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Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

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

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in
Social and Community Work

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Law, Policy and Ethical Practice in Health and Social Care	Tutor:	
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Unit Number:	1	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the legal framework within which health and social care practitioners operate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Interpret the law in relation to key ethical and professional Practice Themes in health and social care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Unit introduction</p> <ul style="list-style-type: none"> • Identify the concepts of legal and ethical practice • Discuss the role of law and policy within society; including consideration of both personal and professional experiences • Assessment 1 set (due week 7) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity and group discussion: Introduction and welcome to the unit, followed by a mind-mapping exercise on the role, and place, of law in personal and professional life; lead on to the five functions of law (i.e. punishment, deterrence, regulation, protection and compensation) • Tutor activity: Lecture to on taking a holistic approach to law, set in a social or community care context • Small group activity: definitions of law, policy and ethics; students to relate this to their (anticipated) workplace settings. Students to use flip charts and feed back to group. • Whole class activity: Hand out assignment brief, work through together and answer initial questions
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • The legal framework <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Lecture to give an introduction to the role of the legislature (parliaments and assemblies), executive (e.g. cabinet government, local authorities, health and social care trusts) and the judiciary (i.e. courts and tribunals) – linking this to ‘the separation of powers’ • Tutor activity:-deliver audio visual materials on parliaments and assemblies – freely available from related official websites • Whole or small group activity: discussions on the importance, and functions, of democratic law-making for social or community care; examples of recent relevant laws (i.e. primary legislation). Students to give examples of recent laws relevant to their own practice settings. Students to provide examples of their relevance. • Whole class activity: Follow up Q&A session on the assignment for the unit



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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">The roles of government (the executive) and the judiciary <p>Sample activities:</p> <ul style="list-style-type: none">Whole group activity - Recap on the three organs of government (legislature, executive and judiciary) – whole group mind-map to refresh learningTutor-led introductory lecture – what is central government? What is local government? Explanation of statuses of governmental policy with examples related to social or community careSmall group activity: differences between statutory, voluntary (third-sector) and private organisations. Introduction to statutory regulation of social and community care practitioners with examples. Each group to list the type of setting (as above) they work in, with examples of what this means in practice.Tutor-led introductory lecture on the judiciary – courts and tribunals; domestic and international law
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">The courts and case law <p>Sample activities:</p> <ul style="list-style-type: none">Tutor-led lecture, with visual diagrams, on the hierarchy of the courts, their importance in a democratic society and their importance for social and community care practitioners; link to a brief lecture on the rule of lawTutor activity: Introduce the concept of judicial precedence and why case law is often more relevant for practitioners than ‘black-letter’ statute lawPaired activity: find brief examples of relevant case law and discuss the importance of this to social or community care. Provide flipchart feedback on one or two relevant cases covering, if possible, the range of practice settings represented within the group.



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1 & 2	<p>Topic(s):</p> <ul style="list-style-type: none"> Other sources for legal and ethical social or community care <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-activity: Lecture on the theme 'social and community care practitioners are not lawyers!' Explain the importance of national (and organisational) policy and guidance, codes of practice and ethics etc. Bring in examples of each of these (freely available on the internet) Small group research activity and presentation on one piece of national guidance/code of practice or ethical standards. Groups to explain key provisions, relate to their own social or community care setting, and discuss its legal standing and enforceability Individual activity: Q&A on relevant part(s) of the assignment
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Ethical and responsible practice Assessment 2 handout (due week 20) <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led introduction, and mind-map on key themes for the Learning Outcome: ethics, rights, equality – what do these terms mean? Tutor-led lecture on the relationship of ethics to law, and sources of ethical guidance; ethics as the practice of relevant legal morality, for example. Small group activity working on ethical dilemmas in social or community care; 'care and control', rationing of resources, profit in the care sector, plus practitioner dilemmas (the power relationship, consent, confidentiality etc.). Group should also consider, and discuss, what ethical and responsible practice means in their own workplace setting. Tutor activity: Feedback on the above activity and talk-through on the related parts of the assignment Individual activity: Follow up activity for students to explore any relevant guidance on this from their workplace setting Individual activity: Students to organise work-shadowing of senior social or community care practitioner



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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Human rights and civil liberties • Assessment 1 hand-in <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led lecture on the rule of law and residual liberties, leading to the establishment of human rights from the Second World War. International human rights instruments, and the effect of the Human Rights Act 1998. Rights and responsibilities, claim right and associated duties. • Large group/whole class mind-mapping activity on relevant human rights, followed by handout of the European Convention on Human Rights (ECHR) 1950 and discussion on the most relevant ones to social or community care; case law examples will be helpful • Small group activity where students should prepare a simple presentation on one or two human rights they feel are of particular importance to their group practice, with reasons for their choice.
Session 8	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Discrimination and equality <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led introduction focussed on why this is a fundamental aspect of social or community care • Whole class activity: general discussion about equality: What is equality? How do people discriminate? Is equality a human right? Audio visual material is available from Equality and Human Rights Commission and Social Care Institute for Excellence • Tutor-led lecture on brief history of discrimination law, culminating in Equality legislation (make note of UN Convention 2008). Protected characteristics and prohibited acts, public sector equality duty etc. • Small group activity: discussion and presentation of responses: case scenarios on equal access and treatment with specific focus on marginalised groups • Small group activity with students grouped in related practice settings; discuss and note down what equal access and treatment means practically in their workplace settings. • Large group activity: 2 small groups of students to form this larger group and exchange ideas. Discussion on similarities and differences and relationship to partnership working



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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2 & LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• The ethical and responsible practitioner• Key themes of the session are 'safe and healthy practice', 'competent practice and the fitness to practice', 'confidentiality' and 'consent'.• Work-shadowing of practitioner begins <p>Sample activities:</p> <ul style="list-style-type: none">• Small group activity: prepare a presentation on one of the key themes, with links to relevant law, policy and guidance. Groups should devise a short illustrative case example, related to a relevant workplace setting, and present findings• Whole class activity: reflective discussion on relationship of presented examples to different workplace settings and meeting individual needs of service users• Individual activity: students to work shadow a senior social or community care practitioner
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Assignment workshop• Work-shadowing of practitioner ends <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led Q&A recap on student learning of what makes an ethical and responsible practitioner, reflecting on observations on placement• Small group activity: discussion of observations of practice and links to their own role and responsibilities for placement• Individual activity: Q&A session, followed by study and research time with tutor assistance as required• Individual activity: students to work shadow a senior social or community care practitioner



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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2 & 3	<p>Topic(s):</p> <ul style="list-style-type: none"> Health and Safety – specific session <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led introduction and individual Q&A of why Health and Safety is deserving of its own session; history and development, with key pieces of legislation Tutor-led lecture with related presentation and other teaching aids on Health and Safety regulators; link to country specific agencies (details in unit specification content) Large group activity: using a case scenario to illustrate and reinforce the importance of safe and healthy practice; possibilities include risk assessment, lone working, the occupational health role etc. Pair activity: students discuss and note down the key considerations for healthy and safe working practice in their own practice. Individual feedback to the whole group.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Key legislation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led lecture on country-specific legislation and their relationship to policy and guidance Small group activity: research what they believe are the two most important pieces of law to their practice; one concerning underpinning principles, and the other direct practice Group to feed back with appropriate presentational aids (whiteboard, flipchart etc.)
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Organisational policy and guidance <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led lecture on policy (development, effects and enforcement). Differences between national (governmental) policy and local (organisational) policy Pair or group activity: research organisational policy relevant to job roles and how it effects day-to-day practice; give clear examples and prepare notes in a suitable medium Pair or group activity: presentation to show their choice(s) with reasons for them, followed by a general Q&A session on the relevance of human rights for social or community care.



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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	Topic(s): <ul style="list-style-type: none">Principles of practice Sample activities: <ul style="list-style-type: none">Tutor-led and specific lecture tailored to the group and their practice areas, considering – very specifically – the particular policies that will apply to themWhole class activity: discussion about the principles of organisational policy development; subordination to national policy and law, subject to judicial supervision, principles of natural justice etc.Pair activity: Peer-supported Q&A on related parts of the assignment
Session 15	LO3	Topic(s): <ul style="list-style-type: none">Currency of practice Sample activities <ul style="list-style-type: none">Whole class discussion on the requirements for continuing professional development with professional regulators and locating the relevant standardsPair or small group activity: Project activity in to consider the way they can (as individuals) provide evidence for their CPD for a specific professional social or community care role. There should be a selection of occupations considered with at least two different regulatorsSmall group/pair presentation of findings and associated discussion
Session 16	LO3 & 4	Topic(s): <ul style="list-style-type: none">Assignment workshop – bringing it all together Sample activities: <ul style="list-style-type: none">Tutor-led activity: recap on student learning and readiness for summative assessmentGroup and individual activity: Q&A session, followed by study and research time with tutor assistance as requiredIndividual activity: Observations of individual students' practice, and feedback on practice begin



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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Law, policy and ethics into practice (1) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Introductory discussion on the practical application of law and policy into practice, bringing together primary legislation, regulations, guidance, policy and codes of practice • Small group practical activity with students investigating the legal and ethical basis of an aspect of practice. Examples include care planning, provision of specific services, residential or day care services etc. • Each group to feedback on their investigation and findings in relation to the aspect of service provision they have chosen. Tutor to encourage whole group discussions on each group presentation. • Individual activity: Observations of students' practice, and feedback on practice continues
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Law, policy and ethics into practice (2) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led brief introductory recap on last week's project • Group activity: presentations of findings, observed and noted for evidence by the tutor • Whole class activity: Concluding group discussion on the presentations and any issues raised • Individual activity: Observations of students' practice, and feedback on practice end • Pair activity: Peer supported reflections on placement
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assignment workshop <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led recap on student learning, focusing on final steps toward completion of final summative assessment 2 • Individual activity: student questions, peer and one-to-one support • Pair activity: Peer-supported reflections on placement



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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	Topic(s): <ul style="list-style-type: none">• End of unit• Assessment 2 hand-in Sample activities: <ul style="list-style-type: none">• Group activity: discussion about moving forward with the content of the unit and its links to other units (which are many and varied)• Pair activity: Peer supported reflections on placement• Group activity: Peer supported unit evaluation• Students hand-in assessment 2



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SCHEME OF WORK

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

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Demonstrating Professional Principles and Values in Health and Social Care Practice	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the role of reflection in health and social care practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Use the Practice Themes as a framework for reflection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Demonstrate active, ongoing, critical reflection of learning experiences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess the overall success of own reflective journey and consider future career pathway	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Unit introduction</p> <ul style="list-style-type: none"> • Introduction to unit and outcomes • Exploring the purpose of reflection <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Students reflect on an event: what they did, what they thought, what would they have done differently. • Group activity: Students reflect on their journey to work/class route (what they saw) and feedback. Emphasise that reflection is something we all do every day. • Individual activity: Develop reflections on personal events and learning. • Individual activity: Students reflect on two activities conducted at work and keep for session 3 and onwards ref: Introduction to Practical Learning and Assessment Documentation portfolio (PLAD).
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Benefits and impact of conducting reflective practice • Assessing the impact of conducting reflections on practice in social and community work <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Discussion of reflections conducted on personal events and learning. How have they supported development? • Group activity: Discuss how personal learning can also contribute to professional development. • Individual activity: Students reflect on learning and source information on developing own career pathway.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Typical models used to reflect on knowledge and skills (1) • Using the Practice Themes as a framework for reflection <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Students use models (Gibbs, Rolfe and Johns) and make notes on advantages and disadvantages. • Group activity: Discuss areas to reflect in working practice and compare with other practices. Are they useful or not? • Individual activity: Students reflect on two activities that are likely to be conducted at work and keep for session 6 Introduction to PLAD.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Workplace mentoring/guidance/tutorials• Reflecting on tools and models used• Identifying possible sources of evidence• Individual and group tutorials• Workplace/classroom mentoring/guidance PLAD development <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussion: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD, identifying areas for own development.• Pair activity: Students discuss how to go about gathering evidence and developing PLAD under tutor/mentor guidance.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Typical models used to reflect on knowledge and skills (2)• Developing your own model <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Sharing notes on different methods (Kolb and Schon)• assessing usefulness of methods• Group activity: Areas to reflect in working practice – compare to other practices and decide if these are useful or not• Pair activity: Students develop their own model• Individual activity: Students reflect on at least two activities that may be conducted at work and keep for session 6 Introduction to PLAD• Individual activity: Students use models and make notes on advantages and disadvantages



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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Working with different models and assessing usefulness • Working with different models – pros and cons <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Sharing notes on different methods and assessing usefulness of methods. • Group activity: Discuss areas to reflect in working practice and compare other practices to decide if these are useful or not. • Pair activity: Students reflect on two activities that will be conducted at work and keep for session 6 Introduction to PLAD.
Session 7	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD, identifying areas for own development. • Individual activity: Gathering evidence – developing reflections on placement introduction/induction in PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Introduction to the Practical Learning and Development portfolio (PLAD)• The Practical Learning and Development portfolio <p>Sample activities:</p> <ul style="list-style-type: none">• Individual activity: Developing and compiling PLAD portfolio• Individual activity: Include CV, job role and responsibilities• Individual activity: Self-reflection on own behaviours, attitudes, beliefs, and values• Pair activity: Provide scenarios of different work situations (e.g. patients with different cultural practices, differing beliefs with food, medical treatments). Ask students to consider their own feelings of these situations and how they would feel in the person's position if their needs were not met. Students are to reflect on themselves and how they may need to adapt themselves to ensure they meet individual needs. Reflections can be written individually to include in the portfolio.• Individual activity: produce an organisation chart of different roles and responsibilities and relationships in own workplace, with own role at the centre
Session 9	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Tools and techniques to gather evidence to reflect on practice• Ways to gather feedback from others <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Discuss the people that feedback about the self can be gained from and types of information they can give. Feedback• Group activity: Discuss different forms of appraisal inside and outside the organisation.• Pair activity: Students internet search sources of learning for their own area of practice.



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD, identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 11	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Collaborative action learning group • Developing a collaborative action learning group <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Students in groups of minimum three, maximum five. Explain the purpose of a collaborative action learning group. The group discusses issues and problems in field of work common to all. Issue will be discussed over a period of time to encourage: <ul style="list-style-type: none"> ○ Collaboration through dialogue ○ Shared understanding of a problem stimulating critical thinking skills ○ The stimulation of dialogue (not debate) ○ Understanding of self and others. <p>Activity to be continued over period of delivery for this unit. New topics to be picked as solutions found.</p> <ul style="list-style-type: none"> • Group activity: Discuss areas of practice which are topical or an issue or problem. Conduct internet search on the topic of focus. Each member in the group to share views and record learning.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO1	<p>Topic(s)</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – Review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD, identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 13	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD, identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.



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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • The 6 Practice Themes – Practice Theme 1 • Introduction to the 6 Practice Themes • Overview of the 6 Practice Themes and their importance in work in HCP • Practice Theme 1 – Law, Regulation and Ethical Practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Explore Practice Theme 1 – Law, Regulation and Ethical Practice and how it is linked to areas of students’ own practice and other areas of practice. Discuss similarities and key differences in approaches and justify. • Pair activity: Internet search for sources of information on Practice Theme 1, making notes. • Individual activity: Students reflect on learning how Practice Theme 1 relates to their own practice and others practice, note differences and similarities and develop an action plan for learning and development around the Practice Theme. • Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools and include in PLAD portfolio.
Session 15	LO2	<p>Topic(s)</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD, identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Practice Theme 2 – Professional values, attitudes and behaviour in health and social care practice <p>Sample activities:</p> <ul style="list-style-type: none">Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify.Pair activity: Students internet search for sources of information on Practice Theme 2 and make notes.Individual activity: Students reflect on learning how Practice Theme 2 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme.Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.
Session 17	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Practice Theme 3 – Health, Safety and Safeguarding through the Lifespan <p>Sample activities:</p> <ul style="list-style-type: none">Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify.Pair activity: Students internet search for sources of information on Practice Theme 3 and make notes.Individual activity: Students reflect on learning how Practice Theme 3 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme.Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.



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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD, identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 19	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Practice Theme 4 – Valuing and promoting diversity, difference and inclusion <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify. • Pair activity: Students internet search for sources of information on Practice Theme 4 and make notes. • Individual activity: Students reflect on learning how Practice Theme 4 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme. • Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Practice Theme 5 – Promoting physical and mental health and wellbeing in health and social care practice <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify. Pair activity: Students internet search for sources of information on Practice Theme 5 and make notes. Individual activity: Students reflect on learning how Practice Theme 5 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme. Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.
Session 21	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Workplace mentoring/guidance/tutorials Reflecting on tools and models used Evidence gathered to date Individual and group tutorials Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. Individual activity: Students develop PLAD, identifying areas for own development. Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.



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Sessions	Learning Outcome(s)	Session Activities
Session 22	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Practice Theme 6 – Applied mathematics <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Students explore Practice Theme 6 and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify. • Pair activity: Students internet search for sources of information on Practice Theme 6 and make notes. • Individual activity: Students reflect on learning how Practice Theme 6 relates to their own practice and others’ practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme. • Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.
Session 23	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 24	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Linking Practice Themes to quality performance measures and other practices in social and community care • Exploring performance measures <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Students explore the different quality performance measures for their own practice and make notes on areas in common and link to Practice Themes. • Pair activity: Students explore the different quality performance measures for other areas of practice in social and community care and make notes on areas in common with theirs, as linked to Practice Themes. • Group activity: Students develop a table of common quality performance measures across different areas of social and community care practice • Individual activity: Ongoing reflections using Practice Themes and other quality performance measures to guide reflection on different aspects of working practice and to other units taken in this qualification.
Session 25	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Linking Practice Themes to quality performance measures and other practices when working in partnership • Exploring performance measures • Links to partnership w <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Using table developed in Session 24, students discuss the impact of quality performance measures identified on their own day-to-day practice • Pair activity: Students research different quality performance measures in health and other related public services (e.g. hospitals, child residential care, policing, child protection) and make notes on areas in common with those identified in the table, as linked to Practice Themes. Present back to the group • Tutor-led whole class activity: Class develop diagram of performance measures and areas in common across different services using information from presentations • Group activity: Students discuss how having areas in common with other services in terms of quality performance measures can facilitate or hinder effective partnership work • Individual activity: Ongoing reflections using Practice Themes and other quality performance measures to guide reflection on different aspects of working practice and to other units taken in this qualification.



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Sessions	Learning Outcome(s)	Session Activities
Session 26	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 27	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Active reflection • Methods used for gathering evidence • Being critical and analytical <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Students discuss ways that evidence could be gathered in each other's practice using the 6 Practice Themes. Share ideas and • Group activity: Students discuss ways evidence is gathered in settings and compile a list of best methods considering advantages and disadvantages. • Pair activity: Using case studies of reflections drawn from practice, students assess whether writers have applied critical reflection and analysed actions, identifying ways to progress.

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Sessions	Learning Outcome(s)	Session Activities
Session 28	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Observing self and others• Observing others' practice• Building relationships <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Role play – watch actor (student or teacher) perform activity/video of practice in a care setting. Students develop skills on how to observe and how to feedback on performance.• Pair activity: Students observe video and identify behaviours and presentation styles of different individuals in different situations assess how it promotes professionalism and impression it could give others.• Individual activity: Students observe practice of others and develop reflection on behaviours, styles and reflect on their own behaviours and style to include in PLAD.
Session 29	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Setting targets• Using SMARTER and other frameworks for setting goals <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Students discuss the value of identifying targets to develop self personally and professionally.• Pair activity: Students make notes on their own areas and identify success and developmental needs. Students feedback to partner as to other areas to develop and how to gather evidence for PLAD.• Individual activity: Students prepare SMARTER framework ready for review in later session.



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Sessions	Learning Outcome(s)	Session Activities
Session 30	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Ethical practice • Ethical practice when gathering reflections • Treating individuals with respect and dignity so they are aware of role and purpose of gathering information and feedback from them • Safeguarding and health and safety considerations when carrying out reflective practice in own organisation <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Students discuss ethical considerations in practice, working with colleagues and meeting users of services' needs. Students discuss how these are reflected in practice in their own areas of work in social or community care and compare • Pair activity: Students draw up an ethical framework for ethical relationships and working in a care setting. • Pair activity: Using video/case studies students discuss whether ethical practice has been carried out, and safeguarding and health and safety prioritised. Students consider aspects of how users of services have been treated. • Individual activity: Students reflect on their own practice and make notes for development to ensure individuals' rights are met and they are treated with respect and dignity.
Session 31	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 32	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Skills and qualities• Problem solving and critical thinking• Creativity in identifying solutions <p>Sample activities:</p> <ul style="list-style-type: none">• Group activities: Students view videos/case studies that illustrate dilemmas or typical situations arising in social or community work. Students apply critical thinking and problem solving skills in identifying solutions.• Pair activity: Students reflect on the impact of solutions identified from group activities and impact on their own provision.• Individual activity: Students observe their own practice and identify areas that critical thinking and problem solving skills can be applied. Students develop reflective accounts and gather evidence to include in PLAD.
Session 33	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of learning and planning needs• Reflecting on tools and models used• Evidence gathered to date• Individual and group tutorials <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD, identifying areas for own development.



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Sessions	Learning Outcome(s)	Session Activities
Session 34	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Gathering evidence across units and reflecting on learning • Reflection on PLAD development • Linking to other units <p>Sample Activities:</p> <ul style="list-style-type: none"> • Group activity: Students discuss areas and Practice Themes covered and those needed for reflection. Share areas of practice where reflection has made significant impact. • Pair activity: Students develop a plan for gathering outstanding evidence covering five Practice Themes and other units taken. • Individual activity: Students reflect on their own learning and development of PLAD.
Session 35	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 36	LO4	<p>Topic(s)</p> <ul style="list-style-type: none"> • PLAD progress • Building PLAD portfolio • Meeting training needs • Evidence gathering for all areas of own practice across Practice Themes and other units taken in qualification • Collaborative action group dialogues on issues and problems <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Collaborative action group dialogue on issues and problems. Students highlight the main successes and issues and feedback to group. • Pair activity: Using success and issue feedback, students discuss ways to gather evidence for units and meet training needs (e.g. safeguarding, health and safety). • Individual activity: Action planning for training needs.
Session 37	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.



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Sessions	Learning Outcome(s)	Session Activities
Sessions 38	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Setting targets • Types of reflections and areas covered • Identifying further areas to reflect on • Developing and updating SMARTER framework for short, medium and long-term goals <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discussions on reflections and areas covered. Students highlight key learning points and common features in their reflections. • Group activity: Students feedback to the group and identify key areas for development. • Pair activity: Using SMARTER framework, students devise targets and review with their partner. • Individual activity: Students update targets using feedback from sessions.
Session 39	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 40	LO1-LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Presentation on learning journey, reflections, key tools used, success and areas for improvement, future career pathway, promoting an integrated working model, collaborative action group learning• Review of unit <p>Sample activities:</p> <ul style="list-style-type: none">• Individual activity: Presentations to class group and teacher• Group activity: Feedback on presentation• Group activity: Collaborative action group learning on reflective journey• Individual activity: Review PLAD. Students develop a presentation for assessment activities.• Whole class activity – moving forward, the class review: discussion on learning from the unit and looking forward to next stage of progression, career and/or further learning.



Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 3 Mental Health and Wellbeing: A Whole Person Approach

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Mental Health and Wellbeing: A Whole Person Approach	Tutor:	
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Unit Number:	3	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review the factors that influence mental health and emotional wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explain the value of early intervention in promoting positive mental health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Assess strategies to promote mental wellbeing in individuals and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review the measures that social and community workers can take to promote their own mental health and resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Definitions of Health and Mental Health & Introduction</p> <ul style="list-style-type: none"> • Definitions of health, mental health & mental illness (as opposed to mental health), characteristics of good mental health-resilience, introduction <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Overview of unit and introductions • Individual activity: Consider definitions of health, mental health and mental illness. • Paired activity: Compare individual definitions and discuss consensus for feedback to group. • Tutor activity: Facilitative feedback from pairs, consider concept of mental health as opposed to mental ill-health, continuum nature of mental health-mental distress, characteristics of good mental health • Group activity: Discussion of characteristics of mentally healthy person
Session 2	LO1	<p>Topic(s): Interconnection of physical and mental health</p> <ul style="list-style-type: none"> • Physical health and link to mental health, impact of physical illness and disability <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Introduce concepts of physical health and facilitate discussion on its impact on mental wellbeing. • Paired activity: Reflection on interplay of mental and physical wellbeing observed in placement, feedback to group • Group activity: Small groups to explore different studies that link mental and physical wellbeing and feedback to whole class



Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s): Social & Psychological Factors influencing mental health and wellbeing</p> <ul style="list-style-type: none"> Influence of family and socialization, community, education, social class, employment/unemployment, social network and relationships, life experiences, positive and negative, stress, impact of trauma on individuals, families, groups <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of research findings in relation to the impact of trauma on long-term mental health of individuals and groups, overview of theory related to stress Paired activity: Each pair to investigate a different factor influencing mental health. Individual activity: Consider range of life events that may impact wellbeing, including both positive and negative experiences.
Session 4	LO1	<p>Topic(s): Importance of understanding of mental health for work in community and social work</p> <ul style="list-style-type: none"> Holistic view of individual, in context of family and community, recognition of factors that may affect mental wellbeing of individuals requiring social or community worker support <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Create an individual 'map' showing all the factors and characteristics they have, including family and community, that may impact on wellbeing; feedback in groups. Group activity: Compare 'maps' created and consider how these relate to service users observed in placement. Tutor activity: Facilitate discussion on how knowledge of factors affecting mental health can be used in practice to support people using social and community services, including use of best practice examples.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop, Assessment 1 issued <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Introduce assessment, submission format, review of referencing. Paired activity: Research different aspects of assessment and share resources found with rest of group. Individual activity: Use mind maps or other tools to create a plan for assessment.



Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic(s): Importance of early experiences for mental health and wellbeing</p> <ul style="list-style-type: none"> Impact of parenting: Attachment, children at risk, experiences at school, strategies to support at risk families, strategies used in schools <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of attachment and relation to mental health Paired activity: Identify factors and experiences that may lead to children being at risk in terms of mental health and wellbeing. Individual activity: Investigate strategies used in schools to protect the mental health of children, and provide feedback to the group. Group activity: Discuss the benefits and limitations of strategies found in individual research.
Session 7	LO2	<p>Topic(s): Mental health and wellbeing in adulthood</p> <ul style="list-style-type: none"> Transition into adulthood, education, relationships, ante-natal and post-natal mental health and wellbeing, employment-work/life balance <p>Sample activities:</p> <ul style="list-style-type: none"> Paired activity: Each pair will research a different life stage/factor and its influence on mental wellbeing and potential risks, and provide feedback to the group. Individual activity: Reflect on which of these factors are evident in placement settings and impact on mental health of individuals. Group activity: Discuss strategies that could protect mental health during adulthood; consider groups at different stages of adulthood.
Session 8	LO2	<p>Topic(s): Older adulthood</p> <ul style="list-style-type: none"> Retirement, physical activity, protecting cognitive wellbeing, maintaining social networks and relationships, maintaining independence <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Organise a guest speaker from a group that promotes wellbeing in older adults, e.g., U3A, and facilitate discussion/questions. Paired activity: Reflect on experience from placement or with older adults known in personal life and consider factors that promote mental wellbeing in later life. Individual activity: Research local/national strategies that promote mental health for older adults and provide feedback to the group.



Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s): Identifying early signs of mental stress</p> <ul style="list-style-type: none"> Behavioural change, substance use, changes in mood, weight changes, screening questionnaires, signposting to appropriate support <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discussion to identify what changes may suggest an individual is experiencing mental distress Tutor activity: Introduce screening methods that can be used to identify signs of mental distress. Paired activity: Investigate local organisations that can support people with different mental health needs; pairs could research different issues and provide feedback to the group.
Session 10	LO2	<p>Topic(s): Impact of early intervention</p> <ul style="list-style-type: none"> 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 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of early intervention, definitions, examples of best practice & research evidence for benefits Paired activity: Discuss the role of social and community workers in supporting early intervention and provide feedback to the group. Group activity: Discuss examples from the local area, research and provide feedback to the class.
Session 11	LO3	<p>Topic(s): Overview of prevalence and impact of mental illness</p> <ul style="list-style-type: none"> Benefits of protecting mental health and wellbeing for individuals and communities, national strategies to promote mental health and wellbeing, strategies to support social factors that impact on mental health housing, community development <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of social factors and impact on mental health Paired activity: Discuss the social factors relevant to local area and their potential impact on wellbeing, provide feedback to the group. Group activity: Small groups to research a local or national strategy and present to whole class



Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s): Mental Health Promotion, Physical Health for Mental Wellbeing</p> <ul style="list-style-type: none"> Definitions and concepts of mental health and wellbeing promotion, health promotion strategies that protect physical health and impact on mental wellbeing, lifestyle -activity, diet, substance use <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of mental health promotion and lifestyle factors affecting mental wellbeing Individual activity: Research a variety of models used to promote health and how these may be used for mental health promotion. Paired activity: Suggest a health promotion activity for mental health for a specific group, including aims, intervention, and resources needed.
Session 13	LO3	<p>Topic(s): Building Resilience</p> <ul style="list-style-type: none"> Reducing risk and increasing protective factors, management of change, strategies to build self-esteem and confidence <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Discuss change theory and how it increases understanding of people's responses to change Paired activity: Identify possible risk factors that may impact individuals' mental health and wellbeing. Individual activity: Consider what factors may protect mental health and wellbeing, and reflect on one's own experience, placement and research. Group activity: Discuss strategies that may increase protective factors and reduce risk factors.
Session 14	LO3	<p>Topic(s): Social media, assessment workshop</p> <ul style="list-style-type: none"> 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 Assessment workshop <p>Sample activities:</p> <ul style="list-style-type: none"> Paired activity: Research examples of mental health presented in social media and present them to the group. Group activity: Discuss the different social media representations found and the potential benefits and limitations/risks they present. Tutor activity: Present research findings in relation to social media and mental health.



Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3 & 4	<p>Topic(s): Stress, Strategies to cope with stress</p> <ul style="list-style-type: none"> Sources of stress: Life events, work, coping strategies-healthy and unhealthy, maintaining work-life balance, stress and burnout, relaxation, physical activity, mindfulness, complementary therapies Introduce Assessment 3 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of stress; theory, effects Individual activity: Consider sources of stress and coping mechanisms in one's own life and reflect on observations from placement. Group activity: Visiting expert-provide students with an opportunity to try one method, e.g. tai chi, reflexology, etc. Tutor activity: Overview of Assessment 3, submission format, guidelines and referencing Paired activity: Research into aspects of assessment, share resources with other groups
Session 16	LO4	<p>Topic(s): Impact of mental ill-health in the workplace</p> <ul style="list-style-type: none"> Impact on worker, colleagues, service, people receiving support from service, Codes of Practice, declaration of health <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Lead discussion on codes of practice and obligation of workers to be physically and mentally fit for the role. Include burnout and its effects. Paired activity: Discuss the possible effects of stress and mental distress on workers, and offer feedback to the group. Group activity: Discuss the impact of worker mental ill-health on service, individuals they are supporting, colleagues, and ways in which workers may be supported.
Session 17	LO4	<p>Topic(s): Personal Planning</p> <ul style="list-style-type: none"> 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 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Assess risk and protective factors that apply in one's own role in the workplace. Paired activity: Reflect on the methods one uses to promote mental health and wellbeing, discuss how healthy these are and what changes one might make for improvement. Tutor activity: Facilitate group discussion to explore strategies that could be used to make personal development plan, e.g., WRAP.



Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s): Legislation and policy to support mental health in the workplace</p> <ul style="list-style-type: none"> 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 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of burnout and emotional resilience in the workplace, and examples of good practice. Individual activity: Reflect on placement setting, and how policies were used to promote mental wellbeing. Provide feedback to the group. Paired activity: Research relevant legislation and how this translates into policy in work settings.
Session 19	LO4	<p>Topic(s): Supervision</p> <ul style="list-style-type: none"> Protection of social and community worker, workload, mental health and wellbeing <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of role of supervision in protecting workers and individuals they support Paired activity: Investigate factors that influence mental wellbeing at work, e.g. workload, case management, shift work. Group activity: Discuss potential methods for protecting the mental health of workers and write a draft policy or charter as a group.
Session 20	LO4	<p>Topic(s): Assignment workshop & evaluation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Tutorials for assessment and facilitate evaluation of unit



Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 4 Fundamentals of Evidence-based Practice

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Fundamentals of Evidence-based Practice	Tutor:	
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Unit Number:	4	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the role of research for evidence-based practice in health and social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Conduct a review of key literature relating to a research topic towards improvements in care practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Develop a project proposal using evidence-based practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Examine the value of the literature review process in influencing positive change in health and social care practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Why conduct research • Unit outline – Overview of Pearson-set Practice Theme and topic project • Assessment guidance • The value of research in social and community work • Types and areas of research in social and community care practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Pair students up with similar research interests and ask them to search the internet and other areas for types of research in their area. Make notes on the value of the research to the area of practice and how it can relate to other areas of practice in health, care and other human services. Identify an area of interest for research study. • Group activity: Discuss findings and find common issues and how research can support improvements and understandings. Feedback to whole group. • Individual activity: Students research areas of interest to find current situation.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Conducting ethical research in social and community work • Understanding importance of ethical research in social and community work • Outlining codes of conduct and ethical considerations when conducting research • The role of the researcher • Ethical considerations when conducting literature reviews <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group activity: Students discuss what ethics means and list areas that may be applicable to researching human participants. • Pair activity: Using scenarios of research outlines, students assess ethical considerations. • Individual activity: Students identify their own values, beliefs, attitudes, and behaviours on their own practice and provision, making notes on how this could affect a research process.

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• The process of research• Understanding how research is conducted from development of research questions through collecting data and reporting findings <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Selecting a research topic and devising questions that could be asked• Group activity: How would you go about finding answers to questions?• Individual activity: Supervised study, tutorials and workplace mentoring, exploring research areas and focus and how it is used in workplace
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Becoming a professional researcher• Skills needed to conduct research <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Discuss skills needed to conduct a literature review.• Pair activity: Students discuss the skills possessed and those needed and how they can be developed, feeding back to the whole group.• Individual activity: Students develop a research log that records day-to-day research activities, issues, feelings and targets for completion.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Developing academic writing skills• Academic conventions• Critical analysis and referencing <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Reviewing a piece of literature and debating the validity and reliability of it in group discussion, critically analysing the piece.• Pair activity: Students identify skills needed for academic writing. Using Harvard referencing system (reference literature set by tutor).• Individual activity: Students practice finding sources of literature and referencing.• Individual activity: Supervised study, tutorials and workplace mentoring, exploring research areas and focus and how it is used in the workplace.



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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • The literature review • What is a literature review and its purpose in the research process <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Benefits of conducting a review of current literature • Pair activity: Internet searches on given topic areas to find out where to find sources of literature. • Individual activity: Practice sourcing literature from different areas
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Linking research to the 6 Practice Themes • The 6 Practice Themes and relationship to researching in social and community work • How the Practice Themes can be interpreted in practice • Defining topic area based on one Practice Theme and set project <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discuss the way each of the 6 Practice Themes is reflected in day-to-day practice in different areas of social care and community work • Pair activity: Students choose one Practice Theme and justify how it could support innovation and improvement in social care and community work. • Individual activity: Students conduct summary searches around a topic area for the set project and make notes for future sessions.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • The literature search • Sources of literature • Primary and secondary sources <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discuss literature found in individual activities and how it has contributed to practice and provision in health, care and the human services. • Pair activity: Students discuss where searches do not reveal information and what this means. • Individual activity: Students identify primary and secondary sources through different mediums (internet, library).

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Conducting a review • Search methods using internet • Reading techniques • Making notes <p>Sample activities</p> <ul style="list-style-type: none"> • Group activity: Discuss searches conducted in individual activities and assess techniques used. • Pair activity: Students search the internet using different techniques / use of key words / Practice Themes and feedback on findings. • Pair activity: Using a piece of research, students practice skim reading, scanning and making notes, and discuss with their partner the best way of recording information. • Individual activity: Students search for literature and practice different reading activities, and reflect on the best method for their own purposes.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessing reliability • Using Source, Appearance, Method, Timeliness, Applicability, Balance (SAMTAB) or similar as a method to assess the reliability and validity of sources <p>Sample activities</p> <ul style="list-style-type: none"> • Group activity: Using literature sourced from other sessions assessing validity and reliability using set SAMTAB or similar model • Pair activity: Internet search on given topics and choosing two pieces of literature from different sources and assessing validity and reliability • Individual activity: Source literature on defined research topic and conduct SAMTAB or similar
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Progress review • Reviewing research activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual, paired and group discussions and tutorials on progress through research process • Individual tutorials: Reviewing progress and feedback • Individual activity: Supervised study, tutorials and workplace mentoring, exploring research areas and focus and how it is used in the workplace



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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Progress review • Reviewing research activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual, paired and group discussions and tutorials on progress through research process • Individual tutorials: Reviewing progress and feedback • Individual activity: Supervised study, tutorials and workplace mentoring, exploring research areas and focus and how it is used in the workplace
Session 13	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Writing up a literature review • Academic writing skills • The requirement and conventions for a reference and bibliography <p>Sample activities</p> <ul style="list-style-type: none"> • Group activity: Develop a list of how a literature review report should be developed and presented feedback to group and highlight key areas. • Pair activity: Using two set pieces of literature, students develop a review on what each piece of literature is espousing. Discuss whether critical analysis being used and whether views are objective. Students feedback to whole group. • Individual activity: Students explore literature, making notes for future sessions.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Using crowd sourcing to gain information • Crowd sourcing as a method – understanding what people feel about a phenomenon being the root of supporting innovation and improvement <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Students develop outline for a questionnaire/interview/observation on their own research area, working with partners to refine using the crowd sourcing method. • Group activity: Discuss the use of crowd sourcing methods with advantages and disadvantages and feedback.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Research questions linked to the 6 Practice Themes • Defining research questions for a potential research study • Linking to 6 Practice Themes <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Using set topics, students define research questions. • Group activity: Discuss research questions found for set topics and define those most suitable. Feedback with justification. • Individual activity: Students devise research questions for research topic using the 6 Practice Themes, making notes on how research questions could relate to more than one of the Practice Themes.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Considering participants or sample for a potential research study • Identifying participants for a study • Outlining ethical considerations • Importance of developing a timeline <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Using set scenarios, students discuss possible participants for a potential study and ethical considerations in eliciting participation. • Individual activity: Using learning from LO1, students devise a rough timeline for conducting a literature review. • Individual activity: Supervised study, tutorials and workplace mentoring, exploring research areas and focus and how it is used in the workplace
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • The research proposal • Developing a project proposal and setting timescales <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Contents of a project proposal – developing ideas • Pair activity: Students develop an outline for their own project proposal and share with partner and discuss • Individual activity: Students develop a timeline for carrying out their own literature search, making allowance for contingencies • Individual activity: Students make amendments to project proposal and develop a presentation in readiness for presentation to whole class



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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Presenting potential research study to an audience • Project proposal presentations <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Students present project proposals to class group for feedback • Use feedback to develop research study and refine assessment activities • Individual activity: Supervised study, tutorials and workplace mentoring, exploring research areas and focus and how it is used in the workplace
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessing the impact of a literature review and potential research • Impact of literature review on identifying research • Potential impact of review on contributing to changes and innovation • Use of literature search and research in promoting an integrated care model <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discussions on findings from literature reviews and reflections on how it may support research and promoting improvement and innovation. • Pair activity: Students discuss their own learning and contribution towards the research process and future development needs. • Individual activity: Students formulate presentations for final report.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Final presentations • Presenting findings to an audience <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Presentations (using appropriate software) of the literature review journey to the whole class for feedback and discussion • Individual activity: Students refine final assessment task for submission

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 5 Organisational Contexts of Social and Community Work

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Organisational Contexts of Social and Community Work	Tutor:	
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Unit Number:	5	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Define the contexts underpinning the organisation of social and community work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore the effects of external drivers and policy reform on social and community care service provision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Review the role of the care worker in developing partnership approaches to social and community work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Examine the ways that an organisation providing social or community services meets the needs of the individual service user	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Unit introduction Sociological perspectives of social and community work <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Research the demographic data of local areas to identify areas of need. Group activity: Develop presentation in social, political, economic constructs in society. Tutor-led session: Sociological perspectives of social and community work
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Socially excluded and marginalised groups in society Hand out Assessment Task 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Research types of groups and their needs. Individual activity: Develop reflective summary of marginalised group that you work with, identify main issues of support. Tutor-led session: Socially excluded and marginalised groups in society
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Supporting excluded and marginalised groups <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Supporting excluded and marginalised groups Individual Activity: Research local support groups and their roles. Group activity: Research one area of need in the local community and present findings to the group.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Ways that services work together <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Supporting needs through working together Pair activity: Research roles and responsibilities of agencies involved in supporting individuals. Individual research: Research effectiveness of partnership approaches in one's own role.



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	Topic(s): <ul style="list-style-type: none">Formative feedback session for Task 1 Sample activities: <ul style="list-style-type: none">One-to-one tutorial supportFormative feedback and reviewGroup discussion: Assessment work and progress
Session 6	LO2	Topic(s): <ul style="list-style-type: none">Effects of external drivers on social and community work Sample activities: <ul style="list-style-type: none">Tutor-led session: Government policy and reform and effects on service development in social and community workIndividual activity: Research current changes in local government policies linked to service delivery in social and community work.Group discussion: Invite a speaker (e.g. a local MP), for a Q&A session on factors affecting social and community work.
Session 7	LO2	Topic(s): <ul style="list-style-type: none">Factors that affect social and community work Sample activities: <ul style="list-style-type: none">Tutor-led session: Factors that affect social and community workGroup activity: Develop a presentation on a specific factor that influences social and community work.Individual activity: Produce a reflective diagram of any factors that affect your own role in social and community work.
Session 8	LO2	Topic(s): <ul style="list-style-type: none">Policy reform in social and community work Sample activities: <ul style="list-style-type: none">Tutor-led session: Policy reform in social and community workGroup activity: Research one area of policy reform and develop a presentation to present to the group.Group discussion: Invite speaker from local commissioning team for a Q&A session on policy reform and decision makers.



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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Models of change management <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Implications of management of change in social and community work Individual activity: Highlight an area of change in one's own setting/organisation and review the processes involved in managing change. Group discussion: Invite a speaker from local social/community care setting for a Q&A session to discuss managing change.,
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Feedback session for Task 1 Handout Task 2 <p>Sample activities:</p> <ul style="list-style-type: none"> One-to-one formative feedback for Task 1 Individual activity: Develop research for the assessment task. Group discussion: Assessment and progress review.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Roles and responsibilities of professionals in social and community work <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Roles and responsibilities of professionals in social and community work Individual activity: Reflective summary of own experience working as part of a team Pair activity: Develop a presentation to peers on a specific agency/professional involved in social and community work.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Barriers to developing effective partnerships <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Barriers to effective partnership working Group discussion: Reflect upon one's own experiences and the difficulties encountered. Individual activity: Produce a reflective summary of barriers to effective partnership working.



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Partnerships with users of services <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Partnerships with users of services Group discussion: Invite a speaker from an organisation and a service user to discuss challenges in working with services. Group activity: Develop a poster display to show ways to overcome a lack of effective partnership work.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Approaches to partnership working <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Approaches to effective partnership working Group activity: Produce a presentation on a specific model and approach in partnership working. Pair activity: Produce an informative poster display on an identified approach and its benefits.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback Task 2 <p>Sample activities:</p> <ul style="list-style-type: none"> One-to-one feedback session Group discussion: Reflect on work experience and discuss own application of knowledge in practice. Individual activity: Develop research for task-based assessment.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Person-centred approaches <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Person-centred approaches Group activity: Research aspects of developing services around the user Individual activity: Develop reflective journal entry on own experience of supporting the development of services with users at centre



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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Challenges in implementing a person-centred focus <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Challenges in developing a person-centred services Group discussion: Discuss personal and professional challenges in maintaining a person-centred focus. Individual activity: Develop a reflective journal for working with individuals and their involvement in developing services.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Organisational role in promoting person-centred service provision <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: The organisation's role in promoting person-centred service provision Individual activity: Analyse ways that one's own organisation promotes person-centred service. Group discussion: Discuss ways that social and community care are led by the user of the service.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback for Task 2 <p>Sample activities:</p> <ul style="list-style-type: none"> One-to-one feedback and review Individual activity: Development of reflective summaries to support task Group discussion: Overview of assessment task and review
Session 20	LO1, LO2, LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Unit evaluation and review <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion: Evaluative feedback. Individual activity: Produce unit evaluation feedback. One-to-one: Summative assessment feedback.



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Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 6 Social Policy and Administration

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Social Policy and Administration	Tutor:	
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Unit Number:	6	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the current context of social policy and administration both nationally and on a global scale	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Describe how influences on social policy impact social or community service organisation and delivery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Assess the wider structural and cultural issues that affect social policy and administration globally	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Explore the value of service user involvement in the social policy process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Definition of and origins and development of social policy, explain the difference between policy and organisation administration <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Overview of the Learning Outcomes and discussion of Assessment activities for the unit; discussion of academic standards required, e.g., plagiarism, referencing and bibliographies • Tutor presentation: Outlining the origins and development of social policy, review of nineteenth/twentieth centuries and a focus on twenty-first century developments; definition of social policy highlighting the difference between policy and organisational administration • Group activity: Mind-mapping activity to develop a definition of social policy, • Small group activity: students to develop a timeline around key milestones in social policy history. • Individual research: Internet research to develop baseline knowledge of how social policy has evolved over time.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • History of social policy <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Q&A from previous session, outline of learning objectives for Session 2, highlighting key terms, phrases and concepts that will be discussed, e.g., use of hot potatoes/quiz/word search • Tutor presentation: Builds on Session 1 with a more in-depth review and evaluation of the emergence of social policy in the late nineteenth/early twentieth centuries, post-Second World War, key themes and present welfare development • Group activity: Students split into three groups and to develop and present summary of how social policy was organised and delivered in each time phase • Tutor-led discussion: stimulate group debate and discussion through Q&A session



Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Comparative social policy <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline of learning objectives for Session 3; presentation of how social policy differs in terms of organisation, delivery and ideology across the globe by choosing three regions, e.g., UK, Europe, Australasian countries Group activity: In small groups, encourage students to research three regions and compare and contrast their findings. Group discussion: Groups present their individual findings and discuss these through Q&A sessions.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> International context of social policy <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline of learning objectives for Session 4, presentation will centre on the factors that impact on the delivery of social policy globally such as cultural diversity and demographic change Group activity: Perform an internet search on the meaning of globalisation/cultural diversity/demographic change, etc., and how it is affecting the delivery of social policy in one's home country. Devise spider-diagram of findings and present to group, followed by group discussion Individual activity: critically reflect on learning and source information on social policy and make notes for assessment task.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 1 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Review of the unit and key terms and concepts, recap on key learning points, review assessment task and objectives Pair activity: Produce mind-map of the assessment task and identify key research material that may be used to support own learning. Individual activity: Draft material or notes for the assessment task for Part 1 assessment.



Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> The practicalities of service organisation and delivery and discussion of assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Overview of Learning Outcome 2 and discussion of assessment activities reinforcing the need for appropriate academic standards Group activity: Peer-assessed quiz to assess knowledge base of service organisation and delivery in home country Tutor-led discussion: reviewing answers through Q&A and clarifying errors/misunderstanding Group activity: Word search of key terms associated with LO2, produce agreed glossary for use
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> The impact of social policy on service organisation and delivery <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline of Learning Objectives for Session 7, models of delivery with a focus on comparing and contrasting UK with other countries Pair activity: Students to compare and contrast service organisation and delivery between countries through internet and library e-journal search and present their findings. Individual activity: produce one comparative example using own workplace experience of how policy influences service organisation or delivery, contrast with another country's approach
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Key influences affecting social policy <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline of Learning Objectives for Session 8, mind-mapping activity with students on what the key influences are and how they exert influence, e.g., pressure groups Group activity: Discuss the impacts of each influence using newspaper cuttings and extracts. Pair research: students select a key influence that has had a significant impact on current social policy to research in-depth using internet search/e-journal, library, summarise findings and present to group



Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Funding service organisation and delivery <p>Sample activities:</p> <ul style="list-style-type: none"> Outline of Learning Objectives for Session 9, tutor-led discussion and video Group activity: Discuss the impact of funding, or lack thereof, on service delivery nationally. Discuss constraints and suggest alternative ways to source funding. Small group activity: Research online and produce group map of sources of funding for social and community services to present to group Group activities: Reflect on ways funding has impacted service delivery within their own area of work and suggest how to address challenges in accessing funding.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 2 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Review of the unit and key terms and concepts, recap on key learning points, review assessment task and objectives Group activity: Produce mind-map of assessment task, identify key research material that may be used to support learning and development. Individual activity: Draft material or notes for assessment task for Part 1 assessment.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Wider structural and cultural issues that affect social policy and administration globally <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Overview of Learning Outcome 3 and discussion of assessment activities reinforcing the need for appropriate academic standards Group activity: Mind-mapping activity, quiz and discussion with students regarding the various issues that may affect social policy Individual research: Internet search, note making linked to assessment for Learning Outcome



Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Structural issues <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Outline of learning objectives for Session 12; focus on the key issues such as social control, poverty, inequality, discrimination and social exclusion Group activity: Active learning through discussion, use of case studies and group work Individual research: Encourage students to use provided internet links provided to generate evidence from pressure groups/professional and statutory bodies.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Cultural issues <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline of learning objectives for Session 13; focus on the key cultural issues such as race, gender, age, disability and religion Group activity: Encourage discussion through paired or small group work whereby case studies are presented and students are required to present on their findings. Individual research: Encourage students to use provided internet links to generate evidence from pressure groups/professional and statutory bodies.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Roles, beliefs and ideologies <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline of learning objectives for Session 14; link the structural and cultural issues to how this impacts on roles, values, norms, beliefs and cultural ideology within society. Group activity: discuss own cultural experiences and reflect on how this may impact on work with individuals from different groups Group activity: Provide case studies for students to reflect on, using internet research to support, how different countries norms and values change. Students to present ideas back to class, followed by whole class discussion the importance of cultural awareness.



Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 3 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Review of the unit and key terms and concepts, recap on key learning points, review assessment task and objectives Group activity: produce mind-map of assessment task, identify key research material that may be used to support learning Individual activity: Draft material or notes for assessment task for Part 2 assessment.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Service Users <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline of Learning Objectives for Session 17; who are service users? Input sought from students' own practice Group activity: Reflection and discussion in groups of the types of groups students engage with/key issues/barriers to access Individual research: Internet search, note making linked to assessment for Learning Outcome.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Service user involvement in the social policy process <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor led discussion: Overview of Learning Outcome 4 and discussion of assessment activities and academic standards required, e.g., plagiarism, referencing and bibliographies Group activity: Students will engage in self-reflection from their own practice on who potential service users are, their involvement in the social policy process, and how they influence it. Pair activity: Produce brief feedback form to use with service users in own work setting to gain views on their experience of services and involvement in social policy and service delivery



Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Approaches to Service User involvement <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Group to reflect on feedback gained from services users and discuss ways to more actively engage services users in the process, promote or celebrate service user involvement • Tutor presentation: Outline of learning objectives for Session 18, focus on the different types of approaches—direct and indirect • Group activity: Perform internet research to identify examples of key public inquiry outcomes, how service user forums work and their value, focus groups and surveys. • Individual research: Perform research on the value of direct and indirect approaches in improving service delivery.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • The value of involving service users in service delivery <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Outline of learning objectives for Session 19, discussion to identify the value of involving service users in service delivery • Group activity: Group presentation using own practice examples • Individual research: Internet search, note making linked to assessment for learning outcome
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • End of Module Evaluation and review of Assessment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor led discussion: Review learning of the unit and assessment activities. • Pair activity: peer-support reflection on progress in unit • Individual research: Internet search, note making linked to assessment for learning outcome



Pearson
Higher Nationals in
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SCHEME OF WORK

UNIT: 7 Contemporary Social Issues

For use with the Higher National Certificate and
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First teaching from September 2018

Issue 1



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SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Contemporary Social Issues	Tutor:	
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Unit Number:	7	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe the historical context for contemporary social issues relevant to social and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore contemporary social issues in social and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Review a social issue in relation to own area of practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Examine own role in challenging or advocating a contemporary social issue	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Introduction to Unit and outcomes</p> <ul style="list-style-type: none"> • Unit outcomes and assessment brief • Introduction to contemporary social issues in a social and community work perspective <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: What is meant by contemporary social issues, feedback from whole group of perceptions in different aspects of social and community work practice • Tutor-led presentation: Overview of learning in unit and assessment activities • Group activity: Discuss own work roles and the types of issue that do/may arise. Make notes on key issues, e.g., work/caseloads, inequalities, positive outcomes. • Pair activity: Using information from group activity, condense to list under human rights, equality and social justice; diversity and inclusion; oppression and discrimination; poverty and social economic disadvantage. • Whole-group discussion: Using categories from the pair activity, identify the key areas issues (or potential issues) may fall under and rank them in order.
Session 2	LO1	<p>Topic(s): Historical milestones 1: Concept of inequality and social exclusion post WW1</p> <ul style="list-style-type: none"> • Historical context giving rise to contemporary social issues <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Using information derived from key areas of issues from the previous session, stimulate debate about a historical rationale for current issues. • Paired activity: Using internet sources/library, explore main historical drivers for tackling poverty and inequality. • Paired activity: Using internet/library, explore the welfare state as a means to tackle poverty and inequality. • Group activity: Highlight key issues and encourage students to engage in the critical debate over effectiveness of such systems in current day.



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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s): Historical milestones 2: Impact of globalisation and migration and other factors impacting on social issues</p> <ul style="list-style-type: none"> • Effects of welfare state and impact of globalisation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Explore key points made during the previous session. • Tutor-led presentation: Introduce the notion of globalisation and migration demographics over the past 100 years. • Pair activity: Explore the impact of globalisation and migration on own country, and identify the potential impact on service provision. • Pair activity: Conduct searches sourcing data that highlights the extent of potential issues, e.g., individuals with mental health needs, mental and physical disabilities, women, minority ethnic groups, children. • Individual activity: Make notes on key areas of interest for focus of assessment task.
Session 4	LO1	<p>Topic(s): Organisations involved in advocating for eradication of poverty and social inclusion</p> <ul style="list-style-type: none"> • Organisations that drive change <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Drawing on the previous session, discuss individual student perceptions on areas of practice and social issues and impact in different areas of social and community work practice. • Group activity: Research charities and other organisations advocating for social justice and the eradication of poverty and inequality. • Pair activity: Using information from group activity, create a list of key areas that different organisations can support in each student's own areas.. Highlight areas where gaps in support are identified. • Whole-group discussion: Using the information gained, discuss key areas where organisations can support and identify gaps. Encourage debate about how individual students might seek to eradicate specific injustices.



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s): The political and legal context</p> <ul style="list-style-type: none"> • Exploration of issues that give rise to legislative interventions <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Overview of types of issues and debating effectiveness overall of systems that seek to eradicate injustice, inequality and poverty • Group activity: Provide each group with an area to research,, e.g., child abuse/exploitation, institutionalisation, discrimination, safeguarding. • Pair activity: Using information from the group activity, create a political timeline, including the effect of each area and views on effectiveness of policy and legislation in addressing social issues.
Session 6	LO1	<p>Topic(s): Impact of legislation on provision and practice</p> <ul style="list-style-type: none"> • How legislation impacts practice and provision <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Drawing on key findings from the previous session, discuss the potential impacts of each on different areas of practice and provision in social and community work practice. • Group activity: Discuss the impact of reactive approaches to dealing with inequality, poverty, and injustice. • Individual research: Examine forms of over legislation and proactive versus reactive approaches to dealing with inequalities. • Individual activity: Develop notes and make links to own area of practice.
Session 7	LO1	<p>Topic(s): Review of learning and assessment activity preparation</p> <ul style="list-style-type: none"> • Review learning of learning outcome • Overview of LO2 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review of learning and contribution towards assessment activities • Individual activity with tutor support: Drawing on key learning, develop a portfolio of learning of the unit and condense to information relevant to own area of practice to frame outline for report. • Pair activity: Discuss portfolio of learning with peers in order to gain feedback and incorporate into notes for development of own report.



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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	<p>Topic(s): Contemporary social issues the Macro level</p> <ul style="list-style-type: none"> • Learning outcome aims and objectives • Final assessment activity (how learning in LO1 contributes) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Review of learning and how it links with LO2 • Tutor-led discussion: Using Bronfenbrenner model as a framework to conceptualise micro and macro levels, outline key concepts of model, e.g., using Bronfenbrenner's ecological model to illustrate how influences impact on the individual child's development. • Group activity: Using a blank model (Bronfenbrenner) and taking the social and community work context, complete the macro level influences giving rise to change, e.g., government funding, international perspectives, etc. • Whole-group feedback: Complete a master model and make notes on key points.
Session 9	LO2	<p>Topic(s): Contemporary social issues the Micro level</p> <ul style="list-style-type: none"> • Exploring contemporary issues at a micro level <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Review of model at macro level • Group activity: Using models developed from the previous session, complete the micro level influences giving rise to change, e.g., government funding, international perspectives, etc. • Whole-group feedback: Complete a master model and make notes on key points. • Pair activity: Review the model and develop a new model that contextualises contemporary issues at macro and micro levels for chosen areas of social and community work. • Individual activity: Research macro and micro areas and make notes on aspects that impact change, e.g., funding, pressure groups, work and caseload, privatisation, etc.



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s): Influence of family and lifestyle</p> <ul style="list-style-type: none">Understanding the individual and how choices and lifestyles affect propensity towards inequalities <p>Sample activities:</p> <ul style="list-style-type: none">Tutor-led discussion: Discuss the impact of own personality, attitudes, and beliefs on perception and understanding of, and response to, inequalities.Pair activity: Consider own lifestyle, background, upbringing, create a model (utilising Bronfenbrenner's model) to illustrate the influences that have impact on own selfGroup activity: Using scenarios, consider the impact of factors influencing social inequality, poverty, injustice. Identify possible ways to avoid negative outcomes. Consider the role of social and community workers in supporting ways identified
Session 11	LO2	<p>Topic(s): A Deeper exploration of inequality</p> <ul style="list-style-type: none">Exploring perceptions and treatments for those who experience inequality <p>Sample activities:</p> <ul style="list-style-type: none">Pair activity: Reflect on own beliefs values, attitudes and behaviours. Think of times when students have been discriminated against, e.g., treated differently at school, missed job opportunities. Reflect on their feelings and the impact on their next steps.Tutor-led discussion: Discuss students' feedback on their own feelings and beliefs. Highlight how they have overcome issues and its impact on later learning and development.Group activity: Taking an area of inequality, develop key points about how some may perceive individuals and the treatment they receive. Discuss the effects of social exclusion and how this impacts society's views and ways of treating them.



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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2	<p>Topic(s): Care in the community</p> <ul style="list-style-type: none"> • How care in community can help <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Introduce the concept of civic engagement using the theoretical backdrop of social capital, e.g., David Putnam and the contribution of domestic sprawl on the breakdown of community life and active citizenship, sense of belonging. • Tutor-led group discussion activity: Students to consider own lifestyle choices, family networks, forms of community and civic life. Emphasise ways that modern society has become more dispersed with wider search for work, etc. Key point: what roles can/does care in the community play in terms of the impact of the dispersion of nuclear and extended family networks? • Paired activity: Consider the model of social capital and how this can inform the way that professionals can support individuals in community work practice, e.g., David Coleman. • Individual activity: Research areas of support and how they can tackle inequalities.
Session 13	LO2	<p>Topic(s): Impact on workforce at a macro/micro level</p> <ul style="list-style-type: none"> • Review of learning and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review the previous session. Discuss the impact of social capital on the ability to tackle inequalities e.g., helping elderly remain in their homes. • Pair activity: Encourage peer collaboration on one's area of practice to develop notes for report on tackling inequalities. • Individual activity: Research and tutorials preparation for assessment activity



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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic(s): Introduction to LO and selecting social issues</p> <ul style="list-style-type: none"> Review of social issues in own area of practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review of learning in unit and discussion of how it informs students' own research into area of practice Individual Activity: Source social issue in one's own area of practice where practicable or through provided tutor sources using themes, e.g., equality, diversity and inclusion; health, safety and safeguarding; promoting physical and mental health and wellbeing Pair activity: With others using same theme, create key areas for research. Individual and group tutorial: Guide initial research and links to practice. Individual activity: Conduct research at one's own practice to develop project.
Session 15	LO3	<p>Topic(s): Sourcing evidence to support arguments</p> <ul style="list-style-type: none"> Sourcing evidence-based practice/research <p>Sample activities:</p> <ul style="list-style-type: none"> Paired research: Find information using websites, news, media, journals and publications, legislation. Tutor support: Through tutorial groups and individual activities, direct students to sources of information. Individual activity: Find data through government and other websites for a propensity of issues. Individual activity: Conduct workplace research into developing a project.
Session 16	LO3	<p>Topic(s): Utilising methods to establish relevance and validity of findings</p> <ul style="list-style-type: none"> Methods of analysis <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Sourcing relevant information, use of frameworks for assessing validity of sources, e.g., format that guides validity, reliability, key arguments Pair activity: Use scenarios, e.g., journal articles, web pages, news, other media to assess validity, reliability and key arguments. Pair activity: Use scenarios as above to identify effectiveness of support networks, organisations, pressure groups, etc. in tackling inequalities. Individual and group tutorials: Assess key findings of sources. Individual activity: Conduct workplace and personal research.



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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic(s): Review of LO</p> <ul style="list-style-type: none"> Impact of potential issues on legislation Review of learning and assessment tutorials <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Using feedback from students' own research, identify the possible legislative and policy frameworks that could be devised. Pair activity: Reflect on information and how a social issue may impact statutory, non-statutory, and independent service provisions. Highlight any key differences in each type of provision. Individual activity: Conduct individual research with tutor and peer support in developing arguments.
Session 18	LO4	<p>Topic(s): Making a Stand! Promoting Awareness</p> <ul style="list-style-type: none"> LO outline Making a stand, how to promote awareness to contemporary social issue <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Aims of LO and final project Tutor-led discussion: Stimulate debate on ways to raise awareness and gain support for issues. Group activity: Through the use of scenarios, outline a key debate process to raise awareness and gain support for a contemporary social issue. Develop notes for a framework for an official debate in front of an audience. Pair activity: Pair students into broadly similar areas of work practice and have them develop outlines for a debate in the final session. Individual activity: Conduct research to develop outline for own debate.
Session 19	LO4	<p>Topic(s): Developing Debate and Reflecting on Own Roles</p> <ul style="list-style-type: none"> Developing a debate to an audience Tutorial and feedback <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage debate on the rationale behind promoting awareness for social issues and reflecting on own role in championing social issue. Pair activity: Develop debate using information from own research and information from sessions. Tutorial support: Individual and paired support for development of presentation



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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic(s): Review of Learning Aims for Unit</p> <ul style="list-style-type: none">• Reviewing learning for unit• Presentations <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Feedback of review of learning.• Pair activity: Present debate for changing/promoting a social issue. Justify the rationale and background, and argue for possible outcomes.• Group activity: Feedback on presentations• Tutorials: Provide support for assessment activities.• Individual activity: Develop assessments for submission.



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Pearson Higher Nationals in Social and Community Work

SCHEME OF WORK

UNIT: 8 Community Development Principles and Practice

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Community Development Principles and Practice	Tutor:	
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Unit Number:	8	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe the characteristics of community development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore approaches to effecting social change through community development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Describe the processes involved in effective community development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Participate in a community-development initiative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and Learning Outcomes • Community development (CD) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Explain unit requirements and assessment activities. • Tutor-led discussion: Encourage feedback that elicits knowledge of CD for support and teaching methods and content. • Group activities: Discuss understanding of definitions of CD in own organisation. Make notes on how each characterises and approaches CD. • Pair activity: Develop a poster of what CD means to you, and your own workplace organisations. In what ways are they similar or different? • Tutor-led discussion Why is CD important?
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Purpose and forms of community development <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Using the poster created in the previous session, identify the purposes of CD in its own context and on a national level. • Tutor presentation: Organisations that are involved in CD, and the infrastructure that they work in. Include consideration of Community Based Organisations (CBOs). • Pair activity: Using set types of community, e.g., local, citywide, national and international, research how these types of community are constructed in terms of culture, health behaviours, community economic development, ways of working and leisure. • Group activity: Combine pair activity participants into groups of eight. Discuss findings for different forms of community, and identify key features, similarities and differences. • Individual activity: Research own area of practice and local community producing an outline of the demographics. Compare to national demographics. Are there key differences in terms of the communities represented in your local area? How does/should that impact the work of CBOs?



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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Key values of CD <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Encourage debate about students' own research into CD. Ask them to consider the key values they see as necessary to bring about social cohesion and civic awareness.• Group activity: Using notes from own research and from previous sessions, identify key values of CD and discuss how they relate to cohesion within a community, e.g., the ways that values of social justice and equality are reflected in the work of CBOs, what influences the capacity/capability of CBOs to champion these values.• Individual activity: Develop notes from own practice and learning from previous sessions. Research key terminology in CD practice towards developing own CD glossary e.g., baseline data, demographics and community-based CBOs, for the next session.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Value of civic community life and social community life <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Introduce the notion of community cohesion. Encourage debate about the meaning of cohesion and what it means to students on a personal level, e.g., family, friends and work colleagues.• Group activity: Discuss forms of cohesion among your own family, friends, and work colleagues. How do they differ, and how are they similar?• Individual activity: Research forms of community cohesion in different contexts, e.g., work and social life. In own local area, visit two different CBOs to find out about the work they do to develop community cohesion – obtain relevant materials.



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Key terminology and legislative frameworks <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Encourage a debate which draws on students' research on terminology. Highlight key points. • Group activity: After debate, discuss key findings and add to glossary. Obtain whole-group feedback and make notes of key points. • Tutor presentation: Explain key legislation and regulatory frameworks, e.g., Health and Safety, safeguarding, equality and diversity in the context of CD. • Pair activity: produce list of CD activities that could be implemented by you in your workplace. Produce spider-diagram of legislative considerations for planning and implementing a CD activity
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to LO2 and expectations • Approaches to effect social change and characteristics of social planning <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Engage in debate about the meaning of social change and individuals' role in effecting social change. • Group activity: Research forms of social planning and draw up an outline of approaches of social planning and social action. Differentiate between the two models and discuss how laws, regulations and media campaigns work towards effecting social change. • Individual activity: Explore statutory funding available to CBOs in the context of social planning. What is required of agencies/organisations to access this funding? What approach is taken by the statutory agencies in funding CB initiatives/CBOs? • Pair activity: research –local CB initiatives that have had an impact on target communities. What are their characteristics? How were they funded? Conduct brief gap analysis on a selected local community to identify areas where support may be needed to develop the community.



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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Individuals and organisations involved in implementing or leading social planning, issues relating to social planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor introduction: Discuss the agencies involved in social planning, e.g., specialists, experts, policy makers and government official planners. Pair activity: Research forms of agency responsible for social planning. Identify possible issues relating to social-planning structures, e.g., lack of interaction with the community, disempowering communities by not engaging them in the consultation, implementation or review process, taking a to-down approach to social planning Individual activity: Research issues relating to social-planning structures and identify how they are played out in your own community. Pair activity: share ideas and make decision regarding which initiative(s) to plan towards. Identify target group, purpose and type of activity that would meet the need of the local community identified in session 6. Discuss the impact of/relationship to social planning in own initiative. Who needs to be involved?
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Identify characteristics of social action <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Introduce the concept of social action and the steps taken by groups/individuals within communities to effect social or political change. Pair activity: Research types of organisations and individuals that work towards effecting social or political change, e.g. pressure groups, activists, CBOs, educators and researchers. Individual activity: Research organisations and individuals in your own practice as well as local and national organisations. Pair activity: discuss how ideas regarding social action can be integrated in own initiative. How will the community be involved?



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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Explore relevance of CD to own local community <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Encourage students to think about members of their communities and neighbourhoods. How do they come together and make change for a common purpose? Group activity: Explore the notion of social capital and how it can be used to understand the ways that communities come together to effect change and solve specific problems. Individual activity: Research forms of community development and involvement in your own area. Make notes to inform own intended initiative. Tutor-led discussion: Give feedback and highlight key points of these issues, e.g., views and opinions misaligned with reality and the impact of values and beliefs on making objective judgments. Small group activity: Explore issues relating to social action and how they could impact individuals, practice and provision in relation to own initiative
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Community learning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give recap on learning and debate how opportunities can be created to work towards sharing knowledge and driving social change. Group activity: Using set scenarios, develop an outline for opportunities for community development learning and how learning can be used to facilitate social change. Pair activity: Develop final rationale for own initiatives and tools to engage the community
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Ways to engage with local communities <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss ways to engage communities through use of different mediums, e.g., feedback from colleagues, suggestion books and research. Pair activity: Engage with local community to determine need, test ideas. Tutor-led discussion: Give feedback on ideas and record key points.



