	Unit 27
<i>You will recognise and describe:</i>													
why evidence is important in social work practice	KR1: SW1, SW2				#			#	#		#	#	#
Domain 7: Intervention and Skills													
<i>You will demonstrate:</i>													
core communication skills and the capacity to develop them	KR1: SW2 KR2: SW5, SW7 KR3: SW9		#	#		#	#	#		#	#	#	#
the ability to engage with people in order to build compassionate and effective relationships	KR1: SW2 KR2: SW5 KR3: SW9-SW11		#	#		#	#					#	#
awareness of a range of frameworks to assess and plan intervention	KR1: SW1, SW2 KR2:SW5 KR3: SW9					#					#		
basic ability to produce written documents relevant for practice	KR1: SW2 KR2: SW5, SW7		#			#		#	#	#	#	#	#
Initial awareness of risk and safeguarding	KR4: SW12, SW13 KR5: SW16	#	#								#	#	#

Social Work Professional Capability Framework Domains (Readiness for Practice Capabilities (PCF))	Social Work National Occupational Standards (Key Roles and Standards (KR:SW))	Unit numbers (Core and Specialist units on the Social and Community Work with Adults and Social and Community Work with Children, Young People and Families only)											
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 9	Unit 10	Unit 19	Unit 20	Unit 21	Unit 24	Unit 25	Unit 27
Domain 8: Contexts and organisations													
<i>You will demonstrate:</i>													
awareness of the impact of organisational context on social work practice	KR1: SW2 KR2: SW3, SW6					#		#		#	#		#
Domain 9: Professional Leadership													
<i>You will demonstrate:</i>													
awareness of the importance of professional leadership in social work	KR1: SW2, SW3					#		#					

#indicates partial mapping

Pearson BTEC Level 5 Higher National Diploma in Social and Community Work (Community Development): mapping of the Community Development Standard:

Unit numbers (Core and Specialist only)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 8	Unit 11	Unit 19	Unit 20	Unit 22	Unit 30	Unit 46
Community Development Standard											
Process – This long term process starts from people’s own experience and enables communities* to work together to:											
Identify their own needs and actions					#	#			#	#	#
Take collective action using their strengths and resources						#			#	#	#
Develop their confidence, skills and knowledge						#			#	#	#
Challenge unequal power relationships					#				#	#	
Promote social justice, equality and inclusion					#				#	#	#
Key Area 1: Understand and practise community development											
S1 Integrate and use the values and process of community development					#	#			#	#	#
S2 Work with the tensions inherent in community development practice					#	#			#	#	
S3 Relate to different communities					#	#	#			#	#
S4 Develop yourself as a community development practitioner					#	#				#	
S5 Maintain community development practice within own organisation					#	#				#	
S6 Support inclusive and collective working		#	#		#	#	#	#	#	#	#

Community Development Standard	Unit numbers (Core and Specialist only)										
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 8	Unit 11	Unit 19	Unit 20	Unit 22	Unit 30	Unit 46
Key Area 2: Understand and engage with communities											
S7 Get to know a community		#			#	#	#		#	#	
S8 Facilitate community research and consultations								#		#	#
S9 Analyse and disseminate findings from community research								#		#	
Key Area 3: Group work and collective action											
S10 Organise community events and activities					#	#				#	
S11 Support communities to effectively manage and address conflict, within and between communities or community groups											
S12 Support communities who want to bring about positive social change					#	#				#	
S13 Facilitate community leadership					#	#				#	
Key Area 4: Collaborative and cross- sectoral working											
S14 Promote and support effective relationships between communities and public bodies and other agencies						#			#		
S15 Encourage and support public bodies to build effective relationships with communities									#		
S16 Support collaborative and partnership work		#			#	#	#		#	#	#
S17 Strategically co-ordinate networks and partnerships											
Key Area 5: Community learning for social change											
S18 Promote opportunities for community development learning					#				#	#	#