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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Outline LO3 • Theory of change <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Explore students' understanding of the theory of change and how it relates to community development. Ask students what they know about blue-sky thinking. • Pair activity: Debate ideas regarding areas where students feel an aspect of work, practice or provision needs to be changed or developed. Assess whether change is actually necessary. Identify the desired outcomes and work backwards to discern how they could be achieved. • Group activity: Debate processes adopted for individual tasks and collate views on the use of the theory of change. Discuss top-down approaches towards community development.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Developing ideas for initiative <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: The value of assessing the worth of community initiatives as well as possible exit strategies if an initiative is not successful • Group activity: Using set criteria/context/scenario, develop an outline of key areas to consider when creating a community development initiative. • Individual activities: Relate learning to your own organisation. Make notes on types of community development initiatives for future use and research the concept of blue-sky thinking.
Session 14	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Organisational governance • Tutorial support <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Discuss the types of policies, procedures, work and practices governing community development; talk about the roles and responsibilities within your own organisation. • Group activity: Compare and draw up list of the systems within different organisations and your own work role in supporting the community development initiative. • Individual activity: Create an outline for community development initiative and outline the steps needed to bring about change. Identify key stakeholders, those involved in bringing about the change, and identify any contingencies.



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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Working in groups, collaborative cross-sectoral working <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage debate on the value of group work, collective action and working across sectors, e.g., drawing out ideas on the value of working together to develop new innovative ideas, skills sets and expertise. Group activity: Using set role-play scenarios, explore conflict with colleagues, individuals and professionals. Discuss how to deal with these events positively to ensure projects reach desired outcomes. Individual activity: Make notes on learning and give observations from your own practice.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Value of community engagement and networking <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Explore roles of different organisations in collaborative and cross-sectoral working, e.g., national and local aid agencies. Pair activity: Using research, identify those best suited to support different forms of initiatives provided by the tutor. Tutorials and individual activity: Work on assessment activity.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Engage in an identified CD initiative (1). <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Recap on the theory of change model and how students attend to apply in the initiative they will engage in. Individual activity: Students to take part in the CD initiative at their work placement or setting or as agreed with a local CBO and their workplace setting Tutor-led activity: Virtual/in person/telephone meetings to support students Individual activity: Review experience and own of relevant content to assist in completing in healthcare



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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Engage in an identified CD initiative (2) <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Share learning from CD initiative and ways to support sustainable outcomes Individual activity: Students to take continue experience in the CD initiative Tutor-led activity: Virtual/in person/telephone meetings to support students Individual activity: Review experience and reflect on previous planning for own initiative – develop reflection on learning from experience and how to use this in ensuring plans are productive and sustainable
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflection: supporting community development initiative Presentations <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Students champion own initiative and give individual reflective presentations of their experience of community development in practice. Group activity: Give feedback and offer suggestions. Tutor-led discussion and Q&A session.
Session 20	LO1-LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing the unit Career planning – what happens next? <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: reflective discussion on experience of community development in practice, lessons learned Students to complete evaluations of unit Review of individual student progress and development planning with individual appointments to address any queries and questions



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Pearson Higher Nationals in Social and Community Work

SCHEME OF WORK

UNIT: 9 Social Work Principles and Introduction to Practice

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Social Work Principles and Introduction to Practice	Tutor:	
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Unit Number:	9	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe the principles of social work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore the legal and policy context of social work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Examine methods of social work practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Demonstrate the use of strategies for achieving good practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and LOs • Assessment requirements • Definition of social work, why principles underpin practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Outline of unit expectations, assessment activities • Tutor led discussion: Exploration of student experiences, current roles, aspirations to evaluate groupings and activity groups • Pair activity: Research definitions of social work practice locally, nationally and internationally. • Group activity: from pair definitions, produce a group definition of social work that takes into account the dimensions identified • Tutor-led discussion: Social work – a question of morality? Tutor to lead class discussion on the role of social work in the world. • Group activity: Research the origins of social work, philanthropy, charitable social action and poverty relief
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring what is meant by 'social work' in the twenty-first century <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Review activities from session one. Using these, produce an outline framework of the development of social work from ideas of fairness, justice, equality etc., to modern day principles of social work practice. Use internet research to support and feedback to class. • Tutor-led discussion: Feedback, highlighting the importance of understanding the principles of social work practice. • Tutor presentation: Work with individuals, groups, and communities in the pursuit and achievement of equitable access to social, economic, and political resources. • Pair activity: Pairs to support one another in developing notes from learning for own assessment activity.



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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Knowledge base of social work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Knowledge base of social work practice, overview of theory, competing perspectives, discussion of what is knowledge and how we use it Tutor-led discussion: Our own knowledge base, strengths and weaknesses Pair activity: Assess one's own knowledge base, identify gaps in knowledge, and discuss how these can be filled. Tutor presentation: Using knowledge in practice
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring what is meant by anti-oppressive practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Anti-oppressive practice, importance to social work practice, challenges Individual activity: private self-reflection – consider own experiences, culture and socialisation how could this impact on your work with others? Feedback general observations to group. Tutor-led exposition: the honest and reflective practitioner Pair activity: Use the internet or other sources to identify and provide examples of ways organisations are working in an anti-oppressive way.. Tutor led discussion: Anti-oppressive practice in practice—how? Individual activity: Explore how one can practice anti-oppressively, including knowledge, skills, or values learning requirements.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> How social workers can apply knowledge to practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Methods of applying knowledge to practice, strengths and weaknesses Whole-group discussion: Encourage students to share their own experiences of applying knowledge to practice. Individual activity: Explore one's own experiences of applying knowledge to practice from workplace/placement, lessons learned, and reflection on practice. Pair activity: Reflect upon and discuss the application of knowledge.



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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	Topic(s): <ul style="list-style-type: none">Understanding values and ethics in practice Sample activities: <ul style="list-style-type: none">Tutor led discussion: The value base of social work, what it is, personal and professional valuesWhole-group activity: Using scenarios and/or role-plays, consider the importance of the value base.Tutor led discussion: Upholding the values and reputation of the profession
Session 7	LO2	Topic(s): <ul style="list-style-type: none">Introduction to the process of law in relation to social work practice Sample activities: <ul style="list-style-type: none">Tutor presentation: Understanding legislation and the implementation and interpretation of lawIndividual activity: Research and offer feedback on specific legislation in relation to one's own area of practice.Group activity: Offer feedback on the individual activity and discuss the role of law in social work practice.
Session 8	LO2	Topic(s): <ul style="list-style-type: none">Legislation specific to social and community work practice Sample activities: <ul style="list-style-type: none">Pair activity: Identify legislation specific to social and community work practice and provide feedback.Group activity: Discuss human rights law and its implications for practice.Tutor-led discussion: Using legislation in practicePair activity: using case scenarios of common conflicts experienced by social workers – identify legislation that applies in each and the social worker's role in achieving resolution



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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Social policy specific to social and community work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Overview of social policy specific to social and community work practice Group activity: Considering one's own workplace/placement, explore how social policy is implemented for individuals, families, and communities you work with. Tutor presentation: Community care, personal social services and the political contexts Individual activity: Develop notes from learning for one's own assessment activity.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Role of regulation in social and community work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Key aspects of regulation, implications for practice, staff and employer regulation Pair activity: Identify regulatory bodies locally and nationally and provide feedback. Group activity: Discuss the role of regulators and codes of practice/conduct. Individual activity: Consider regulation and continuing professional development.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Understanding theories and approaches to social work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Theories and approaches to social work practice Pair activity: Research and provide feedback on theories and approaches relevant to one's own area of practice. Whole-group discussion: Discuss how understanding theories and approaches informs social work practice. Tutor led discussion: Discuss the interconnection between different theories and approaches. Pair activity: role play application of theory using provided case studies. Discuss experience and present observations to group.



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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Person-centred approach <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Taking a person-centred approach to practice Pair activity: Have pairs compare their own experiences of taking a person-centred approach to practice. Group activity: Using information gained from the pair activity, explore the key benefits of a person-centred approach to practice for all involved. Individual activity: Develop notes from learning for one's own assessment activity and CPD.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Effectiveness of certain interventions <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Effectiveness of certain interventions in particular settings with particular populations Group activity: Use scenarios to identify how understanding theory helps to inform intervention. Tutor led discussion: Recognising how theories and intervention methods can either help or hinder in practising anti-oppressively.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Application of theories and intervention methods in practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: How assessments inform the type of intervention method selected for a particular situation and setting, how intervention methods need to be appropriate for a particular developmental stage Group activity: Use scenarios to identify how understanding theory helps to inform intervention. Group activity: use case studies to role play application of theory into intervention method Tutor led discussion: Discuss how relationships can influence the effectiveness of the intervention method.



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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Tutorial • Preparation for assessment activity • Use of reflections <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutorial: Summary of methods of social work practice • Tutor led discussion: Identify key similarities and differences between different approaches. • Pair activity: Reflect on previous scenario/role play activities/interactions on placement – has your practice improved over the course of this unit? How? What has had the greatest impact and which area needs the greatest improvement? • Tutor support: offer feedback on performance and support for future learning.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Demonstrating the use of strategies for achieving good practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: What is good practice, how to achieve good practice, challenges and how to overcome them • Pair activity: Consider one's own experiences of delivering good practice. What did this involve? • Individual activity: Develop learning notes for one's own assessment activity and CPD.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • The role of organisations in achieving good practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: The role of organisations in achieving good practice, examples from practice, serious case reviews • Group activity: Explore how organisations can ensure social work staff have the necessary skills, tools, and experience to deliver a high standard of service. • Group discussion: Discuss working with limited resources and impact on own practice. • Pair activity: Have pairs use their own experiences to explore the importance of regular and meaningful supervision.



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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Application of knowledge, understanding and/or skills in a practical situation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: How to apply knowledge, understanding, and/or skills in a practical situation • Group activity: Understanding the key social work roles, prevention, support, intervention and protection • Pair activity: Explore the importance of effective communication in achieving good practice. • Group activity:: round-robin role play of case scenarios of situations of conflict in social or community work practice. Pair role play, one observer take notes – switch roles and feedback on effectiveness of communication • Individual activity: reflect on learning from role play experience, forward plan to implement in placement/at work
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Meaningful interventions in practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: discuss case scenarios of situations of conflict resolution in social or community work practice, consider and justify alternative resolution(s) to feedback to whole class. • Tutor-led presentation: Making sound professional judgements, decisions and interventions based on evidence-informed practice • Pair activity: Explore how reflective and evidence-informed practice can help to engage with new knowledge and skills and impact on the effectiveness of own professional practice • Group activity: Consider the obstacles to working in partnership and develop strategies that can overcome/minimise obstacles.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • End of unit assessment and evaluation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review of learning, feedback on individual questions • Group activity: Discuss key learning and future needs. • Individual activity: Develop final assessment activity.



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Pearson Higher Nationals in Social and Community Work

SCHEME OF WORK

UNIT: 10 Applied Understanding of Human Development and Behaviour

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
Unit Title:	Applied Understanding of Human Development and Behaviour	Tutor:	
Unit Number:	10	Academic Year:	

Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review how an understanding of theories of human development affects social and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Assess how an understanding of the range of influences on development through childhood and adolescence enables effective social or community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review the role of social and community services and workers in supporting individuals through significant life events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and methods of investigation used in psychology • Use of experiments in psychology, qualitative and quantitative methods and studies; value of twin studies <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Introduction and an overview of unit content. • Tutor-led activities: Overview of methods of investigation in psychology. Hold an interactive presentation using videos of famous experiments for examples, e.g., Stanford Prison Experiment and Banduras social learning experiments. • Group activity: Hold a group discussion on the ethics of conducting research in psychology and its value in understanding phenomena • Pair activity: Review a tutor-provided research article related to human development and offer feedback to the group.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Theories of lifespan development: Psychodynamic theory: e.g. Freud, Erikson <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Give a brief overview of the psychodynamic approach to life development and Freud's stages of development, compare to at least one current psychodynamic theory of development. • Pair activity: Research one of Erikson's life stages and prepare a factsheet or poster presentation. • Group activity: Pairs will present different life stages (Erikson) to the group.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Theories of lifespan development: Cognitivist theory: e.g. Piaget, Vygotsky <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Give a presentation of the main points of the cognitivist approach to development, include modern theory. • Individual activity: Research Piaget's and Vygotsky's theories. Look for similarities and differences in approach and present evidence. • Group activity: Divide the class into small groups to use case studies to explore how theories apply to different children.



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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Theories of lifespan development: Behaviourist theory: e.g. Pavlov, Skinner <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Provide an overview of the behaviourist approach. Individual activity: Reflect on your own experience in childhood at home and school. How did the behavioural approach influence your own caregivers and teachers? Did this approach work? Group activity: Draw comparisons between the different approaches and theories. Give support for these suggestions using research.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Biological factors, environmental factors Genetics, neurodevelopment, acquired brain injury, social environment, culture, education <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of genetics, genotype, phenotype and heredity. Individual activity: Identify environmental factors that may impact your own and others' development. Give feedback to the group. Pair activity: Explore evidence in studies for the influence of genetics on different traits and behaviours, e.g., appearance, mental health, substance use and intelligence.
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Nature vs. nurture debate, assessment workshop Relative importance of biological and environmental factors, nature of evidence <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Introduce the nature vs. nurture debate, using case studies or video. Group activity: Divide class into two groups to prepare a case for either nature or nurture for debate (This debate could be general or regarding a specific trait or behaviour). Tutor-led activity: Introduce Assessment 1, submission format and referencing.



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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Pre-natal factors • Genetics, teratogens, mother's lifestyle, pre-term birth <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Give an overview of the range of factors that can have an impact on development; explain teratogens and pre-term birth. • Group activity: Explore lifestyle choices made by pregnant women and their implications for foetal development. • Pair activity: Research the impacts of different toxic substances on development in the womb. Give feedback to the group.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Life events in childhood • Milestones in physical, intellectual and social development; parenting, education and socialisation <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Identify a range of expected and unexpected events that may be encountered in childhood. Reflect on your own experiences as well as those of others. • Pair activity: Research development in one part of childhood for feedback among the group. • Group activity: Paired presentations will cover physical, intellectual and social development, from infancy to childhood. • Tutor-led activity: Facilitate group presentations and ensure all important milestones are covered.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Life events in adolescence • Milestones and development of brain impact on behaviour, puberty and hormonal influence on development and behaviour, sexual identity and education <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Give an overview of the physical changes that take place in adolescence, focusing on the brain and hormonal changes. • Pair activity: Reflect on your experiences and those of others you have known in school through adolescence. Consider factors that influenced development and behaviour such as peers and socialisation. • Group activity: Discuss the support that adolescents may need and how this can be provided.



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Attachment theory: Bowlby, relation to other psychological approaches, impact of attachment in infants, early childhood, later childhood and adolescence <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Provide introduction to Bowlby and attachment theory. Pair activity: Explore and research studies related to attachment in different stages of infancy, childhood and adolescence. Offer feedback to the group. Individual activity: Reflect on observations in placement and how attachment theory may help explain people's difficulties.
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment 2 Workshop Introduction of Assessment 2 and associated case study <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Provide an overview of assessment, submission format and use of sources. Group activity: Discuss assessment case study and draw out significant life events that need to be covered. Individual activity: Explore the life events relevant to childhood and adolescence. What has impacted physical, psychological and social development? Feedback to be given in pairs.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Life events in early adulthood Expected and unexpected life events and social roles of early adulthood; emerging adulthood, selecting mate, career, recent demographic changes leading to later parenthood and impact of these; domestic abuse, separation, divorce, employment and unemployment <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Debate concept of 'emerging adulthood' and how changes in life patterns put off parenthood until later. Discuss the impacts of this. Pair activity; Identify and list a range of life events that may occur during early adulthood and transition from adolescence. Individual activity: Review how support may be needed at different stages of early adulthood and identify sources of support.



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Life events in middle adulthood• Changes in caring responsibilities for children and older relatives, employment and relationships• Physical and psychological changes, menopause and the impact of lifestyle on physical and psychological development <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led activity: Give an overview of development through middle adulthood. Explain menopause and its resulting changes.• Group activity: Use case studies of different adults in a variety of circumstances to discuss life in middle adulthood and changing responsibilities.• Pair activity: Reflect on your own expectations of different stages of adulthood and how these compare to previous generations' expectations.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Development in late adulthood• Ageing process; primary and secondary ageing, physical and intellectual changes and theories of development in later life; activity theory, disengagement theory and continuity theory, impact of life events; retirement, bereavement and social roles <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led activity: Give an overview of the ageing process and introduce theories of ageing. Discuss activity, disengagement and continuity theories.• Group activity: Use case studies to explore different approaches to ageing and determine what support is needed for successful ageing.• Pair activity: Reflect on observation of known older adults or observation in placement of the impact of ageing on individuals.



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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Bereavement, grief and loss Concept of loss and types of loss; Kubler-Ross, stages of grief; Bowlby, attachment theory; complicated grief and factors affecting the grieving process <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of theories of grief. Group activity: Use case studies/scenarios to explore complicated grief and its impact on the individual, along with factors affecting the grieving process. Pair activity: Discuss the application of theory to understanding support for individuals, research support for bereaved individuals locally.
Session 16	LO2 and LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment 2 Workshop Review of Assessment 2; application of theory to case study <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of assessment, submission format and referencing. Group activity: Hold small-group tutorials and discuss aspects of assessment and the approaches taken with support from tutor. Individual activity: Use mind maps or other tools to produce a detailed plan for assessment.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Range of services Formal and informal support, statutory and non-statutory services, voluntary sector, specialist services for a range of specific life events <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Identify different life events and their consequences that may require support. Consider the impact of stress, mental ill-health or substance use on individuals. Group activity: Discuss the role of informal support, friends and family on assisting individuals through life events. Individual activity: Reflect on your own experience of life events and the support, both formal and informal, you received.



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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Role of social or community worker • Demonstrating empathy and active listening, strengths-based assessment, collaborative support planning, person-centred support, signposting to appropriate service, using supervision, self-care <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Give an introduction to the role of social and community workers, ensuring self-care and the importance of supervision. • Group activity: Review principles of person-centred support and how individual can be involved in care/support planning in relation to life events. • Individual activity: Reflect on your own experience of supporting people in their personal lives or on placement and the skills or knowledge needed for further development. • Pair activity: Role-play use of active listening skills to understand a person's experience.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessment 4 workshop • Overview of assessment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Introduce assessment, submission format, use of sources, presentation methods and tutorial support for groups. • Group activity: Small groups will plan a presentation, individual roles, research and contingency plans and submit the group plan to the tutor. • Individual activity: Research individual aspects of assessment.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Group presentations, evaluation of unit <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Small groups will conduct a presentation for assessment. • Individual activity: Write a reflection on your own contribution to the assessment, the learning that has occurred and future developments needed. • Tutor-led activity: Facilitate an evaluation of the unit.



Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 11 Planning and Supporting Community Led Activities

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Planning and Supporting Community Led Activities	Tutor:	
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Unit Number:	11	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Discuss the concept of community cohesion and its impact on community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Describe how different community led activities can be funded	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore steps necessary to develop a strategy to raise funds for a community led activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Reflect on own performance in driving a community led activity towards developing community cohesion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Introduction to unit and assessment activities• Values and practice principles of community development and meaning of community <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor presentation: Discuss the values and principles of community development, the ideas of Putnam and the types of community and community cohesion.• Group activity: Discuss the types of communities students live in and the types of work and leisure activities accessible. Identify areas where community cohesion may not be prevalent.• Pair activity: Develop ideas about ways community cohesion could be supported in all areas (not just area of work).
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Social capital <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led presentation: Social capital and how it is interpreted and applied to community development.• Pair activity: Think about the forms of social capital that can be made available, e.g., in families and to work colleagues.• Group activity: Discuss types of connections individuals have with others and the ways they benefit in different forms.• Individual activity: Research ideas on social capital (e.g., Robert Putnam and David Coleman), align some of the principles espoused and apply to community development practice.



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Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Trust reciprocity, civic virtue, and concepts of bridging, bonding and linking <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Ideas of Bourdieu and ideas of power, control, status and wealth driving social capital Group activity: Explore ways power and control have affected areas in own country, e.g., education, big banks and global organisations (McDonald's and Costa). Pair activity: Consider effects of community development at the local level, e.g., engaging individuals in activities. Consider divides (us and them). Individual activity: Research aspects of Bourdieu ideas and how they can impact community development activities.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the types of benefits that can exist through forms of social capital and creating cohesive societies <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Explore the ways forms of social capital examined in previous sessions can benefit communities. Group activity: Using case studies, role play by focusing on forms of social capital, e.g., a parent helps a child at school understand work by studying the text, leading to social capital that helps the child achieve. Pair and then individual activity: Taking discussions from group activities, explore the ways social capital can be applied in different situations. How can they be used to develop social networks and tackle health inequalities?
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the effect of decline in community cohesion <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Examine ways community cohesion can break down. Using Robert Putnam's ideas about community engagement and civic cohesion, ask students to consider ways communities break down at this time, e.g., moves to more rural locations, more time at work and less time engaging in leisure, TV and IT activities. Group activity: Discuss areas in own country where communities may be dispersed and how it affects the way communities may come together. Individual activity: Explore own personal situation, family, and extended family. Consider ways students keep in touch and social activities within the community.



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Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Consideration of the lack of community cohesion <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Encourage debate on the effects of lack of community cohesion and introduce notion of the emergence of community participation.• Group activity: Using case study scenarios, consider the impact of lack of community cohesion in different circumstances and longer-term possible effects on finances, health and well-being.• Pair activity: Explore the notion of emergence of community participations using internet searches and join in the classroom debate with findings, drawing on key points.
Session 7	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Review learning of unit and how this contributes towards assessment activities. <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Review unit by exploring ways social capital can contribute to community development activities. Consider restrictions and ways to overcome barriers to encourage community participation.• Group activity: Discuss own experiences and family- and community-centred activities that have been undertaken.• Individual activity: Reflect on learning by making notes and researching ideas of social capital and theories in preparation for assessment activities.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Reflections on social capital <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor introduction: Review LO1 to understand forms of social capital and how it is used to develop community led activities.• Group activity: Discuss different forms of social capital and their worth in different situations, e.g., giving support to the elderly to promote independent living.• Pair activity: Conduct internet searches on types of funding available for different aspects of community development.



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Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• How funding can develop community cohesion <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Encourage classroom debate, drawing on how community led activities can support independence, diversity, difference and inclusion.• Group activity: Think about sustainability and activities that can be developed to create healthy environments.• Individual activity: Research own area of practice and town/country. Explore ways that rights of individuals and promotion of sustainable, healthy environments occur in own country.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Community led activities <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Discuss types of activities that students might organise in their own areas.• Tutor-led discussion: Highlight key points and common features, and explore new ideas.• Pair activity: Use the case study/scenario and discuss types of activities that could be developed for community cohesion.• Individual activity: Research types of community led activities in your own practice, making notes for assessments.
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of community led activities in own organisations, sources of funding <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor presentation: Review previous session. Explore students' research and community led activities, and keep for future use.• Pair activity: Use the scenario/case study and explore sources of funding.• Tutor-led discussion: Draw on findings from paired activity. Highlight key points and key sources of funding.• Individual activity: Explore sources of funding in own setting and locality. Research ideas for other funding opportunities.



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Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Review and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Debate findings of individual research into sources of funding and activities for which funding could provide support in students' own organisations. Draw on key points and identify them for use in assessment activities.• Tutorials: Support for drawing together ideas for assessment activities• Individual activities: Reflections from session and other students' information on sources of funding, development of assessment activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Introduction to unit and outcomes, assessment activities• Factors to consider when thinking about raising funds <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led presentation: LO overview and goals, presentations• Group discussions: Important factors to keep in mind when considering ways to raise funds, e.g., listening to the needs of the community.• Pair activities: Consider ways to understand needs of community, e.g., methods used such as face-to-face, feedback and mailshot.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Building relationships• Sharing and learning• Creating safe and trusting environments <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Explore the value of having strong relationships by identifying key individuals and discussing ways to maintain relationships with them beyond funding projects• Pair activities: Using scenarios and case studies, examine types of relationships with different individuals. Explore how to establish relationships, find funding sources and maintain relationships beyond funding ventures.• Individual activity: Research in your own organisation opportunities that have provided funding and how that organisation has maintained relationships.