Community Development Standard	Unit numbers (Core and Specialist only)										
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 8	Unit 11	Unit 19	Unit 20	Unit 22	Unit 30	Unit 46
S19 Facilitate community learning for social and political development										#	#
Key Area 6: Governance and organisational development											
S20 Advise on organisational structures to support community development											#
S21 Plan and gain resources and funding for sustainability						#					#
S22 Strengthen the organisational development of groups					#	#			#		#
S23 Monitor and evaluate community development activities										#	#
S24 Manage internal organisational development and external relationships											
S25 Supervise and support community development practitioners											

#indicates partial mapping *'Communities' are defined by geography, identity or interest

Mapping of units in the Higher Nationals in Social and Community Work against the Practice Themes and the Care Certificate Standards

PRACTICE THEME 1: Law, Regulation and Ethical Practice: This refers to the legal and regulatory frameworks that govern practice in health and social care.			
Knowledge and Skills: Explain how legislation and regulatory frameworks apply to ethical practice in health and social care.			
Area	Level 4 Units:	Level 5 Units:	Related Care Certificate Standards
Legislation, Regulatory Frameworks, Codes of Conduct and Practice	1-2, 4-9, 11, 13-15, 17	19-27, 29, 30, 33, 35-44, 46, 47	1.1-1.3, 2.2, 3.1, 4.1, 4.3, 6.4, 7.1, 8.1, 9.3, 9.5-9.6, 10.1, 13.1
PRACTICE THEME 2: Professional Values, Attitudes and Behaviour These values, attitudes and behaviour refer to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with others in health and social care.			
Knowledge and Skills: Explain the values, attitudes and behaviour that underpin effective practice in health and social care; and demonstrate a professional, knowledgeable and skilled approach to practice.			
Area	Level 4 Units:	Level 5 Units:	Related Care Certificate Standards
Person-centred values and principles of care	1-3, 5, 6, 7, 9-10, 14-16	19-22, 28, 30, 32, 36, 38, 40-46	5.1-5.3, 5.6-5.7
effective verbal, written, electronic and non-verbal communication	All units	All units	6.1-6.6
working professionally within the limits of own knowledge and skills including professional presentation and self- and time management	2, 8-15, 17, 18	19, 21-32, 39, 40, 42, 43, 45-48	1.1-1.4
Self-development	2, 4, 8, 9, 11	19, 20, 23, 26, 30, 32, 34, 38, 39	2.1, 2.2

PRACTICE THEME 3: Health, Safety and Safeguarding through the Lifespan: Students are expected to consider and apply appropriate measures, strategies and approaches to support the health, safety and safeguarding of those they work with and demonstrate this application as appropriate throughout their learning.

Knowledge and Skills: Explain Health, Safety and Safeguarding policies and practices that underpin effective practice in health and social care and apply relevant health, safety and safeguarding policies and practices in own practice.

Area	Level 4 units	Level 5 units	Related Care Certificate Standards
Health and Safety	1, 8, 11, 14, 15, 17	19, 22, 37, 39	3.1, 3.4, 8.1-8.3, 13.1-13.5, 13.8
Safeguarding	1-7, 9-17	19-27, 30, 32, 33, 35-42, 44, 47, 48	10.1, 10.2, 10.4

PRACTICE THEME 4: Valuing and Promoting Equality, Diversity and Inclusion: This not only refers to respectful and non-discriminatory approaches to working with others regardless of their personal characteristics, but also includes taking positive action to support a diverse and inclusive work and learning environment

Knowledge and Skills: Explain how to promote and support respectful, non-discriminatory and inclusive approaches to service users, colleagues and others encountered when working in health and social care settings; and demonstrate respectful, non-discriminatory and inclusive approaches to service users, colleagues and others when working in health and social care settings

Area	Level 4 Units	Level 5 Units	Related Care Certificate Standards
Equality and Diversity and Inclusive Practices	1-16, 18	19-42, 44, 45, 47, 48	10.1, 10.2, 10.4

PRACTICE THEME 5: Promoting Physical and Mental Health and Wellbeing: an understanding of the interrelationship between physical and mental health and wellbeing. Adopting a holistic approach to caring for others, taking into consideration both physical and mental aspects of an individual's health and wellbeing, recognising the value of mental health and wellbeing in supporting an individual's overall health.