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Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Government sources• Trust and grant-type funding• Other forms of funding <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Identify appropriate sources of funding and provide overview of areas.• Pair activity: Research different types of funding, e.g., trust grants, sponsorships and volunteering. Research ways that large voluntary organisations (e.g., Help the Aged) raise funds.• Group activity: Discuss findings and draw on key points.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Planning to raise funds <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Discuss types of planning used in different settings and draw on common features.• Pair activity: Using scenarios and case studies, set outline planning sheets and plan for fundraising opportunities.• Pair activity: Consider barriers and how they can be overcome.
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Focused planning <p>Sample activities:</p> <ul style="list-style-type: none">• Paired activity: Using the outline planning sheets, develop more in-depth planning for fundraising opportunities that include intended impact, skills, planning needs, resources, management, working with others and budgets.• Tutor-led discussion: Discuss planning activities and key outcomes, drawing on common and key features.• Individual activity: Develop own planning in organisation for community led activities.



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Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Championing community led activity• Review of learning and drawing together for end-of-unit presentations <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Discuss making preparations for an activity, e.g., the rationale for choice and feasibility.• Group activity: Discuss plans for individual presentations for community led activities, then provide feedback.• Tutor-led discussion: Draw on discussions in group activities and encourage reflection on potential impact.• Individual activity: Develop presentation for final session, getting feedback from line managers and colleagues.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Analyse effectiveness of reflection as a tool• Group tutorial <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Reflect on planning development for own fundraising scheme for community led activity.• Group activity: Discuss how each student is monitoring performance of fundraising initiatives, the skills they need and feedback gained from individual organisations.• Tutorials: Individual and group discussions on progress for developing presentation
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Unit review and tutorials for end-of-unit assessment activities• Feedback on presentations <p>Sample activities:</p> <ul style="list-style-type: none">• Individual presentations championing own community led activity• Group: Feedback on presentation with suggestions• Individual: Develop own presentations following feedback from tutor and peers, and complete assessment activities.



Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 12 Inspiring Young People

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Inspiring Young People	Tutor:	
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Unit Number:	12	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe how to build relationships with young people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore how to develop young people's participation and leadership skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Examine methods of inspiring participation in education, employment or training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Apply strategies in own workplace to inspire young people in making positive contributions to community and society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and Learning Outcomes • Assessment requirements • Defining ‘inspiring young people’ <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Outline of unit expectations, assessment activities • Tutor-led discussion: Explore student experiences, current roles, and aspirations to evaluate groupings and activity groups. • Group activity: Discussion- consider what is meant by ‘inspiring young people.’ • Individual activity: Produce a summary of own experiences in the workplace or placement of ‘inspiring young people. Feed these back to the group.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring how to build relationships with young people <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Discuss own prior experience(s) of building relationships with children and/or young people in a work-related support role, and produce a list of the skills utilised to present back to the group.. • Tutor-led Q&A and discussion: Understanding the young person, what does this mean and how is it evidenced? Encourage students to reflect on their own experiences as young people and ways in which they would have wanted to be treated – focus on behaviours including language and communication. • Group activity: Identify and describe the range of factors to consider — e.g. chronological age, developmental age, emotional state, emotional maturity, disability, motivation, current situation—that will aid a practitioner in developing an understanding of the young person. Present findings to the class and explain how consideration of these factors can support effective working with individual young people. • Individual activity: Identify and list own learning and development needs, i.e. gaps in own skills, behaviours and knowledge towards developing effective relationships with young people. • Small group activity: Review lists and devise at least two different strategies that each person in the group could use to address gaps.



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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Understanding the young person <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Identify and explore different areas of work with young people and their purpose (e.g. education, youth work, group homes, youth offending teams, mentoring schemes). Produce a comparison chart practitioner roles in and purposes of areas of work identified. . Tutor-led discussion: Trauma, resilience and self-efficacy and the part these play in understanding a young person (link to students' work on roles in and purposes of areas of work) Pair activity: Review case studies illustrating the impact of trauma on the young person and their presentation in an education, care or support setting. Annotate the case studies with ways in which practitioners can address or avoid negative or destructive outcomes without making assumptions. Tutor presentation: A focus on the young person as a 'whole' person and how to provide holistic support for to facilitate the young person's learning, growth and development.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Building the relationship with a young person <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Using internet/other sources, research and present an overview of the values and principles underpinning youth, community, and social work. Group discussion: do the forms and styles of communication to be used in youth, community and social work differ? How? How should the practitioner adapt their communication to meet the needs and abilities of a variety of young people? Tutor-led discussion: Empathy, genuineness and a non-judgmental approach, building trust and rapport Pair activity: Review case studies provided and develop brief summaries of ways to show integrity, fairness, and consistency in your dealings with the young people in the case studies. Present ideas back to the class



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Own role in building the relationship with a young person <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: self-reflection. How do your experiences, culture and expectations impact your behaviour? Discuss one example of an interaction where your experiences, culture and/or expectations had an impact on the outcome. What could/should you have done differently?• Group activity: Group to share experiences discussed in pairs and develop list of ways to prevent own experiences having a negative outcome when developing relationships with young people.• Tutor-led activity: prejudice, discrimination and bias: unintended outcomes in professional practice and cultural perspectives on behaviour.• Whole-group discussion: Discuss how to maximise participation and boundaries and students' own personal competence and responsibility.• Tutor-led presentation: Methods for providing ongoing support and encouragement to young people• Tutor-led discussion: Responding enthusiastically and constructively to the ideas of young people
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Explore how to develop young people's participation and leadership skills <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Introduction to how to develop young people's participation and leadership skills• Whole-group activity: Using scenarios, identify how social workers can inspire young people to play an active role in their own learning and development, and in contributing to a positive environment for others. Consider the young person's role in their micro (home or service) and macro (community, society) environments.• Pair activity: Research how services can be shared by all staff and people who use services, which demonstrates a commitment to participation.• Tutor presentation: How we can inspire young people to exercise more power?



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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> In practice; the ways of working, methods for involvement <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Overview of skills and knowledge required by practitioners working with that young people and their carers who use different services Pair activity: Compare and contrast methods for the planning, development, and resourcing of participation. Group activity: Explore how allocating resources for the training and practice of involving young people who use services improves participation. Tutor-led discussion: Access to training that formally recognises and accredits young people's participation
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Methods of developing leadership skills in young people <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: What is meant by 'leadership skills'? Are these age- or context dependent? Pair activity: Develop explanation of how developing leadership skills can promote social justice and social change. Group activity: Explore methods of respecting the right to self-determination. Tutor-led discussion: Problem solving in human relationships.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Theories of human behaviour <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: How utilising theories of human behaviour will support work with young people (including social learning theory and pedagogy). Group activity: Consider methods for the empowerment and liberation of young people. Pair activities: Identify one's own strengths and weaknesses and role in promoting leadership skills. Tutor presentation: Being professionally accountable and maintaining confidentiality



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Methods of inspiring participation in education or employment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Methods of inspiring participation in education or employment, importance and challenges, overview that informs LO3 • Group activity: Discuss why social and community workers should be inspiring participation in education for young people. • Individual activity: Consider ways to inspire young people, including one's own experiences of education and participation.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Inspiring participation in education <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Identifying and supporting the development of basic skills, e.g. numeracy, literacy and information technology • Whole-group discussion: Discuss strategies that will support and provide learning opportunities for disadvantaged learners. • Tutor-led discussion: Improving access and progression through education
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Inspiring participation in education continued. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: How young people's age, maturity, and understanding must be taken into consideration when deciding how to support their participation; changing motivation, attitude and aspiration • Pair activity: Explore how to involve those who may appear to lack confidence or motivation • Group activity: Using information gained from paired activity, explore how social workers can help in building skills, capabilities and experiences. • Individual activity: Develop notes from learning for own assessment activity



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Inspiring participation in employment <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Creating opportunities for students to experience the world of work and young person's perception of the value of work experience Pair activity: Consider and discuss methods of improving access and progression through employment. Group activity: Explore how to help and inspire young people to change motivation, attitude and aspiration.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Inspiring participation in employment continued <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Presentation to employers and developing teamwork and leadership skills Pair activity: Explore using the internet and other sources to research what is available to expand a young person's employer networks, give students business skills, and build confidence. Look at local and national government initiatives. Group activity: Discuss challenges and opportunities for sustaining employment. Individual activity: Develop notes from learning for own assessment activity.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Further opportunities of inspiring participation in education or employment <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Further opportunities of inspiring participation in education or employment Pair activity: Investigate existing provision locally and nationally for volunteering, apprenticeships, training courses, and work placements. Group activity: Summary of how we can inspire young people to develop the knowledge, skills and confidence to participate in education and/or training



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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	Topic(s): <ul style="list-style-type: none">• Benefits for the individual young person Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Development of social and emotional skills and the development of resilience• Pair activity: Explore how inspiring young people to participate can help in providing practical alternatives to crime and organised armed violence and in developing confident and empowered young people.• Individual activity: Consider own role in inspiring young people to become role models themselves, including the application of social learning theory and pedagogy.
Session 17	LO4	Topic(s): <ul style="list-style-type: none">• Wider benefits of inspiring the participation of young people Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Benefits to the peer group by inspiring other young people through setting a positive example• Group activities: Consider how encouraging active citizenship can help in challenging negative perceptions of young people.• Pair activity: Consider the importance of addressing the intergenerational divide and showing successes to the wider community.
Session 18	LO4	Topic(s): <ul style="list-style-type: none">• Strategies to inspire young people in making positive contributions Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Methods of recognising and celebrating the achievement of young people, local and national initiatives• Group activity: Consider how goal setting and providing achievable challenges can build confidence, participation, and inspire young people.• Pair activity: Explore ways of being consistent and enthusiastic when working with young people.



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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Ensuring your practice is meeting the needs of each child and young person <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led presentation: Application of knowledge, understanding, and/or skills in a practical situation and interventions that inspire young people• Pair activity: Explore ways of providing meaningful interventions with young people.• Individual activity: Consider ways to improve own professional practice.• Group activity: Consider the importance of effective communication.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• End-of-unit assessment and evaluation <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Review of learning, feedback on individual questions• Group activity: Discuss key learning and future needs.• Individual activity: Development of final assessment activity.



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Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 13 Working with Informal Carers

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Working with Informal Carers	Tutor:	
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Unit Number:	13	Academic Year:	
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Learning Outcomes (LO)	assessment 1	assessment 2	assessment 3	assessment 4
LO1 Explore current national and global contexts of informal caring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Assess the implications of informal caring for the health and wellbeing of the individual providing care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explain the ideological, legislative and policy context of informal caring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess the effectiveness of support provided to informal carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session activity
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to and key definition in informal care <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Overview of the Learning Outcomes and discussion of assessment activity for the unit. Discussion of academic standards required e.g. plagiarism, referencing and bibliographies. • Tutor presentation: outlining the origins and development of informal caring and how the definition of the job role has changed and evolved over time. • Group activity: Focus on mind-mapping and key activity that focus on students developing a definition of informal caring from theoretical perspective and how accurate this is against the students own work experience and perspective. • Individual research: Internet research to develop baseline knowledge of how social policy has evolved over time.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • The relationship between the informal carer and cared for person <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Q&A from previous session, outline of learning objectives for session 2, highlighting key terms, phrases and concepts that will be discussed e.g. use of hot potatoes/quiz/word search • Tutor presentation: Builds on Session 1 with a more in-depth examination of the relationships between the carer and cared for person – gender, age and highlight how culture can affect the relationship and tasks undertaken. • Group activity: students split into small groups and to present short case students from own practice illustrating the different types of carers. Student encouraged to stimulate debate through Q&A session.



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Sessions	Learning Outcome(s)	Session activity
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> The role of the informal carer <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline of learning objectives for session 3. Presentation of how the role has evolved over time. There will be a need to illustrate the types of tasks they undertake Group activity: to involve active research. In small groups students encouraged to research and reflect on their own work experience of how informal carers undertake different roles and tasks. Group discussion: Groups to present their individual findings and discussion encouraged through Q&A session.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Barriers in informal caring <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor presentation: Outline of learning objectives for session 4. Presentation will centre on the factors can act as a potential barrier to the role – gender, culture, religion etc. Group activity and research: internet search on the barriers as well as self-reflection from own experience. Individual activity: reflect on learning and source information on informal caring and make notes for assessment task.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of learning outcome 1 and assessment activity <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review of the unit and key terms and concepts. Recap on key learning points. Review assessment task and objectives. Group activity: Mind-mapping assessment task, identification of key research material that may be used to support learning. Individual activity: draft material or notes for assessment task for part 1 assessment.



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Sessions	Learning Outcome(s)	Session activity
Session 6	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Ideological, legislative and policy context of informal caring. <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Overview of Learning Outcome 2 and discussion of assessment activity reinforcing the need for appropriate academic standards. Group activity: Quiz to assess knowledge base of service organisation and delivery in home country. Group activity: glossary building of key terms associated with LO2.
Session 7	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Ideological context of informal caring. <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline of learning objectives for session 7. Theoretical context will be considered e.g. roles, expectations, gender debate etc. Pair activity: pairs allocated a different global region to conduct research on the informal role, what society's expectations are and how it has evolved over time. Pairs to present to group. Group activity: Discussion - what role does gender play in informal care and is this changing? Are there differences in regions across the globe?
Session 8	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Legislative context of social policy and the relationship to informal care <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline of learning objectives for session 8. Develop a mind-map with students what the key influences are e.g. pressure groups. Group activity: discussion around the current legislative context and its limitations. Individual activity: internet search/e-journal, library research and notetaking on references to informal care in legislation and legislative guidance, students to identify gaps where legislation explicitly addresses care, but not informal care. Produce comparison chart.



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Sessions	Learning Outcome(s)	Session activity
Session 9	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Europeanisation and future of informal caring <p>Sample activity:</p> <ul style="list-style-type: none">• Tutor-led discussion and presentation: Outline of learning objectives for session 9. Case studies of how informal caring varies across the globe – comparison between European approaches and approaches taken in other world regions.• Group activity; discussion around different models of support for informal carers such as greater employer support.• Group activity: reflection from own experience of challenges faced by some informal carers and how this could be supported by wider societal involvement.
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of Learning Outcome 3 and assessment activity <p>Sample activity:</p> <ul style="list-style-type: none">• Tutor-led Q&A and discussion: Review of the unit and key terms and concepts. Recap on key learning points. Review assessment task and objectives• Group activity: Mind-mapping assessment task, identification of key research material that may be used to support learning.• Individual activity: draft material or notes for assessment 1
Session 11	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Assessing the effectiveness of support services provided to informal carers <p>Sample activity:</p> <ul style="list-style-type: none">• Tutor-led discussion: Overview of Learning Outcome 4 and discussion of assessment activity reinforcing the need for appropriate academic standards.• Group activity: Quiz to assess knowledge base of students regarding the range of support services available.• Group activity: word search of key terms associated with LO4.



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Sessions	Learning Outcome(s)	Session activity
Session 12	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Social security benefits <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Outline of learning objectives for session 12. Focus on the range of social security benefits available, how carers access these including any financial assessment that may be involved and the limitations of the benefit process. • Group activity: active learning through discussion, use of case studies and group work. • Individual research: encouraged through internet links provided that allow students to generate evidence from pressure groups/professional and statutory bodies.
Session 13	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Support groups and support services available <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor presentation: Outline of learning objectives for session 13. Focus on the key support groups and services. Students encouraged to contribute to this from their own experience. • Group activity: encourage discussion through paired or small group work whereby case studies are presented by students from their own work experience • Individual research: encouraged through internet links provided that allow students to generate evidence from support groups etc.
Session 14	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • The assessment of need process <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Outline of learning objectives for session 14. Tutor to provide an overview of the assessment process and using case studies highlight the pros and cons of the process. • Group activity: case studies provided, students to discuss and produce outline flow charts of the assessment of need process in relation to case studies • Pair activity: select a case study and flow chart and develop detailed assessment plan, including the role of informal carers and support available locally using internet research and from own work experience perspective.



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Sessions	Learning Outcome(s)	Session activity
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">Review of Learning Outcome 4 and assessment activity <p>Sample activity:</p> <ul style="list-style-type: none">Tutor-led Q&A and discussion: Review of the unit and key terms and concepts. Recap on key learning points. Review assessment task and objectivesGroup activity: Mind-mapping assessment task, identification of key research material that may be used to support learning.Individual activity: draft material or notes for assessment task for part 2 assessment.
Session 16	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Assessment of the implications of informal caring on health and wellbeing <p>Sample activity:</p> <ul style="list-style-type: none">Tutor-led discussion: Overview of Learning Outcome 2 and discussion of assessment activity reinforcing the need for appropriate academic standards.Group activity: Quiz to assess knowledge base of students regarding impact of informal caring on health and wellbeing.Group activity: word search of key terms associated with LO2.
Session 17	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Impact on physical and social health and wellbeing <p>Sample activity:</p> <ul style="list-style-type: none">Tutor-led discussion: Outline of learning objectives for session 17. Who are service users? Input sought from students' own practice.Group activity: reflection and discussion in groups of the impact on physical health and wellbeing. Students encouraged to identify positive as well as negative impacts.Individual research: internet search, note making linked to assessment for learning outcome.



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Sessions	Learning Outcome(s)	Session activity
Session 18	LO2	Topic(s): <ul style="list-style-type: none">Financial impact on informal carers Sample activity: <ul style="list-style-type: none">Tutor presentation: Outline of learning objectives for session 18. Focus on the financial impact – direct and indirectGroup activity: reflection and discussion in groups of the impact on financial impact of informal. Students encouraged to identify the positive as well as the negative impact and draw on previous learning e.g. input from employers to alleviate the burden/social security benefits.Individual research: internet search, note making linked to assessment for learning outcome.
Session 19	LO2	Topic(s): <ul style="list-style-type: none">Impact on emotional and mental health and wellbeing of the informal carer Sample activity: <ul style="list-style-type: none">Tutor-led discussion: Outline of learning objectives for session 19. Discussion to identify the value of involving service users in service deliveryGroup activity: group presentation using own practice examples to identify how the informal carer can be affected emotionally and mentally and the support that is available.Individual research: internet search, note making linked to assessment for learning outcome.
Session 20	LO2	Topic(s): <ul style="list-style-type: none">End of unit evaluation and review of assessment Sample activity: <ul style="list-style-type: none">Tutor-led discussion: Review learning of the unit and assessment activityPair activity: peer supported review of assessment activitiesIndividual activity: produce reflective log reviewing own contribution in placement to the experience of informal carers



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Higher Nationals in

Social and Community Work

SCHEME OF WORK

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

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Health, Safety and Risk Management in Social Care Environments	Tutor:	
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Unit Number:	14	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore aspects of legislation, regulations and codes of practice that support health, safety and risk management in care environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Determine own role in developing risk assessments and supporting risk-taking in safe environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Examine the impact upon the individual of risks to personal safety and wellbeing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review person-centred approaches to health, safety and risk management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic(s): <ul style="list-style-type: none">• Unit introduction• Health and Safety legislation Sample activities: <ul style="list-style-type: none">• Tutor-led session: Health and Safety legislation• Group activity: Research a piece of legislation and present information to peers.• Individual activity: Link legislation to practices in setting.
Session 2	LO1	Topic(s): <ul style="list-style-type: none">• Regulations that influence policy development• Hand out assessment activity 1 Sample activities: <ul style="list-style-type: none">• Tutor-led session: Regulations that influence policy development• Group activity: Review main regulations and link to policies in setting.• Group discussion: Policy implementation in the setting
Session 3	LO1	Topic(s): <ul style="list-style-type: none">• Care standards—benchmarks and regulatory frameworks Sample activities: <ul style="list-style-type: none">• Tutor-led session: Care standards—benchmarks and regulatory frameworks• Group discussion: Speaker from Skills for Care or other professional/regulatory body to discuss Standards in care.• Group activity: Develop poster display of main care standards.
Session 4	LO1	Topic(s): <ul style="list-style-type: none">• Codes of practice and agreed ways of working Sample activities: <ul style="list-style-type: none">• Tutor-led session: Codes of practice and agreed ways of working• Group activity: Bring in copies of policies and procedures from setting, and compare and discuss.• Group discussion: How are policies developed in the setting?



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	Topic(s): <ul style="list-style-type: none">Formative feedback session for Assessment Activity 1Hand out Assessment Activity 2 Sample activities: <ul style="list-style-type: none">Individual activity: One-to-one tutorial support, formative feedback and reviewPair activity: peer-supported review of progress on unit and feed forwardGroup discussion: Assessment work and progress
Session 6	LO2	Topic(s): <ul style="list-style-type: none">Risk management in care Sample activities: <ul style="list-style-type: none">Tutor-led session: Risk management in careGroup activity: Develop posters of aspects of risk management in care.Group discussion: Bring in copies of risk assessments from workplace, compare and discuss.
Session 7	LO2	Topic(s): <ul style="list-style-type: none">Risk assessment process Sample activities: <ul style="list-style-type: none">Tutor-led session: The risk assessment processGroup discussion: Health and Safety executive representative to discuss sensible risk assessment with group.Group activity: Develop risk assessments based on case study scenario.
Session 8	LO2	Topic(s): <ul style="list-style-type: none">Risk taking and person-centred care Sample activities: <ul style="list-style-type: none">Tutor-led session: Risk taking and person-centred careIndividual activity: Develop reflective summary of evidence of individuals taking risks.Group activity: Develop poster of examples of individuals taking risks.



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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic(s): <ul style="list-style-type: none">Balancing choices and risk enablement cultures Sample activities: <ul style="list-style-type: none">Tutor-led session: Balancing choices and risk enablement culturesGroup discussion: Manager from a local care setting to discuss risk assessments and balancing risk against responsibility.Individual activity: Develop reflective summary of ways choices are balanced.
Session 10	LO2	Topic(s): <ul style="list-style-type: none">Formative feedback session for Assessment 2 Sample activities: <ul style="list-style-type: none">Individual activity: One-to-one tutorial support, formative feedback and reviewPair activity: peer-supported review of progress on unit and feed forwardGroup discussion: Assessment work and progress
Session 11	LO3	Topic(s): <ul style="list-style-type: none">Personal safety Sample activities: <ul style="list-style-type: none">Tutor-led session: Personal safety in different care environmentsGroup activity: Training on safe restraints and holdsGroup discussion: Manager from setting will discuss ways to maintain personal safety as well as safety of users.
Session 12	LO3	Topic(s): <ul style="list-style-type: none">Effects of unsafe practices Sample activities: <ul style="list-style-type: none">Tutor-led session: Effects of unsafe practicesGroup activity: Review recent serious case reviews and present to peers a case identifying how unsafe practice was not reported.Group activity: Identify ways to challenge poor practice and develop poster displays.



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Safety and personal security measures <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Safety and personal security measures Group activity: Research different security aids used in the home and in settings, then develop a poster to present these to the group. Individual activity: Visit local community resource offices to view security and safety aids available to individuals, use to develop own assessment.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Positive behaviour management <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Positive behaviour management Group discussion: Senior care worker to discuss positive behaviour strategies used in settings. Individual activity: Reflect on ways you manage behaviours in your own role.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for Assessment Activity 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One-to-one tutorial support, formative feedback and review Pair activity: peer-supported review of progress on unit and feed forward Group discussion: Assessment work and progress
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Mental Health Act and capacity to give consent <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Mental Health Act and capacity to give consent Group activity: Research aspects of the Deprivation of Liberty Safeguards and present to peers. Group discussion: Ethical considerations in cases in which consent for treatment is refused.



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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Risk management processes and the multiagency team <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led sessions: Risk assessment processes and the multiagency team Group activity: Develop poster presentations on the roles and responsibilities of different agencies in risk management. Group discussion: How do you contribute to multiagency assessments in your role?
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Health and Safety considerations in person-centred planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Health and Safety considerations in person-centred planning Group discussion: Care manager to give talk on person-centred planning and the role of health and safety. Individual activity: Reflect upon ways to ensure a person-centred approach in own role and responsibilities in supporting effective health and safety measures.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One-to-one tutorial support, formative feedback and review Pair activity: peer-supported review of progress on unit and feed forward Group discussion: Assessment work and progress
Session 20	LO1-4	<p>Topic(s):</p> <ul style="list-style-type: none"> Unit evaluation and review <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion: Evaluative feedback Individual activity: Produce unit evaluation feedback. Individual activity: One-to-one with tutor for summative assessment feedback



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Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 15 Youth and Community Work

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Youth and Community Work	Tutor:	
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Unit Number:	15	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore approaches to youth and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Describe the role and responsibilities of a youth and community development workers in facilitating community initiatives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Review the role of multidisciplinary teams in enabling effective youth and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Introduction to Unit and LOs• Assessment requirements• Defining youth and community work <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor presentation: Present an outline of unit expectations and assessment activities.• Tutor-led discussion: Explore student experiences, current roles and aspirations to evaluate groupings and activity groups.• Group activity: Using specific role titles, e.g., youth workers in clubs and community workers in family centres, encourage students to explore the possible roles of those working in these areas.• Individual activity: Research different roles and responsibilities, and assess differences further.
Session 2	LO2 and LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Exploring specific responsibilities of professionals working in youth and community work practice <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Assess the roles and responsibilities required for youth and community work. Use the internet or other sources to access up-to-date information.• Tutor-led discussion: Share and highlight key responsibilities and identify differences and similarities between specific roles in each area of the sector providing support to young people (e.g. education, social care, health, youth justice, child and adolescent mental health or local authority teams).• Group activity: Using case study scenarios, identify key professionals that worked in each area, the types of support they provided in the scenario and how multiagency work was conducted.• Individual activity: Develop notes on one area of youth and community work practice and identify key roles and responsibilities.



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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO2 and LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Developing a profile for a professional working in youth and community work roles and responsibilities Assessment Activity <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Using information gained from previous session and own research, compile job descriptions for two professionals working within youth and community work practice; identifying where any differences lie. Tutor-led discussion: Provide feedback and hold a whole-group discussion on the key aspects of job roles and person specifications Pair activity: Assess the knowledge and interpersonal skills key to each role and make notes for own assessment development. Tutor presentation: Explain the requirements for set Assessment Activities and planning. Individual activity: Produce summative chart of key similarities and differences between roles and responsibilities.
Session 4	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Explore contemporary issues relating to youth and community work <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline expectations for the research report for the assessment activity and give an overview of key social issues. Tutor-led discussion: Encourage students to put forward suggestions of key issues, highlighting the most popular ones. Pair activity: Using the internet or other sources, conduct a quick search of common issues. Whole-group activity: Share findings and compile lists of issues within specific categories, e.g., criminal activity, community relationships, civic engagement and citizenship.
Session 5	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Types of inequality and creating positive environments <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Provide scenarios with instances of inequality. Discuss key ideas for overcoming and addressing inequalities. Whole-group activity: Discuss findings from each aspect of inequality. Individual activity: Explore different forms of inequality relating to youth and community work; assess similarities and differences.



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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploration of economic issues <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review learning and individual student research on key strategies and provide overview to economic issues that affect youth and community work. • Pair activity: Using the internet and other sources, explore economic issues and data gained from government statistics in key areas, e.g., insecurity, poverty, unemployment income and lifestyles; consider the impact on professionals' roles in supporting individuals with economic issues. • Whole-group activity: Provide feedback on key issues and assess impact on different aspects of inequality, e.g., criminal activity, low educational achievement and social isolation.
Session 7	LO1 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Implications of services and practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Give a review of learning. • Whole-group activity: Discuss the possible implications for service provision and own professional practice. • Pair activity: Use scenarios to work through different situations and assess likely implications for the social care sector in terms of funding, sustainability and regeneration. • Group activity: Peer feedback on activities, discussion examining implications and own roles in ensuring that positive outcomes are achieved through innovation and championing best practice.
Session 8	LO1 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Developing research on social issues impacting young people <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Discuss the basic research skills used to explore a social issue relating to youth and community work. • Small group activity: Identify research on contemporary social issues in youth and community work practice applicable to own local area. • Pair activity: Assess the validity and reliability of information and findings in research discovered in group activity. • Tutor-led discussion: Give feedback on assessing the validity and reliability of issues, drawing on key areas to assess validity and reliability.



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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Writing and presentation• Critical analysis• Research skills for exploring current social issues <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Using extracts from research into social issues, encourage students to critically evaluate evidence on presentation, content and validity.• Tutor-led discussion: Debate the term 'critical analysis' and how this can be used to assess impact of social issues.• Group activity: Produce a spider diagram of various sources that can be used in report writing, including how and where to locate the sources.• Individual activity: Conduct internet search for a social issue in own area of interest that impact on young people: identify issue; produce list of evidence in literature on the topic and write a brief critical analysis of the implications for the social care sector of the issue identified.
Session 10	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Introduction to Assessment Activity 2 objectives• Reviewing key principles of youth and community work <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor presentation: Discuss aims and objectives for Assessment Activity 2.• Tutor-led discussion: Open a debate on students' own perceptions on key principles and practices, e.g., the importance of accessible environments, anti-oppressive principles and their own behaviours and language in different situations.• Group activity: Using scenario/role play, e.g., dealing with disclosure, boundaries, professional development and supervision, encourage students to consider the practices and challenges associated with work with individuals in different situations.• Individual activity: Conduct own research into key principles for development of the Assessment Activity.



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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Legislation—safeguarding, Health and Safety and inspection frameworks <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led presentation: Explain the key aspects of legislation applicable to working practice, the importance of ensuring own and others' Health and Safety and welfare, promoting equality and diversity.• Group activity: Role-play scenarios where key legislative requirements are not being met in practice and discuss the possible implications for service practices and provisions.• Pair activity: Create an outline for policy and procedures for one of safeguarding, Health and Safety, risk management, equality and diversity.• Whole-group activity: Discuss key aspects of policy that professionals need to know and perform within the boundaries of.
Session 12	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Inspection frameworks• Tutorials• Exploring legislation in more detail <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Encourage debate about inspection frameworks and explain what is expected.• Pair activity: Using the internet and other sources, outline frameworks for inspection in own area; compare your findings with another area.• Group activity: Using information gained from the paired activity, explore the key aspects of inspection frameworks in youth and community work practice.• Individual activity: Develop notes from learning for own assessment activity.



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO1 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none">Valuing and promoting diversity difference and inclusion <p>Sample activities:</p> <ul style="list-style-type: none">Group activity: Using scenarios of different situations, e.g., difficulties in accessing provision and discriminatory behaviour and language, encourage students to identify the impact of discrimination and inequalities in practice and provision and how they would challenge it.Tutor-led discussion: Assess the potential impact of inequalities on individual's health and wellbeing as well as the impact on own organisation. Highlight key points and legislation governing your area.Individual activity: Compile notes and conduct research in own workplace setting on ways that diversity, difference and inclusion are supported.
Session 14	LO1 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none">Health and Safety, keeping individuals safe from harm <p>Sample activities:</p> <ul style="list-style-type: none">Tutor presentation: Discuss key legislative frameworks, e.g., Health and Safety at Work Act 1978, Children's Acts (1989, 2004 etc.), that govern regulatory frameworks for Safeguarding.Pair activity: Give students one area, e.g., Health and Safety and safeguarding, conduct internet searches of policies and procedures in different areas of provision, e.g., nursery settings, care homes, school settings and hospital settings; identify areas of policy and links to legislation.Tutor-led discussion: Identify key similarities and differences between different types of provision.Individual activity: Reflect on own practice and compare it with learning for development of assessment activity.



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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO2 and LO3	<p>Topic(s):</p> <ul style="list-style-type: none">Continual professional development and its impact on practice and provision in meeting individual needs <p>Sample activities:</p> <ul style="list-style-type: none">Tutor presentation: Discuss the role of reflection in order to promote best practice and strategies in which students engage to develop practice and provision.Individual activity: Develop a reflective summary of own practice when promoting area, e.g., a family strategy, supporting an individual through a transition, encouraging attendance at a class; assess effectiveness in strategies used and how these could be developed.Pair activity: Using scenarios of different situations (e.g., engagement in services, peer-led programmes), assess the ways that reflection can be used to develop best practices and promote outcomes for individuals.
Session 16	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">TutorialPreparation for assessment activityUse of reflectionsReview of learning <p>Sample activities:</p> <ul style="list-style-type: none">Individual activity: Complete reflections of learning covering unit content.Tutor support: Give feedback on performance.Pair activity: Using scenarios to aid learning, e.g. providing an overview of a setting with a brief overview of individuals within a setting and their situations, encourage students to assess, e.g., accessibility of environment to meet individual needs, types of information and how it is recorded and stored, boundaries to confidentiality, health, safety and welfare of individuals.Individual activity: Complete reflections on pair activity.



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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Meaning and purpose of multidisciplinary working • Tutorials <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Encourage debate on what a multidisciplinary workforce is and provide examples in other areas. • Group activities: Explore the agencies, professionals and others in one area of practice that can create a multidisciplinary team feedback on key areas roles and responsibilities. • Pair activity: Use scenarios to explore how others' involvement can encourage, resolve and promote best practice; take key considerations, e.g., sharing of information and professional boundaries, into account.
Session 18	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Value of multidisciplinary teams for collaboration and enterprise <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Explore students' own views on how a multidisciplinary workforce can improve outcomes and promote opportunities. • Group activity: Use scenarios to explore the ways that multiple agencies can be used to promote areas of good practice and provision. • Pair activity: Explore ways that knowledge exchange can be used to develop practice and encourage multiagency working.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Developing a presentation to promote area of practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Give a recap on learning throughout the unit, encouraging students to reflect on the roles different professionals have in youth and community work and the value of multi-protection working to create an integrated working model. • Pair activity: Using learning from the unit, develop a short presentation for the final session that explores the role of youth or community work practice, including the roles and key responsibilities, the legislative frameworks key to good practice and the possible implications of those using these services, e.g., equalities, discrimination, based on information using own backgrounds, together with reflection on own learning. • Individual activity: Reflect on learning in the unit and prepare an assessment activity Assessment Activity.



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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Presentations• End-of-unit assessment and evaluation <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Give a presentation of your chosen area to an audience.• Group activity: Give feedback on presentations, highlighting key aspects of practice and provision.• Tutor-led discussion: Give a review of learning and offer feedback on individual questions.• Individual activity: Develop final assessment activity.



Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 16 Sociological Approaches in Social and Community Work

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Sociological Approaches in Social and Community Work	Tutor:	
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Unit Number:	16	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe factors influencing an individual's vulnerability to social inequality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore sociological approaches used in social and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore how sociological approaches are used to address issues of social deprivation and inequality in own country	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Compare sociological approaches to social and community work practice in different nations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Underpinnings to sociological approaches in social and community work practice: Defining poverty and vulnerability <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Overview LO and discuss assessment activities and expectations (academic writing skills). Group activity: Engage in activities that draw on students' own experiences working in the practice, looking for examples of vulnerability, poverty and inequalities. Pair activity: Explore the causes of vulnerability in defined areas. Individual activity: Research, exploring the meaning of poverty and vulnerability and links to own practice.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Effects of inequalities on individuals <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Drawing on individual research, explore the meaning of inequalities, and extend the discussion to the external and internal side of vulnerability. Pair activity: Using scenarios based on different forms of inequality, have students reflect on the external and internal indicators and impact of vulnerability Group activity: Discuss different scenarios, debating alternative views of what constitutes vulnerability, and the appropriateness of the term 'vulnerability' when used to describe individuals experiencing inequality
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Political context <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led introduction: Provide contextualisation by illustrating a historical perspective for changes in demography and cultural influences. Pair activity: Conduct Internet searches exploring changes in society in own country over time. Class discussion: Provide feedback and a review of the changes, drawing hypothesis for causes. Individual activity: Explore the practice and profession using three strands—individual casework, social administration and social action in preparation for the next session.



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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Taking the modern-day perspective using a holistic approach <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: The approaches used in current practice for understanding and intervening in social problems Pair activity: Research specific factors, e.g., secularism, ideologies and identity, which make individuals more vulnerable to inequalities. Individual activity: Research factors affecting vulnerability and the links between power and oppression that lead to inequality, in preparation for next session.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Factors influencing vulnerability to inequalities, continued; organisations that inform prevalence of inequalities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Illustrate different statistical services for researching the prevalence of inequalities. Pair activity: Use identified sources to explore the significance of different factors influencing inequalities. Group activity: Prepare a brief presentation to the whole class on findings from paired activities. Individual activity: Reflect on learning and source information on forms of inequality relevant to own practice, making notes on assessment tasks.
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of LO1 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review learning objectives in unit, recap key learning points and assess learning through questioning, introduce assessment task and objectives. Group activity: Have a discussion on own learning and sources of information on forms of inequality, discuss the potential impact on service provision in own areas of practice and provision. Individual activity: Make notes on key learning from unit to form an outline for Assessment 1 session activities. Individual activity: Develop own academic writing skills, Harvard citation and referencing using sources of evidence identified in previous sessions' activities



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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Part 2 assessment activity outline Overview of sociological approaches <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline the unit and assessment requirements. Pair activity: Assess understanding of traditional psychodynamic underpinnings informing current-day sociological approaches. Group activity: Debate usefulness of underpinning approaches in informing own practice and understanding individual personality and behaviours.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Overarching sociological perspectives Interactionist theories (symbolic interactionism) <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Define interactionist theories, assessing students' current knowledge. Relationship between symbolic interactionism and labelling theory. Pair activity: Research interactionist theories using internet and library sources. Group activity: Hold a class debate on findings and developing critique. Individual activity: Research interactionist theories and develop critique.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Interactionist theories, continued: Critiques <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and class debate: Present findings from students' own research on interactionist theories. Pair activity: Discuss the usefulness of interactionist theories and links to overarching sociological approaches. Individual activity: Explore key theorists' models, e.g., Maslow and Shulman's interactional model



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Conflict theories <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Conflict theories and major theorists, e.g., Marx, Weber and Foucault • Pair activity: Explore conflict theories using the Internet and library sources. • Individual activities: Research conflict theories and compare them with interactionist theories. • Tutor presentation: Applying conflict and interactionist approaches in practice. • Group activity: Apply theory to practice—developing critique of advantages and disadvantages in practice.
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Systems theorists <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Systems theories • Pair activity: Explore systems theories relating to family, organisational and society systems (use Internet/library). • Pair activity: Explore different systems and their interrelationship • Pair activity: Open and closed systems, challenges associated with closed systems in practice • Individual activity with Tutor guidance: Prepare for Assessment Activity 2.
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Systems theories • Tutorials for assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor discussion: Review learning different systems and challenges in practice. • Pair activity: Using Bronfenbrenner's ecological approach, define the characteristics within systems and goal theory. • Pair activity: Explore theories to practice and develop critique of advantages and disadvantages of applying theories in practice.



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of learning• Assessment activity <p>Sample activities:</p> <ul style="list-style-type: none">• Individual research: Review different approaches and usefulness in own practice.• Pair activity: Develop a small presentation for the next session on the sociological approach applied to practice.• Whole group discussion: Review unit and recap on key areas.• Tutor-led discussion: Assessment Activity 1
Session 14	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Presentations <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Present five-minute presentations on chosen theories, assessing the impact and the advantages and disadvantages in practice.• Whole-group activity: Provide feedback on presentations.• Individual activity: Develop presentations to incorporate into Assessment Activity 1
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Exploration of sociological approaches used in own country• Introduction to Assessment Activity 2 <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor presentation: Discuss types of inequalities and how sociological approaches can address inequalities.• Group activity: Research aspects of inequality, e.g., social and economic wellbeing, crime and justice.• Group debate: Effectiveness of approaches at tackling aspects of inequality• Individual activity: Identify inequalities in own practice area/area of interest.



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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the impact in practice of applying sociological approaches to different situations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led debate: Impact on practice and provision in different areas of social and community care practice Group activity: Divide into three groups, each one assessing the impact on individual users of services, families, carers and professionals. Individual activity: Assess the impact on own area of practice/area of interest.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Impact of sociological approaches on wider provision Preparation for assessment task <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Impact on wider provision—reviewing different services, e.g., resources, access to services and quality Pair activity: Explore the implications on two different areas of provision drawing conclusions on effectiveness of approaches Tutor-led activity: Review learning and assessment activity
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Drawing comparisons from different nations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Introduce an outline for different approaches, e.g., USA, Antipodes, Asia and Europe. Pair activity: Conduct searches using the Internet of provision in other nations to draw comparisons. Group activity: Review paired activity searches and draw up an outline of key models, roles and responsibilities. Individual activity: Conduct own research exploring a chosen model from another nation.



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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Impact of sociological approaches comparing to own country• Value of understanding different models in reflecting on and promoting professional practice and provision• Development of PowerPoint activity for presentation <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Review student research on different models, drawing up key comparisons for whole group discussion.• Group activity: Debate the value and impact of learning from other models on students' own practice and professional development.• Individual activity: Tutor guidance in developing presentation of own research comparing own country with another nation.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of learning• Presentations of research <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Review learning of the unit and assessment activities.• Individual activity: Give a five-minute presentation comparing own country model with another nation's.• Group activity: Provide whole-group feedback to individual presentations.• Individual activity: Using feedback, develop a PowerPoint for Assessment Activity 2



Pearson Higher Nationals in Social and Community Work

SCHEME OF WORK

UNIT: 17 Effective Reporting and Record-keeping in Health and Social Care Services

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Effective Reporting and Record-keeping in Health and Social Care Services	Tutor:	
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Unit Number:	17	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe the legal and regulatory aspects of reporting and record keeping in a care setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore the internal and external recording requirements in a care setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Review the use of technology in reporting and recording service user care in a care setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Demonstrate how to keep and maintain records in a care setting in line with national and local policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Unit introduction and assessment overview • The legal requirements <ul style="list-style-type: none"> ○ What are the legal requirements when recording or reporting information within a care setting? ○ Establishing the difference between a legal requirement and relevant guidance from codes of practice ○ Identifying the legal expectations of the General Data Protection Regulation (GDPR, 2018) and the principles of reporting and recording <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: introducing the GDPR and comparison to the Data Protection Act (1988) • Group activity: exploring individual legislation and guidance, feeding back on the requirements of reporting and record-keeping for each • Individual activity: notetaking from video on data protection • Pair activity: from handout and notes from video on data protection principles: Reflection on how data protection principles are enacted in own workplace
Session 2	LO1	<p>Topic(s): The legal expectations</p> <ul style="list-style-type: none"> • What are the legal requirements when recording or reporting information within a care setting? • The creation of the Caldicott Principles and their purpose • Review of the expectations of other relevant legislation appropriate to various health and social care settings <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: complete Q&A worksheet on video on the Caldicott Principles • Small group activity: Research on other relevant legislations, guidance and codes of practice relevant to individual students' work settings • Individual activity reviewing record-keeping policies

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s): How regulatory bodies impact on records</p> <ul style="list-style-type: none"> • The impact that regulatory bodies have on reporting and record-keeping • How the Care Standards and the Care Quality Commission identify requirements of record-keeping and associated reporting and how they monitor recording and reporting • Review of current inspection reports to discuss findings in terms of reporting and recording <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led exploration of current CQC inspection report relevant to own work placements to identify monitoring of record-keeping • Pair activity on comparison of findings between settings • Individual activity – notetaking from video on the updated Care Standards
Session 4	LO1	<p>Topic(s): How the State views and train staff in keeping records</p> <ul style="list-style-type: none"> • What are the Fundamentals of Care? • What are the statutory requirements for reporting and record-keeping and how does it relate to staff working in care environments? • Devising strategies to remedy negative findings <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity reviewing the statutory guidance related to reporting and record-keeping in care settings • Pair activity to review the training delivered to ensure staff are prepared to work within the guidelines • Individual activity to review own workplace compliance with statutory guidance
Session 5	LO1	<p>Topic(s): How regulatory bodies view and train staff in keeping records</p> <ul style="list-style-type: none"> • How does the regulatory body guide specific care staff e.g. care assistants in terms of changes to requirements for record-keeping? • How is this responsibility shared and monitored with all staff? <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group activity: discussion on video on the national Code of Practice for care workers and implications for own practice • Tutor-led discussion: importance of keeping up to date with regulatory guidance with regards to record-keeping. How can this be achieved? • Pair activity to review the training in own setting delivered to ensure staff is prepared to work within the guidelines.



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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	<p>Topic(s): What happens if we do not comply?</p> <ul style="list-style-type: none"> • The implications of failing to comply with legal requirements of reporting and record-keeping • Discussion of the possible sanctions which could be applied • Consequences of non-compliance to the individual <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity - Viewing and taking notes on BBC reports on data protection breaches • Small group activity: Examination of case studies related to the outcomes of settings failing to comply • Tutor-led exposition - introduction to Assessment 1
Session 7	LO2	<p>Topic(s): Why do we need to record and report?</p> <ul style="list-style-type: none"> • The purpose and nature of reporting and recording information • Examination of the multiple purposes of written records used on a daily basis within care settings • Identification of the various methods of sharing information <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity involving the distribution of types of materials and the identification of the different purposes of sample records, presenting feedback to group • Pair activity to complete sample form and peer assessment of completed forms to check for accuracy and validity • Individual review of sharing practices within own setting
Session 8	LO2	<p>Topic(s): How do we maintain confidentiality and how do we dispose of records?</p> <ul style="list-style-type: none"> • The maintenance of confidentiality, both electronic and manual • Review of the need to retain records and how they should be disposed of <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group activity: research on maintaining confidentiality – the processes and practices internally and between organisations • Individual research on own setting's storage and disposal processes • Pair review of national guidance on retention and disposal of records – compare with own setting's processes and guidance. Are there differences? Why? Does this impact the risk level of own setting?