Knowledge and Skills: Explain what a holistic approach to caring for others means, taking into consideration both physical and mental aspects of an individual's health and wellbeing, recognising the value of mental health and wellbeing in supporting an individual's overall health and; demonstrate a holistic approach when caring for individual service users, taking into consideration both physical and mental aspects of an individual's health and wellbeing.

Area	Level 4 Units	Level 5 Units	Related Care Certificate Standards
Taking into account both physical and mental health and wellbeing factors when providing health and/or social care	1-10, 12-16, 18	19-28, 30, 32, 35-38, 40-42, 45, 48	

PRACTICE THEME 6: Numeracy in Practice: The appropriate and accurate use of numeracy skills.

Knowledge and Skills: Explain the mathematical principles and processes that underpin effective healthcare practice and; use appropriate mathematical principles in a number of ways throughout their learning and work practice, from calculations and measurements, to data analysis and evaluation.

Area	Level 4 Units	Level 5 units	Related Care Certificate Standards
Accurate and purposeful use different mathematical operations, taking into account their purpose and significance	1, 2, 4, 17, 18	20, 26, 30, 34, 36, 43, 45, 46	13.5, 13.8, 14.1

Appendix 7: Examples of suitable work placement settings for students

Social Care (and healthcare)	Community-Based Organisations and Charities
<ul style="list-style-type: none"> • Hospice (adult and child) • Palliative care services • Respite care • Mental health crisis house • Mental health community outreach teams • Re-ablement services • Schools or children’s education services • Substance misuse services • Agencies working with domestic abuse • Community learning disability services • Child and adolescent mental health services (CAMHS) • Assisted living for people with learning disabilities • Older person services • Offender support units 	<ul style="list-style-type: none"> • Befriending services e.g. from Befrienders Worldwide (network of centres worldwide provide emotional support and advice) • Humanitarian/disaster response agencies e.g. Actionaid • Homelessness support services e.g. Shelter (in the UK) • Housing support programmes • Food banks • Accessible transportation services • Older people’s support clubs/associations • Environmental protection/conservation groups • Community sustainability groups • Trauma support and advisory services e.g. Unicef, Refuge (in the UK) • Children’s homes • Youth centres • Neighbourhood revitalisation programmes

Table 1: Social and Community Care placements settings (this is not an exhaustive list)

Appendix 8: Example Delivery Plans for the HNC Diploma in Social and Community Work

SAMPLE PLAN 1		
Term 1	Term 2	Term 3
Unit	Unit	Unit
1	3	3
2	2	2
5	4	4
6	17	17

Sample Delivery Plan for L4 HNC HCP for England: assuming academic year of 36 weeks									
Term 1		Term 2		Term 3		TOTAL HOURS (GLH)		TOTAL HOURS (GLH IN CLASSROOM AND PLACEMENT)	
Unit no.	Classroom hours	Unit no.	Classroom hours	Unit no.	Classroom hours	Classroom	Placement		
1	54	4	21	4	33	84	+*12 GLH in placement	90	
2	18	2	18	2	18	84	+*12 GLH in placement	90	
5	51	3	24	3	18	51	+*18 GLH in placement	60	
6	54	17	21	17	36	111	+*12 GLH in placement	120	
Total Placement hours (GL and non-GL)	35	Total Placement hours (GL and non-GL)	115	Total Placement hours (GL and non-GL)	75				
TOTAL HOURS PER TERM	212		199		180				
PER WEEK excl. placement (12-week term)	15		7		9				
PER WEEK incl. placement (12-week term)	17.5		16.5		15				
Plus maths or English (approx. 3hrs each week)	20.5		19.5		18				