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s): What happens if we make a mistake?</p> <ul style="list-style-type: none"> • Identification of consequences of errors in recording and reporting • Who is responsible for maintaining confidentiality? • How accuracy is checked – the process of auditing <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: reviewing case studies where errors in record-keeping had had implications for service users, settings or staff. Identify the issue, the appropriate response/procedure that could have been taken to prevent the error and propose resolution. • Presentation to group of findings • Group activity to review the audit process promoted by national guidance on record-keeping standards in care
Session 10	LO2	<p>Topic(s): How and why do we share information?</p> <ul style="list-style-type: none"> • What the purposes and ethical implications of sharing information are • Review of why we share information and how information could be used • Identification of how to gain individuals' consent to share • Introduction to Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity on the purposes of sharing information, exploring the ethical issues • Individual creation of permission forms to be used in collection of own data • Tutor-led exposition on Assessment 2
Session 11	LO2	<p>Topic(s): How and why do we share information?</p> <ul style="list-style-type: none"> • The ICO code of practice and obligations and powers • Review of those areas which have exemptions to sharing • How this code is enforced <p>Sample activities:</p> <ul style="list-style-type: none"> • ICO video on data sharing and personal records access • Pair activity exploring the terminology and processes of the ICO code of practice • Individual activity on the ICO personal information online code of practice



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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2	<p>Topic(s): Reviewing internal record-keeping</p> <ul style="list-style-type: none"> • The legal aspects of retaining information • The processes of disposing of records • Statutory code of practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity to explore the statutory code of practice with respect to record-keeping in care settings • Group review of security practices in work settings • Individual review of own workplace storage and disposal of records
Session 13	LO2	<p>Topic(s): Reviewing internal record-keeping</p> <ul style="list-style-type: none"> • Process of auditing records • Introduction to national records management audit frameworks • The processes and practice – how does the process compare to own setting? <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity reviewing the processes in a given framework e.g. the NHS Records Management Audit Framework • Present feedback to group of process • Individual audit of internal records made and stored in own work setting using Framework explored. Take notes on effectiveness of process in own setting using framework as a guide.
Session 14	LO2	<p>Topic(s): Reviewing internal record-keeping</p> <ul style="list-style-type: none"> • Feedback of audit process carried out in setting • Improvements identified and strategies discussed to change the situation • Telecare recording and sharing <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group activity sharing audit results, looking at best and worst practice and improvement strategies • Class activity: creation of best practice chart taken from all audits • Pair activity: creation of strategy list to overcome shortcomings identified

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO2	<p>Topic(s): Reviewing records completed for external agencies</p> <ul style="list-style-type: none"> • Introduction to external recording and reporting requirements • The requirements of reporting and recording accidents and incidents (RIDDOR) requirements <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity sharing and completing incident and accident report forms – peer review • Small group activity: review of HSE online reports and completion of forms • Individual activity reviewing own workplace policy on reporting accidents and incidents
Session 16	LO2	<p>Topic(s): Why do we need to report protection issues and how do we do this?</p> <ul style="list-style-type: none"> • The expectations of child and adult protection and reporting concerns • Evaluation of the Care Act and safeguarding reporting requirements • How to liaise with local authorities <p>Sample activities:</p> <ul style="list-style-type: none"> • Whole class activity: Watch and discuss current and relevant videos on reporting e.g. 'Mandatory Reporting essential to effective safeguarding' (https://www.youtube.com/watch?v=tyjkA5j-Ps4 , BBC, 2014) or 'BBC Documentary Panorama Behind Closed Doors Elderly Care Exposed' (https://www.youtube.com/watch?v=guETCAUsY2M, BBC Documentary, 2014) • Individual research on SCIE Learning together, reviewing partnership working and sharing information • Pair activity: reflection on own practices and implementation of the Care Act and safeguarding reporting requirements



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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic(s): What impact is technology having on recording and reporting?</p> <ul style="list-style-type: none"> • How technology is impacting on reporting and record-keeping in care settings • The use of digital care plans – exploration of care apps • Exploration of the processes and practices of digital working <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity - Download and view digital recording systems on tablets or phones – review accessibility, service, training requirements etc. • Pair activity discussing the documents on digital capabilities e.g. Skills for Care digital capabilities/digital working, learning and information sharing document, e.g. Personalised Health and Care 2020 – a framework for action • Individual review of technology used in own setting
Session 18	LO3	<p>Topic(s): How does technology impact on service users?</p> <ul style="list-style-type: none"> • How technology empowers service users • Review of how service users access their own information • Review of the benefits of and barriers to digital working <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity reviewing national guidelines on service user access to records • Individual activity – notetaking on Skills for Care video on telecare and review of ethical issues • Pair activity – listing and commenting on reporting and record-keeping technology used on own setting and it's benefits and drawbacks

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s): Showing an understanding of the requirements of accurate, appropriate and efficient record-keeping</p> <ul style="list-style-type: none">• Demonstrating how to complete a relevant record accurately following guidelines• Identification of appropriate forms to complete• Process of obtaining permission <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity to complete sample forms – peer reviewed• Individual activity to complete permission form to record and share information from own setting• Group activity: discussion of shared sample forms, identifying good practice and points for improvement
Session 20	LO4	<p>Topic(s): Showing an understanding of the requirements of accurate, appropriate and efficient record-keeping</p> <ul style="list-style-type: none">• Identifying the need to comply with the local and national policies• Tutor support to review completed documents and support improvements• Supporting discussion of improvements in the workplace – comparison of settings <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity to complete sample forms – peer reviewed• Individual activity identifying areas of improvement required• Tutor-led review – impact of learning from unit on own practice of reporting and record-keeping



Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 18 Resource Planning in Social and Community Care Services

For use with the Higher National Certificate and
Higher National Diploma in Social and Community Work
First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Certificate/Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	4
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Unit Title:	Resource Planning in Social and Community Care Services	Tutor:	
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Unit Number:	18	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the importance of effective resource identification in social and community care services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore individual and organisational factors that give rise to the need for specific resources in social and community care services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explain the process of needs analysis in supporting and promoting effective use of resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Conduct a needs assessment on a specific aspect of provision in a social or community care service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic(s): <ul style="list-style-type: none">• Unit overview assessment activities and expectations• Use of reflection to develop practice skills and knowledge Sample activities: <ul style="list-style-type: none">• Tutor presentation: Explanation of unit and outcomes, setting targets and expectations• Tutor-led discussion: Explore student knowledge and experience of resource planning as well as ability to carry out project work.• Group activity: Discuss students' roles in the workplace and involvement in resource planning, and assess required key values and competencies.• Individual notes: Make notes that reflect on own skills and competencies for use in future sessions.
Session 2	LO1	Topic(s): <ul style="list-style-type: none">• Types of community resources Sample activities: <ul style="list-style-type: none">• Group activity: Devise notes on types of resources needed in social and community care services, then provide feedback to group and record key aspects, e.g., property and land.• Pair activity: Using set scenarios, identify necessary key resources.• Individual activity: Research own use of resources and how they are used.
Session 3	LO1	Topic(s): <ul style="list-style-type: none">• Exploration of types of resources and where they are found, differences between individual and community resources Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Encourage debate to gain baseline understanding of individual and community resources in different environment or locations• Group activity: Discuss ideas on what constitutes individual and community resources, then provide feedback to whole group.• Pair activity: Explore voluntary, private, and statutory services, and identify forms of resources and how they are used.• Individual activity: Conduct research in own workplace for resources and how they are used to support or enable effective provision and practice.



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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Legislation and regulation• Use of Care Act 2014 <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Overview of the need for legislation, regulation, and relationships in resource planning• Group activity: Explore use of Care Act 2014 and how principles can be used in resource planning, e.g., how resources can support personal dignity, physical and mental health.• Individual activity: Research other areas of Care Act and relationships, and make observations of own practice, regulations or guidelines.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Recap• Guidance on development for assessment activities• Tutorials <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Engage in whole-class debate regarding principles and values, and how they are reflected in practice and relate to resource planning• Tutorials: Guidance on resource planning, exploring different forms of community resources in different environments• Pair and then individual activity: Develop notes for assessment activities using own research.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Organisational factors that give rise to need for resources• Individual factors that give rise to need for resources <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Recap types of resources and how they are used, then link to individual factors that give rise for the need for resources.• Group activity: Using set criteria/context, consider different service user needs, e.g., mental health patients and the elderly; create list of resources needed and factors that can impact the need for resources.• Individual activity: Conduct research on one organisational and one individual factor and related resource need in own workplace, local area and nationally.



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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Individual factors and organisational factors <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage students to debate their research on individual factors that give rise for the need for funding Group activity: Using research and notes highlighted in class discussion, create lists of organisational factors that would give rise to the need for resource planning. Individual activity: Make observations in own practice and draw comparisons.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Identifying appropriate resources for different needs <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor introduction: Recap and discuss students' research and knowledge of individual and organisational factors Group activity: Use set tasks for different needs, e.g., poverty, safeguarding, offending behaviour, and mental health. Identify appropriate resources for different needs. Pair discussion: Draw comparisons with own organisation and make notes for assessment activities.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> National, regional and local funding and policies Regulatory needs <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Recap and discuss students' research on individual and organisational factors and identification of appropriate resources, then introduce notion of regulatory needs. Pair activity: Using given areas of need, research the types of national, regional or local support available, along with strategies. Individual activity: Explore regulatory funding priorities and restrictions in own organisation.



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	Topic(s): <ul style="list-style-type: none">• Tutorials, assessment preparation• Recap Sample activities: <ul style="list-style-type: none">• Group activity: Explore students' individual research into regulatory funding priorities and relationships in own organisations, then draw comparisons.• Tutorials: Whole-group and individual tutorials discussing findings and comparisons, followed by recap of learning and assessment activity requirements• Individual activity: Assessment activity preparation
Session 11	LO 3	Topic(s): <ul style="list-style-type: none">• Overview of Learning Outcomes and assessment of needs process Sample activities: <ul style="list-style-type: none">• Tutor presentation: Discuss outcomes and requirements for Learning Outcomes. Encourage debate and identify processes involved in an assessment of needs analysis.• Group activity: Draw up key elements required for developing an assessment of needs using set scenarios/context.• Individual activity: Explore ways own organisation conducts needs analysis, and keep for future sessions.
Session 12	LO3	Topic(s): <ul style="list-style-type: none">• Best practice• Assessment of needs and effective use of resources Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Debate student findings on ways their organisations conduct needs analysis, and encourage discussion on developments for cost-effective interventions.• Group activity: Draw up and discuss key criteria that effective use of resources should demonstrate (e.g., priorities, balance, effective use and relationships).• Individual activity: Draw comparisons with own organisation, making notes for future sessions and assessment activities.



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Linking Session 12 with current session • Learning Outcomes <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Debate best practice and effective use of resources, drawing on key points. • Group activity: Using set criteria/context, create a list of how effective use of resources can bring about positive outcomes, and identify factors that may affect those outcomes. • Individual activity: Draw comparisons with own organisation, and conduct research in preparation for assessment activity.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Frameworks for assessment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Discuss notion of frameworks and other tools that support the ability to assess suitability, quality and cost efficiency of resources. • Group activity: Research frameworks (with guidance from tutor) used in different organisations as well as situations for immediate and long-term support needs. • Individual activity: Using own observations, draw comparisons and make notes for assessment activity.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Requirements for resource planning at organisational level <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Using notes from previous sessions and context/criteria set by the tutor, discuss the requirements for organisational functioning, e.g., legislation, regulation, best practice and performance management (needed skills and knowledge, procedures) • Tutor-led discussion: Encourage debate and feedback, drawing on key points • Individual activity: Reflect on learning and own work placement experience of impact of frameworks on resource planning



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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Engaging communities in resource planning Recap <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Recap what's been learned thus far and discuss the importance of engaging with communities to source feedback, build community cohesion and develop partnerships. Pair activity: Using set criteria/context, draw up ways communities can engage in resource planning and objective completion. Discuss the importance of developing and maintaining positive relationships throughout and beyond process development. Individual activity: Research and observe community relations and assess activity development of own practice.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Needs analysis <p>Sample activities:</p> <ul style="list-style-type: none"> Group activities: Using set criteria/context, develop a list of functions needed to analyse and identify resources required for a service, e.g., costs and justification. Tutor-led discussion: Provide feedback and highlight key points. Individual activity: Reflect on how own organisation conducts needs analysis and devise ways to develop own resource plan.
Session 18	LO 4	<p>Topic(s):</p> <ul style="list-style-type: none"> Knowledge and skills for resource planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Drawing on key points, encourage debate on the previous session and on student research into organisational processes for needs analysis. Pair activity: Identify each other's skills and knowledge, draw up a framework of needs for each and reflect on how to achieve required skills and knowledge for resource planning. Individual activity: Reflect on learning and compare with own role within organisation. Source training or other information on how to develop skills and knowledge necessary for resource planning.



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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">Analyse effectiveness of reflection as a toolGroup tutorial <p>Sample activities:</p> <ul style="list-style-type: none">Tutor-led discussion: Debate students' research and reflections, and gain feedback on usefulness of reflection as a tool to help develop knowledge and skills.Pair activity: Using set techniques, complete reflections and discuss necessary skills and knowledge with peer. Relate these skills to work on own resource planning exercise and identify SMART targets.Individual activity: Develop assessment activity and research the ways plans are developed in own practice and organisation.Individual activity: Develop needs analysis for an aspect of own provision.
Session 20	LO 4	<p>Topic(s):</p> <ul style="list-style-type: none">Impact of resource planningDevelopment of needs analysis for an aspect of provision <p>Sample activities:</p> <ul style="list-style-type: none">Individual presentations: Present poster with feedback forms that outline needs analysis of resources for an individual activity/initiative, factors that give rise for the need, funding and other resource needs, processes and risk factorsWhole-group activity: Discuss posters, focusing on presentation, content and information.Tutorials: Individual and group tutorials that give feedback on presentationsIndividual activity: Assessment activity completion



Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 19 Reflective Approaches in Implementing Person Centred Practice

For use with the following qualifications:

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

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Reflective Approaches in Implementing Person Centred Practice	Tutor:	
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Unit Number:	19	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Promote a holistic approach to person-centred practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Review current policies, legislation and regulations in relation to effective person-centred practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Reflect on own practice within health, care or support settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • An introduction to the unit's content and assessment • Reviewing person-centred care and ensuring dignity • Support considerations <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: The unit content and assessment requirements and deadlines. • Tutor-led activity: whole class Q&A and discussion - general/prior knowledge of person-centred care – focus on dignity in care • Pair activity: Person-centred care in practice. Reflection on own practice, and observations of others. Discuss how well examples given show that person-centred care is being delivered, identifying areas that should be included within an assessment to ensure that individual needs are being met. • Group activity: Support considerations – respect and individuality, privacy, independence. Students review case studies that include different age groups and needs, identifying how they could provide dignity in their care for the individuals concerned and provide feedback to the other groups. • Plenary activity with Q&A session: The considerations that must be taken into account when delivering person-centred care. Bring together the feedback from the group activities and discuss any information that was omitted.
Session 2	LO1, LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Reviewing inclusive and person-centred practice • Issue Assessment: Part A and C and planning for evidence for Part C <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Define inclusive and person-centred practice • Lecture: Inclusive and person-centred practice • Pair activity- students to watch current and appropriate video on the person-centred approach e.g. 'Changing Minds: An Introduction to Person-Centred Care (https://www.youtube.com/watch?v=a9zHr1SbdRY, ScrippsAging, 2015) and take notes. • Group activity – reflective discussion. How is this approach reflected in students' work placement? Groups record answers to present back to the class • Q&A activity: The requirements of Parts A and C. Tutor to clarify that evidence for Part C is being collated on an ongoing basis throughout the unit and students' placements • Individual activity: one to one meetings with workplace mentor to plan workplace activity and support

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Professional approaches of a practitioner working in health and social care Working with families, carers, groups and communities Dealing with conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Q&A activity: Professional expectations Group activity: The attributes, skills and qualities of a professional working in health and social care – what is expected of a care practitioner, personal hygiene and appearance, dealing with unacceptable standards Tutor-led discussion: The approaches that are expected in the profession – care, compassion, competence, communication, courage (honesty), commitment Group activity: Identifying the conflicts between the wishes of the individual and agencies or families with the use of case studies. The importance of working with families and carers and the lines of communication that may need to be addressed. Tutor-led discussion: approaches to conflict resolution Individual activity – students produce related reflective summary of own experience in practice
Session 4	LO1, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Inclusive and person-centred practice and workers Recognising the importance of valuing the diversity of individuals receiving care and/or support <p>Sample activities:</p> <ul style="list-style-type: none"> Whole class discussion – mind-mapping exercise, identifying the different characteristics of individuals currently accessing the services students work in Teacher exposition on protected characteristics, linked to class discussion Group activity – does identifying personal characteristics of the individuals we work with matter? Should it impact the care provided and if so, how? Whole class activity – students to watch a current and appropriate video on needs of diverse populations and the impact on the care they seek or receive e.g. Ageing and Ethnicity: Dementia Matters Ethnic Concerns (https://www.youtube.com/watch?v=elpo6d3GWCI, Policy Research Institute on Ageing and Ethnicity, 2013) and take notes. Pair activity: What does this mean in terms of the care we plan and provide? Group activity – discussion – Each group given a personal characteristic to consider. How do and should workers in residential care ensure their practice is inclusive and person-centred taking into account the characteristic discussed? Present findings to the group as a whole.

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1, LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Dignity in Care – promoting compassion, respect, effective communication and social inclusion, choice and control, privacy, nutrition and practical assistance • Implications for the planning of care <p>Sample activities:</p> <ul style="list-style-type: none"> • Speaker- resident from a local care home, and family member/ friend/ advocate. What is important to the individual being cared for? Followed by Q&A • Tutor-led discussion – what do we mean by dignity in care? How do we demonstrate this in practice? • Group activity – students to review the common core principles of dignity in care (e.g. on http://ccpdignity.co.uk/). Groups allocated a principle and develop a role play scenario of how this principle can be enacted in practice • Small group activity – round-robin role play – students given case studies. Three students in each group – resident, care worker, observer. Observer to feedback to care worker how they demonstrated dignity in the care provided – and areas for improvement • Pair activity – pair to produce a summary care and support plan for the individual in the case study that reflects the principles of dignity in care. The role of the individual's family/advocate must be considered.
Session 6	LO1 - LO4	<p>Topic(s)</p> <ul style="list-style-type: none"> • Communicating sensitively • Recap on communication theories • Data protection <p>Sample activities</p> <ul style="list-style-type: none"> • Tutor-led discussion: Communicating complex and sensitive information to professionals and families • Group role play with different situations, peer observations and feedback given on areas for development and good practice • Tutor-led discussion: Communication theories and their application within health and social care • Tutor-led discussion and presentation: Data protection legislation and cybersecurity • Individual activity – students produce related reflective summary of own experience in practice

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1, LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Person-centred practice in care settings • Consequences of poor practice in care settings <p>Sample activities:</p> <ul style="list-style-type: none"> • Speaker- advocate from a service users' voice group/advocacy service. What are the issues faced by service users in receipt of care? Followed by class discussion with the speaker. • Tutor exposition - the consequences of a lack of person-centred practice on the individual, workers, the organisation and care system, our society – to include a current and appropriate video to illustrate points e.g. 'Avoiding unnecessary hospital admissions among older people: residential care homes' (https://www.scie.org.uk/socialcare/v/video-player.asp?v=avoidunhospadmiresidential, SCIE, 2012) • Pair activity: Discuss key points raised in the video in relation to person-centred practice. • Group activity: Discuss how own practice could be improved. • Individual activity – students produce related reflective summary of own experience in practice
Session 8	LO1, LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Reflecting on the application of inclusive and person-centred practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity – peer review: Reflection on learning to date and on own practice in care, identifying best practice or areas for development. • Tutor-led whole class discussion – practical considerations: challenges with implementing a consistently person-centred approach in practice, where and how does slippage tend to occur? Students to watch current and appropriate video on unconscious bias to facilitate discussions e.g. What is Unconscious Bias? (https://www.youtube.com/watch?v=rbe5D3Yh43o, Employers Network for Equality and Inclusion, 2014) • Group activity- from areas of challenge identified, groups to discuss solutions on three levels: managerial, supervisory and care worker. Solutions should be informed by service user involvement, and the involvement of friends/family/advocates • Individual activity – students produce related reflective summary of own experience in practice

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Can medical models be person-centred? • Are social models always person centred? <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: practitioner-led versus person-centred approaches: medical and social models of care • Group activity: Using case studies, students explore how medical and/or social models reflect practitioner-led or person-centred approaches. • Tutor-led discussion: Trust, advocacy, empowerment, the holistic approach to care • Whole class discussion – how muddy is the water? Distinguishing between models of care and approaches to care – recognising comparative and distinctive features of each
Session 10	LO1 & LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Dilemmas in person-centred care • Issuing Part B <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Risks, abuse and challenging behaviour • Tutor-led discussion: Dealing with inappropriate and challenging behaviour, reporting inappropriate behaviour and managing situations • Group activity: Ethical dilemmas with the use of case studies • Tutor-led discussion: The evolution of changes in acceptable practices, an historical view of practices used previously and unacceptable practice in present day. This could include recent events that have had media coverage. • Group activity: Discussion on policies in own workplace settings that provide a framework for addressing challenging behaviour, and the practical approach to the implementation of these policies • Individual activity – students produce related reflective summary of own experience in practice

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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO1 , LO2 & LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of student progress on Parts A and C Confidentiality Visit to a local resource centre/establishment that has specialist equipment to enable users of services to live independently <p>Sample activities:</p> <ul style="list-style-type: none"> Brief tutor-led review of assessment requirements followed by open Q&A activity to address general questions and concerns Tutor-led discussion on confidentiality and identifying when confidentiality could be broken Individual activity – students produce related reflective summary of own experience in practice Visit to a local resource centre/establishment that has specialist equipment to enable users of services to live independently. Students to take notes on how the equipment provided supports individuals to live independently. Complete checklist of equipment against own experience of using the equipment for areas to improve (towards Part C).
Session 12	LO1	<p>Topic(s)</p> <ul style="list-style-type: none"> Review of visit from previous session Submitting Part A <p>Sample activities</p> <ul style="list-style-type: none"> Tutor-led discussion: Lessons learnt from the visit in the previous session 10–15 minute appointments with individual students to discuss Part A submission, identifying good practice and areas for development Individual activity – students produce related reflective summary of own experience in practice
Session 13	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Current legislation applicable to person-centred care <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led Q&A: Identifying relevant legislation associated with person-centred care Pair activity: students to review prior learning at Level 4 re: key legislation on health and safety, safeguarding, equality and diversity and anti-discriminatory practice. Produce quick interpretive summary of legislation identified in relation to its implications for person-centred policy and practice in care settings Group activity: Discussion on implications of the legislation on practice/planning, systems and resources that need to be made available

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Care planning, legislation, regulations and policy• Best practice• Barriers <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led presentation: The importance of planning before, during and following the delivery of care – reviewing the care planning cycle. Incorporate best practice guidelines on personalised care and support planning (e.g. from https://www.england.nhs.uk/publication/personalised-care-and-support-planning/).• Pair activity: producing care and support plans with the use of case studies and list of relevant legislation, regulation and standards. Students to highlight where in their care plan they have reflected these requirements• Group activity: Overcoming barriers of miscommunication when implementing a care plan, taking into account ethics, cultural norms and the individual's wishes and preferences.• Individual activity – students produce related reflective summary of own experience in practice
Session 15	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of student progress on Part B• Recap of input as required <p>Sample activities:</p> <ul style="list-style-type: none">• Open Q&A activity to address general questions and concerns• Individual student queries and questions• Pair work – pair review of systems and policies identified in own workplace settings in relation to assessment requirements