SAMPLE PLAN 2	
Semester 1	Semester 2
Unit	Unit
1	3
2	2
6	17
5	4

Delivery Plan for L4 HNC HCP for England: assuming academic year of 34 weeks							
	Semester 1		Semester 2		TOTAL HOURS (GLH)		TOTAL HOURS (GLH IN CLASSROOM AND PLACEMENT)
	Unit No.	Classroom hours	Unit No.	Classroom Hours	Classroom	Placement	
	1	54	3	24	84	++6 GLH in placement	90
	2	54	2	24	84	++6 GLH in placement	90
	5	54	17	18	51	++9 GLH in placement	60
	6	54	4	60	111	++9 GLH in placement	120
	Total Placement hours (GL and non-GL)	75	Total Placement hours (GL and non-GL)	150			
TOTAL HOURS PER SEMESTER		291		276			
PER WEEK excl. placement (17-week semester)		13		7.5			
PER WEEK incl. placement (17-week semester)		17		16			
Plus Maths or English (approx. 3hrs each week)		20		19			

Appendix 9: Recognition of Prior Learning

QCF Pearson BTEC Level 4 Higher National Certificate in Health and Social Care unit content mapped to the Level 4 units available in the RQF Pearson BTEC Higher National in Social and Community Work

HNCs in Social and Community Work: Unit Mapping Overview

This mapping document is designed to support centres who wish to recognise student achievement in older QCF Higher Nationals within the new RQF suites. The document demonstrates where content is covered in the new suite, and where there is new content to cover to ensure full coverage of learning outcomes.

P – Partial mapping (some topics from the old unit appear in the new unit)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
1	Law, Policy and Ethical Practice in Health and Social Care	2	P
		3	P
		5	P
		7	P
		9	P
		10	P
2	Demonstrating Professional Principles and Values in Health and Social Care Practice	1	P
		2	P
		4	X
3	Mental Health and Wellbeing: a Whole Person Approach	1	P
		2	P
		4	X
		5	P
		7	P

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
		8	P
		9	P
		10	P
		11	P
		15	P
4	Fundamentals of Evidence Based Practice	4	P
5	Organisational Contexts of Social and Community Work	1	P
		2	P
		3	P
		5	X
		7	P
		8	P
		9	P
		10	P
		11	P
		13	P
		17	P
		25	P
6	Social Policy and Administration	1	P
		2	P
		4	P
		5	P
		7	X
		9	P
		14	P
		25	P
7	Contemporary Social Issues	1	P
		2	P
		4	P

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
		5	P
		7	P
		8	X
		9	P
		10	P
8	Community Development - Principles and Practice	1	P
		2	P
		4	P
		5	P
		8	P
		9	P
		17	X
		25	P
9	Social Work Principles and Introduction to Practice	1	P
		2	P
		3	P
		4	P
		5	P
		7	P
		8	P
		9	P
		10	P
		15	P
		25	P
10	Applied Understanding of Human Development and Behaviour	1	P
		2	P
		4	P
		8	P
		10	P

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
		11	P
		15	X
		22	P
11	Planning and Supporting Community-led Activities	1	P
		2	P
		4	P
		5	P
		8	P
		9	P
		14	P
		17	X
		25	P
12	Inspiring Young People	1	P
		2	P
		4	P
		5	P
		8	P
		9	P
		10	P
		11	P
13	Working with Informal Care	1	P
		2	P
		3	P
		4	P
		5	P
		7	P
		8	P
		9	P
		10	P
		11	P

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
		25	P
14	Health, Safety and Risk Management in Social Care Environments	1	P
		2	P
		3	X
		4	P
		9	P
		10	P
		11	P
		12	P
		25	P
15	Youth and Community Work	1	P
		2	P
		3	P
		4	P
		5	P
		8	P
		9	P
		10	P
		17	P
		25	P
16	Sociological Approaches in Social and Community Work	1	P
		2	P
		4	P
		7	P
		8	X
		9	P
		11	P
		15	P
		25	P

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
17	Effective Reporting and Record-Keeping in Health and Social Care Services	1	P
		2	P
		3	P
		10	P
18	Resource Planning in Social and Community Care Services	1	P
		2	P
		3	P
		4	P
		7	P
		8	P
		9	P
		10	P
		11	P
		13	P
		14	X

HNCs in Social and Community Work: Unit Mapping Depth

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
1	Law, Policy and Ethical Practice	2	Principles of Health and	1	3
	in Health and Social Care		Social Care Practice	2	2
		3	Health and Safety in the Health and Social Care Workplace	1	2
					3
				2	3
					4
				3	3
					4
		5	Working in Partnership in Health and Social Care	2	3
				1	1
		7	Social Policy	1	1
				2	1
					3
				3	2
					4
		9	Empowering Users of Health and Social Care Services	1	2
					4
		10	Safeguarding in Health and Social Care	1	2
					3
				3	3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
2	Demonstrating Professional Principles and Values in Health and Social Care Practice	1	Communicating in Health and Social Care Organisations	1	2 3
				2	2 3
		2	Principles of Health and Social Care Practice	1	2 3
				2	2 3
3	Mental Health and Wellbeing: a Whole Person Approach	1	Communicating in Health and Social Care Organisations	1	3
					2
		2	Principles of Health and Social Care Practice	1	1
				3	1
		5	Working in Partnership in Health and Social Care		2
				1	3
		7	Social Policy	3	2
					3
		8	The Sociological Context of Health and Social Care	4	2
					3
		9	Empowering Users of Health and Social Care Services	2	2
					2
					3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		10	Safeguarding in Health and Social Care	1	2
					4
				2	1
		11	The Role of Public Health in Health and Social Care	3	1
		15	Psychology for Health and Social Care	1	1
					2
				3	2
4	Fundamentals of Evidence Based Practice	4	Personal and Professional Development in Health and Social Care	1	4
5	Organisational Contexts of Social and Community Work	1	Communicating in Health and Social Care Organisations	1	1
					4
				2	2
					3
					4
		2	Principles of Health and Social Care Practice	1	1
				2	2
				3	1
				4	3
		3	Health and Safety in the Health and Social Care Workplace	2	2

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		7	Social Policy	3	2
		8	The Sociological Context of Health and Social Care	2	1
				3	
		9	Empowering Users of Health and Social Care Services	1	1
					2
					4
		10	Safeguarding in Health and Social Care	1	1
				2	2
				3	
		11	The Role of Public Health in Health and Social Care	1	3
		13	Managing Human Resources in Health and Social Care	2	3
				1	
		17	Community Development Work	1	1
				2	
		25	Influences on Health and Social Care Organisations	1	2
				2	4
6	Social Policy and	1	Communicating in Health and Social Care Organisations	1	4
	Administration			2	
		2	Principles of Health and Social Care Practice	1	4
				2	3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
					4
		4	Personal and Professional Development in Health and Social Care	3	4
		5	Working in Partnership in Health and Social Care	2	4
				3	
		9	Empowering Users of Health and Social Care Services	1	4
				2	
		14	Managing Financial Resources in Health and Social Care	3	1
		25	Influences on Health and Social Care Organisations	1	1
				2	2
7	Contemporary Social Issues	1	Communicating in Health and Social Care Organisations	2	3
		2	Principles of Health and Social Care Practice	2	1
				3	
		4	Personal and Professional Development in Health and Social Care	3	3
					4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
				4	4
		5	Working in Partnership in Health and Social Care	1	2
		7	Social Policy	1	1
				2	
				3	
		9	Empowering Users of Health and Social Care Services	1	2
		10	Safeguarding in Health and Social Care	2	2
				3	
8	Community Development - Principles and Practice	1	Communicating in Health and Social Care Organisations	1 2	3 3 4
		2	Principles of Health and Social Care Practice	1 3	4 2
		4	Personal and Professional Development in Health and Social Care	1 3	4 2
		5	Working in Partnership in Health and Social Care	1 2 3	2 3 3 4 4
		8	The Sociological Context of Health and Social Care	1 2	1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		9	Empowering Users of Health and Social Care Services	1 2	2 3 4
		25	Influences on Health and Social Care Organisations	1	3
9	Social Work Principles and	1	Communicating in Health and Social Care Organisations	1	3
	Introduction to Practice				4
				2	3
					4
		2	Principles of Health and Social Care Practice	1	3
					4
				2	2
				3	1
					3
		3	Health and Safety in the Health and Social Care Workplace	1	2
				2	
		4	Personal and Professional Development in Health and Social Care	1	1
					3
					4
				3	1
					3
					4
		5	Working in Partnership in Health and Social Care	1	3
				2	4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
				3	
		7	Social Policy	3	1
				4	
		8	The Sociological Context of Health and Social Care	2	1
					3
				3	1
					3
		9	Empowering Users of Health and Social Care Services	1	2
					3
				2	3
					4
		10	Safeguarding in Health and Social Care	2	2
				3	2
					3
		15	Psychology for Health and Social Care	3	3
		25	Influences on Health and Social Care Organisations	1	3
				2	1
					2
10	Applied Understanding of Human Development and Behaviour	1	Communicating in Health and Social Care Organisations	1	3
				2	1
					2
					3
		2	Principles of Health and Social Care Practice	1	4
				3	1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
					2
					3
		4	Personal and Professional Development in Health and Social Care	3	2
					3
		8	The Sociological Context of Health and Social Care	2	1
					2
		10	Safeguarding in Health and Social Care	1	1
					2
					3
		11	The Role of Public Health in Health and Social Care	1	1
					2
					3
		22	Developing Counselling Skills for Health and Social Care	1	2
					3
					4
				2	4
				3	
11	Planning and Supporting Community-led Activities	1	Communicating in Health and Social Care Organisations	1 2 3	4
		2	Principles of Health and Social Care Practice	1 3	1 4 1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		4	Personal and Professional Development in Health and Social Care	1	4
				2	
				3	
		5	Working in Partnership in Health and Social Care	1	1
					2
				2	2
					3
					4
				3	4
		8	The Sociological Context of Health and Social Care	1	
				2	1
				3	
		9	Empowering Users of Health and Social Care Services	1	2
					3
				2	2
					3
					4
		14	Managing Financial Resources in Health and Social Care	1	2
				2	2
					3
				3	2
					3
					4
				4	3
					3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		26	Influences on Health and Social Care Organisations	1	2
12	Inspiring Young People	1	Communicating in Health and Social Care Organisations	1	1
					2
				2	1
					2
					3
		2	Principles of Health and Social Care Practice	1	2
					3
				3	1
		4	Personal and Professional Development in Health and Social Care	1	1
					4
				2	4
				3	2
					3
					4
				4	4
		5	Working in Partnership in Health and Social Care	1	2
					3
				2	3
				3	3
					4
		8	The Sociological Context of Health and Social Care	2	1
				3	1
					2
					3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		9	Empowering Users of Health and Social Care Services	1	2
					3
					4
				2	3
					4
		10	Safeguarding in Health and Social Care	1	1
					2
				3	2
					3
		11	The Role of Public Health in Health and Social Care	1	3
13	Working with Informal Care	1	Communicating in Health and Social Care Organisations	1	2
					3
					4
				2	3
					4
		2	Principles of Health and Social Care Practice	1	3
					4
				2	3
		3	Health and Safety in the Health and Social Care	2	2
			Workplace Personal and Professional Development in Health and Social Care		
		4		1	2
				3	2

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
					3
					4
				4	4
		5	Working in Partnership in Health and Social Care	1	3
				2	3
					4
				3	4
		7	Social Policy	1	1
				2	
				3	1
					3
				4	3
		8	The Sociological Context of Health and Social Care	1	1
				2	2
		9	Empowering Users of Health and Social Care Services	1	3
					4
				2	3
					4
				3	4
		10	Safeguarding in Health and Social Care	1	2
				2	3
				3	3
					4
		11	The Role of Public Health in Health and Social Care	3	2
		25	Influences on Health and Social Care Organisations	1	3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
				2	3
					4
14	Health, Safety and Risk Management in Social Care Environments	1	Communicating in Health and Social Care Organisations	1	1
					2
					4
				3	1
					2
		2	Principles of Health and Social Care Practice	1	1
					2
					4
				2	1
				4	4
		2	Personal and Professional Development in Health and Social Care	3	2
					4
				4	4
		9	Empowering Users of Health and Social Care Services	1	2
					3
				2	2
				3	1
					2
					4
		10	Safeguarding in Health and Social Care	2	1
					2
				3	2

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		11	The Role of Public Health in Health and Social Care	1	1
					2
					4
				3	2
					3
					4
		12	Physiological Principles for Health and Social Care	3	4
		25	Influences on Health and Social Care Organisations	3	4
				1	1
15	Youth and Community Work	1	Communicating in Health and Social Care Organisations	1	2
					3
				2	3
					4
		2	Principles of Health and Social Care Practice	1	2
				2	1
				3	4
				4	
		4	Personal and Professional Development in Health and Social Care	3	1
					3
		5	Working in Partnership in Health and Social Care	1	2
					3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
				2	3
				3	3
					4
		8	The Sociological Context of Health and Social Care	2	4
				3	
		9	Empowering Users of Health and Social Care Services	2	1
				3	
		10	Safeguarding in Health and Social Care	2	1
		17	Community Development Work	1	1
					2
				2	2
					3
				3	3
		25	Influences on Health and Social Care Organisations	1	1
16	Sociological Approaches in Social and Community Work	1	Communicating in Health and Social Care Organisations	1	3
					4
				2	3
					4
		2	Principles of Health and Social Care Practice	1	3
				3	1
					3
					4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		4	Personal and Professional Development in Health and Social Care	1 3	4 3 4
		7	Social Policy	1 2 3	1
		9	Empowering Users of Health and Social Care Services	1 2	3 4
		11	The Role of Public Health in Health and Social Care	1	3
		15	Psychology for Health and Social Care	3	2 3
		25	Influences on Health and Social Care Organisations	1	1
17	Effective Reporting and Record-Keeping in Health and Social Care Services	1	Communicating in Health and Social Care Organisations	1 2 3	2 3 4 3
		2	Principles of Health and Social Care Practice	2 4	1 2 4
		3	Health and Safety in the Health and Social Care Workplace	1 2	2 4 1
		10	Safeguarding in Health and Social Care	3	4
18	Resource Planning in Social and Community Care Services	1	Communicating in Health and Social Care Organisations	1	3
					4
				2	2
					4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		2	Principles of Health and Social Care Practice	1	3
				2	2
				3	3
				4	4
		3	Health and Safety in the Health and Social Care Workplace	2	2
				3	2
					3
					4
		4	Personal and Professional Development in Health and Social Care	3	3
					4
				4	4
		7	Social Policy	3	3
		8	The Sociological Context of Health and Social Care	1	1
				2	1
					2
		9	Empowering Users of Health and Social Care Services	1	1
					2
					3
				2	3
		10	Safeguarding in Health and Social Care	1	1
		11	The Role of Public Health in Health and Social Care	3	1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		13	Managing Human Resources in Health and Social Care	4	2
					4

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