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Submitting Part B Positive partnership working Whistleblowing <p>Sample activities:</p> <ul style="list-style-type: none"> 10–15 minute appointments with individual students to discuss Part B submission, identifying good practice and areas for development Guest speaker: Working in partnerships within the local area Tutor-led overview: Good practice when partnerships work Group activity: Case studies where good practice could be identified Tutor-led discussion on whistleblowing policies Group activity: discussing case studies relating to whistleblowing and implications for own practice
Session 17	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Codes of practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: review of the requirements for Part C – the needs that should be included, expectations of self, others and organisation, reflection, barriers, team working, critical evaluation and recommendations Group activity: Each group focuses on one of the above topics and presents how this could be included within the assignment. Tutor-led discussion: Agency codes of practice and group cohesion
Session 18	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflective practice and reflective learning Continuing Professional Development (CPD) <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led Q&A: Reflective practice and reflective learning. Including the identification of good practice using examples from the workplace Pair role play: Reflective practice and reflective learning Tutor-led discussion: The importance of CPD for reflective practice and learning Plenary session: Lessons learnt about reflective practice and reflective learning

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Effectiveness of team working• Mentoring and coaching• Barriers to professional working <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led presentation: Different types of teams• Group activity: Effective team working – meeting objectives, meeting needs, team performance, supporting others• Pair activity: Identifying own skills that need developing• Tutor-led discussion: Mentoring, coaching and supervision• Group activity: discussion on barriers to professional working• Individual activity: Students make an action plan for areas that need to be developed.
Session 20	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Submission of Part C with support available from tutor <p>Sample activities:</p> <ul style="list-style-type: none">• Students to work individually on Part C• Tutor support available within class• Tutor to lead discussion on common challenges within the assessment• Submission of Part C

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 20 Investigating Innovative Approaches to Practice in
Social and Community Work

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Investigating Innovative Approaches to Practice in Social and Community Work	Tutor:	
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Unit Number:	20	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Discuss how innovative approaches to community and social work practice can effect improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine how organisations manage and develop innovative practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Review how own research and investigation skills can support innovation in social and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Demonstrate project-based learning in investigating the impact of innovation on current social or community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activity
Session 1	LO1	Topic(s): <ul style="list-style-type: none">• Explain the main concepts associated with innovative practice in social and community work Sample activity: <ul style="list-style-type: none">• Tutor-led discussion and presentation: Give the definitions of innovation, enterprise, entrepreneurship and creativity.• Group activity: Students will produce a poster defining key terms and identify examples from their own practice.• Individual activity: Conduct an internet research to develop baseline knowledge.
Session 2	LO1	Topic(s): <ul style="list-style-type: none">• History of innovation in social work Sample activity: <ul style="list-style-type: none">• Tutor-led discussion and presentation: Present examples of innovation from social or community work practice.• Pair activity: Students to research online and identify an additional case study to and present summary back to group, justifying how identified case study represents innovation in the sector• Group activity: Students to develop spider diagram of different examples and forms of innovative approaches, practices and products used to improve services, outcomes for services users and/or practitioner's work practices

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Sessions	Learning Outcome(s)	Session Activity
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> How innovative practice has promoted positive health and wellbeing outcomes <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Discuss the impact of innovation on service user outcomes e.g. increased life expectancy, the improvement in morbidity rates, improved models of learning and/or education, the impact of mental health and wellbeing and cost-effective innovations. Group activity: Develop a mind map that illustrates how the above has promoted health and wellbeing. Individual activity: Conduct individual online research to investigate an area of improvement in health and wellbeing over time in own nation/region and the innovation or innovative approaches that have contributed to these
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> How innovation promotes personal and professional development <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor presentation and discussion: the impact of innovation on professional development. Pair activity: Students to reflect on their own professional development and identify their own needs. Are there examples of innovation or innovative approaches to practice that can meet or contribute towards meeting these needs? Group discussion: reflecting on pair discussions - are there commonalities between students in terms of need or innovation identified? Why? How does this help us begin to explore our role in contributing to innovation?
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 1 and assessment activity <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give a review of the unit and its key terms and concepts. Recap key learning points and review the assessment task and objectives. Group activity: Develop a mind-map of the assessment task, identifying key research material that may be used to support learning. Individual activity: Draft material or notes for the assessment task for the Part 1 assessment.

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Sessions	Learning Outcome(s)	Session Activity
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Examine how organisations manage and develop innovative practice <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give an overview of Learning Outcome 2 and discuss assessment activity reinforcing the need for appropriate academic standards. Group activity: discuss own workplace settings, are there examples of innovation or innovative practice currently evident? What were the factors that enabled these? Are there areas for improvement that require innovative solutions? What influences an organisation's approach to innovation? Pair activity: based on group discussion, what role can you play in supporting innovation in your workplace setting? Produce a spider diagram of ideas Tutor activity: consolidation of learning and link to importance of fostering a culture of innovation
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Communication and innovation <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline learning objectives for Session 7. How do we communicate today? How have our methods of communication changed? What does this mean for the service user and each other? Pair activity: Encourage students to compare and contrast how we communicate today as opposed to 50 years ago and discuss the benefits of modern communication. Group activity: Students to discuss findings and produce comparative table
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Employee engagement <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give an outline of learning objectives for Session 8; brainstorm terms such as risk-taking, building diverse teams, etc. Group activity: Discuss the impact of each concept. Individual activity: Research information using the internet, e-journals and the library.

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Sessions	Learning Outcome(s)	Session Activity
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Workplace environment <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline the learning objectives for Session 9; give a presentation on the importance of continual professional development, building capacity and resilience; explain the importance of tolerance and self-reflection. Group activity: Discuss the impact of each environmental factor. Paired activity: Reflect on how the workplace environment and innovation have impacted service delivery within their own area of work.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 2 and assessment activity <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review the unit and its key terms and concepts, giving a recap on key learning points; review the assessment task and objectives. Group activity: Create a mind-map of the assessment task, identifying key research material that may be used to support learning. Individual activity: Draft material or notes for the Part 1 of the assessment task.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> The role of research <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Give an overview of Learning Outcome 3 and discuss assessment activity that reinforce the need for appropriate academic standards. Group activity: Mindmap the role of research with students, followed by a quiz and discussion. Individual activity: Conduct an internet search and make notes linked to the assessment for the Learning Outcome.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of writing skills <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led presentation: Outline the learning objectives for Session 12; focus on key issues such self-reflection and critiquing Group activity: Explore active learning through discussion; compare and contrast terms. Individual activity: Encourage students to generate evidence through provided internet links.

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Sessions	Learning Outcome(s)	Session Activity
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Research methodologies <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor presentation: Outline the learning objectives for Session 13, focusing on the key research methodologies. • Group activity: Encourage discussion through paired or small workgroups in which students will compare and contrast different methods and their uses. • Individual activity: Use internet research to generate evidence for the group activity.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Evaluating impact of research <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Outline the learning objectives for Session 14. Ask students how to measure the success of their research. • Group activity: Provide case studies which encourage internet research. • Individual activity: Encourage students to reflect on case studies and determine how to measure the impact of research methods.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of Learning Outcome 3 and assessment activity <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review the unit and its key terms and concepts; recap key learning points and review the assessment task and its objectives. • Group activity: Mind map the assessment task, identifying key research material that may be used to support learning. • Individual activity: Draft material or notes for assessment task for the Part 3 assessment.

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Sessions	Learning Outcome(s)	Session Activity
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Develop a project using research methods that evaluate innovation in the workplace <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give an overview of Learning Outcome 4 and discuss the assessment activity and academic standards required, e.g. plagiarism, referencing and bibliographies. Group activity: Mind map types of projects students may want to undertake, identifying innovative practice. Individual activity: Conduct an internet search, making notes which are linked to the Learning Outcome assessment.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Project-based learning <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Present an outline of learning objectives for Session 17, including a definition of PBL, how it can be employed and its main characteristics. Give examples from your practice. Group activity: Hold group discussions on how PBL could be used and applied within the project. Individual activity: Conduct an internet search, making notes which are linked to the Learning Outcome assessment.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Design thinking <p>Sample activity:</p> <ul style="list-style-type: none"> Tutor presentation: Present an outline of learning objectives for Session 18, focusing on what design thinking is, how it compares and differs to PBL and how design thinking can lead to innovation. Give case study examples. Group activity: Conduct internet research to identify examples of design thinking. Individual activity: Determine the value of design thinking for your own project.

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Sessions	Learning Outcome(s)	Session Activity
Session 19	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Presenting project proposals <p>Sample activity:</p> <ul style="list-style-type: none"> Individual activity: Presenting project proposals Group activity: Feedback on individual presentations, providing support for development Individual activity: Continuation of research project Individual activity: Workplace guidance/mentoring, tutorials on progress and feedback
Session 20	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Presenting project proposals <p>Sample activity:</p> <ul style="list-style-type: none"> Individual activity: Presenting project proposals Group activity: Feedback on individual presentations, providing support for development Individual activity: Continuation of research project Individual activity: Workplace guidance/mentoring, tutorials on progress and feedback
Session 21	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing research activity <p>Sample activity:</p> <ul style="list-style-type: none"> Individual, paired and group discussions and tutorials on progress through research process Individual tutorials: Reviewing progress and feedback Individual activity: Supervised study, tutorials and workplace mentoring, exploring research areas and focus and how it is used in the workplace

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Sessions	Learning Outcome(s)	Session Activity
Session 22	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessing the benefit of using qualitative and/or quantitative methods when analysing qualitative data • Methods used for data analysis <p>Sample activity:</p> <ul style="list-style-type: none"> • Tutor-led exposition – the use of coding in methods of analysing qualitative data (e.g. content analysis, grounded theory, discourse analysis and narrative analysis) • Tutor-led group activity: Provide students with completed focus group outcomes, interview transcripts, and observation records containing open and closed questions. Discuss how each can be analysed using qualitative and/or quantitative methods. • Tutor-led discussion: Present feedback to group and emphasise how quantitative or qualitative analysis can take place using qualitative data. • Pair activity: Devise coding structure and tables discussing with partners. • Group discussion: Advantages and disadvantages of using only qualitative or quantitative designs and its impact on reliability and validity of findings. • Individual activity: Refine own methods for analysis and make notes for inclusion in project.
Session 23	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Active research: development of the project using research methods to measure impact of innovation in the workplace <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Students and the tutor will discuss the project; the tutor will carefully monitor its development. • Individual/paired activity: Primary research/field work – independent research and evidence collection in workplace setting • Group activity: peer review and support to aid development
Session 24	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessment research and development <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual/paired activity: Primary research/field work – independent research and evidence collection in workplace setting • Individual activity: one-to-one workplace supervision or tutor meetings to discuss progress • Pair activity: peer review and support to aid development

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Sessions	Learning Outcome(s)	Session Activity
Session 25	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment research and development <p>Sample activities:</p> <ul style="list-style-type: none"> Individual/paired activity: Primary research/field work – independent research and evidence collection in workplace setting Individual activity: one-to-one workplace supervision or tutor meetings to discuss progress Pair activity: peer review and support to aid development
Session 26	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment research and development <p>Sample activities:</p> <ul style="list-style-type: none"> Individual/paired activity: Primary research/field work – independent research and evidence collection in workplace setting Individual activity: one-to-one workplace supervision or tutor meetings to discuss progress Pair activity: peer review and support to aid development
Session 27	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment research and development <p>Sample activities:</p> <ul style="list-style-type: none"> Individual/paired activity: Primary research/field work – independent research and evidence collection in workplace setting Individual activity: one-to-one workplace supervision or tutor meetings to discuss progress Pair activity: peer review and support to aid development
Session 28	LO3-LO4	<ul style="list-style-type: none"> Topic(s): How to present and interpret data using different formats and packages Qualitative data: thematic, content, grounded, discourse, narrative Benefits of mixed methods design for interpreting data <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Using tutor-prepared forms of qualitative data, interpret data and assess usefulness of method to own research. Group activity: Compare different forms of presentation and discuss advantages and disadvantages of techniques applied to different research scenarios. Individual activity: Assess qualitative and quantitative methods of data analysis and advantages of using a mixed methods approach.

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Sessions	Learning Outcome(s)	Session Activity
Session 29	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Recap content and review student progress Assignment Workshop Sample activity: Tutor activity: Brief tutor-led overview of assessment requirements. Group activity: Open question and answer activity to address general questions and concerns. Tutor-led activity: Review of academic requirements and submission format. Individual activity: Individual student queries and questions. Students highlight which topics/practices/theory need recapping.
Session 30	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing research activity Sample activity: Individual appointments to discuss and review research findings.
Session 31	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing research activity Sample activity: Individual appointments to discuss and review research findings
Session 32	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing research activity Sample activity: Individual appointments to discuss and review research findings
Session 33	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing research activity Sample activity: Individual, pair and group discussions and tutorials on progress through research process Individual activity: Preparing for final assessment for LO4
Session 34	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop - completing analysis <p>Sample activity:</p> <ul style="list-style-type: none"> Pair activity: Students in class completing data analysis. Individual activity: Creating charts/graphs and pie charts. Pair activity: Coding interviews, collating themes from focus group/observations records/audio tapes etc.

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Sessions	Learning Outcome(s)	Session Activity
Session 35	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop - completing analysis <p>Sample activity:</p> <ul style="list-style-type: none"> Pair activity: Students in class completing data analysis. Individual activity: Creating charts/graphs and pie charts. Pair activity: Coding interviews, collating themes from focus group/observations records/audio tapes etc.
Session 36	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Presentation of research findings <p>Sample activity:</p> <ul style="list-style-type: none"> Individual activity: Presentation of findings to whole group Whole group activity: Feedback and questions Individual activity: Integrating feedback to refine final research report
Session 37	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Presentation of research findings <p>Sample activity:</p> <ul style="list-style-type: none"> Individual activity: Presentation of findings to whole group Whole group activity: Feedback and questions Individual activity: Integrating feedback to refine final research report
Session 38	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflective writing – the challenges of reflective writing, the key features of reflective writing and getting the language right. The value of action research for health and wellbeing improvement <p>Sample activity:</p> <ul style="list-style-type: none"> Individual activity: Students reflect and present the implications of their research in terms of influencing change and improving quality of health and social care service provision. Pair activity: Students discuss and present how they would have improved their research. Group activity: – future considerations and lessons learned

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Sessions	Learning Outcome(s)	Session Activity
Session 39	LO4	<p>Topic(s): Reflecting on the research journey</p> <ul style="list-style-type: none">• Reflections on research journey and the impact of findings on self and provision <p>Sample activity:</p> <ul style="list-style-type: none">• Tutor-led discussions• Impact of research findings on own practice and provision• Impact of research findings on local and global strategies/policy• Value of research as a tool for progressing own personal and professional development• Pair activity: Making notes on reflections and feedback from others to refine research report• Individual activity: Identifying own personal and professional development needs and defining strategies for achieving goals using SMART targets
Session 40	LO1 - 4	<p>Topic(s):</p> <ul style="list-style-type: none">• End-of-unit evaluation and review of assessment <p>Sample activity:</p> <ul style="list-style-type: none">• Tutor-led discussion: Review unit learning and assessment activity.• Individual activity: Conduct an internet search, making notes linked to the Learning Outcome assessment.

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 21 Strength-Based Approaches to Working with Vulnerable Adults

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Strength-Based Approaches in Working with Vulnerable Adults	Tutor:	
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Unit Number:	21	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review contexts of working with vulnerable adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine the use of a strength-based approach to working with vulnerable adults	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Promote strength-based approaches to person-centred care and support for vulnerable adults	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess the need to balance effective risk assessment and management with promotion of individual choice and independence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction/definitions of vulnerability/conditions affecting vulnerability • Meaning of definitions, impact of label of vulnerability, range of conditions/specific needs <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Brief overview of unit, introductions • Pair activity: Consider definitions of vulnerability, what makes a person vulnerable and the impact of giving people this label. Feed into small groups. • Tutor activity: Overview of range of physical, learning and social disabilities • Group activity: Use a range of case studies to discuss factors leading to vulnerability for particular conditions, then provide feedback to whole group.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Risk/protective factors influencing vulnerability • Social support networks; financial, substance use and cultural factors; age; communication; the changing nature of vulnerability through lifespan <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Reflect on experiences of vulnerability throughout the lifespan, using own experiences, observations of others and reflections on placement experience, then provide feedback to group. • Group activity: Form small groups to investigate and discuss one risk/protective factor each, then share feedback with the main group. • Whole-group activity: Tutor to encourage identification of protective factors and how they can be strengthened.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Services to support vulnerable adults • Statutory, voluntary, formal and informal support <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Research a type of available service. • Group activity: Combine individual research to create a poster-sized 'map' or diagram of different local services. • Pair activity: Discuss the sources of informal support that individuals may receive and the positive contributions and challenges that informal carers may face. Share feedback with group.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Challenges for services that support legislation, sector skills standards related to statutory responsibilities of services Funding and resources, legislation requirements, staff and training needs <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Invite an outside speaker from a local service to discuss challenges, including legislation, faced by the service. Group activity: Discuss challenges presented by the speaker and consider ideas that may help the service overcome those challenges. Present findings to the group and to the speaker. Tutor activity: Facilitate feedback with the speaker. Individual activity: Reflect on challenges in own work setting and how they were overcome, then provide feedback to the group.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop Issue Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Introduction of assessment, submission format, and requirements Pair activity: Conduct research into one aspect of the assessment, identifying and providing references for useful sources. Group activity: Feedback from paired activity, presentation of assessments to whole group
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Strength-based approach Definition, theoretical perspective, principles of strength-based approach; assessment, partnership, hope and resilience <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Overview of strength-based approach and related theory Group activity: Produce poster of principles of strength-based approach/theory. Pair activity: Reflect on strength-based approaches taken with individuals in own work placement, then provide feedback to the group.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Strength-based assessment • Assessment as appropriate and proportionate, personal resources, abilities, skills, knowledge, potential, social network and its resources, community resources, outcome-based, collaboration, individual as expert, self-assessment, assessing needs, challenges, risks <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Interactive presentation overview of strength-based assessment principles • Pair activity: Reflect on observations in placement of assessment processes and evaluate the involvement of the individual in this process. Feedback to group • Individual activity: Using a case study from own placement or from the set assessment, consider the potential for self-assessment and resources for individuals and social networks, and how collaboration could be achieved. Provide feedback to the group.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assets/strengths mapping • Individual and community strengths: Hard strengths (health, transport, finance, housing, services), and soft strengths (personal qualities, skills, knowledge, community groups, informal support, neighbours) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Introduction to asset/strength mapping, examples of best practice • Individual activity: Identify hard and soft strengths relevant to the case study being used for assessment, then identify the best use of those strengths. • Group activity: Form small groups to explore community assets in the local area such as statutory and voluntary services, then produce a map of potential resources for case studies.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Policy and legislation, role of care worker in promoting strength-based approach • Codes of practice, relationship building, communication skills, trust and partnership, knowledge of community resources <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Overview of policy related to strength-based approaches • Pair activity: Research a piece of legislation or social policy relevant to the strength-based approach (e.g. Mental Capacity and Human Rights legislation), then provide feedback to group. • Group activity: Form small groups to explore case studies on the skills necessary for a care worker using the strength-based approach, e.g., communication, relationship-building skills and ability to instill hope.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Benefits of strength-based approach • Creation of capacity and resilience in individuals, increased self-esteem, sense of hope and optimism, individual as leader of care <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Use SCIE resources and videos to showcase best practice and how the strength-based approach can change the way support is delivered. • Pair activity: Using the case study for assessment, discuss how the individual might benefit from this approach, then provide feedback to the group. • Group activity: Form small groups to consider the possible limitations of this approach—are there individuals for whom this approach may not be appropriate? Why? Use the internet and journals to search for examples of evaluations for the strength-based approach, including its limitations and benefits, and share resources with class. • Tutor activity: Introduce Assessment 2.

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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Person-centred care/person-centred thinking • Principles of person-centred care, strength-based assessment, recognising and utilising an individual's personal strengths, multi-disciplinary work to support person-centred care, using person-centred thinking tools <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Students will review person-centred care principles covered in earlier units and provide feedback to whole group. • Tutor-led activity: Overview of person-centred thinking tools, e.g., perfect week, what's working and what's not, the Doughnut, relationship circle and communication chart • Individual activity: Use one of the person-centred thinking tools to look at own life or use case studies, then provide feedback in pairs. • Pair activity: Evaluate the person-centred thinking tools and reflect on the experience of using them.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Promoting individual involvement in care planning • Coproduction, self-directed support, identifying and using individual strengths and resources, building capacity, skills and resilience <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Interactive presentation overview of methods to involve individuals in care planning, focusing on using individual's strengths; could use videos to present examples of good practice (e.g., using SCIE website resources) • Pair activity: Reflect on observations in placement of care planning processes and evaluate the involvement of an individual in this process. • Individual activity: Using a case study from placement or a provided case study, identify strategies that may be appropriate to enhance involvement of individuals in planning their care. Provide feedback in small discussion groups.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Person-centred planning across adult lifespan • Transitions, adult life, end of life <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Identify transitions that occur across a lifespan (e.g., adolescence-adulthood, education-work and retirement), then provide feedback in small groups. • Group activity: Form small groups to explore case studies/scenarios related to transitions, and discuss how individuals may require support at different life stages. Provide feedback to the whole group. • Tutor-led activity: Facilitate a whole-group discussion of end-of-life care. Encourage students to identify issues that need to be addressed in relation to person-centred planning for the end of life and challenges that may be faced.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Promoting physical and mental health/Assessment 2 • Supporting access to community health services, e.g., general practitioner, dentist, health screening <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Use the internet to explore inequalities in health experienced by individuals with mental health problems and learning disabilities, then provide feedback to the group. • Pair activity: Explore strategies to overcome inequalities found in the individual activity and provide feedback to the group. • Group activity: Discuss how community health services can be made more accessible to individuals with specific needs and highlight examples of best practice. • Tutor activity: Introduce Assessment 2.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO2 & 3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessment workshop • Assessment 2—Case Study <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Form small groups to explore the same (or similar if using a case study from placement) case study for assessment. Discuss approaches that can be used for person-centred care planning for vulnerable individuals. • Group activity: Form small groups to consider strength-based strategies for assessment and care planning that could be (or were) used to work with an individual. Evaluate strengths and limitations of approaches. • Tutor-led activity: Review requirements for assessment, submission format, referencing, etc. Give tutorials with small groups, allowing time for research.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Risk • Definitions—range of risk, risk due to vulnerability, risk in everyday living, risk of abuse (physical, psychological, sexual or financial), risk from service failures <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Consider what risk means, including different definitions of risk, then provide feedback in pairs. • Pair activity: Give feedback on an individual activity. Discuss and list a range of risks to which individuals are exposed, and the implications for adults who are deemed vulnerable. • Tutor-led activity: Using feedback from the pair activity, provide an overview of the types of risk, filling in gaps and highlighting relevant research.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Risk assessment • Models of risk assessment, acceptable and unacceptable risk, recording and reporting risk <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Overview of theory and different models of risk assessment • Pair activity: Reflect on placement setting. What risk policy is in place? What methods are used to assess risks to individuals, staff and the public? • Group activity: Form small groups to explore scenarios related to risks in social care settings. Carry out risk assessment and give feedback to group.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Positive risk-taking in providing strength-based support • Principles of positive risk-taking—risk assessment, balancing need for safeguarding with choice, assessing capacity and proportionality, choosing least-restrictive option <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Consider definitions of risk. Identify risks that you take in your own life, give feedback to the group, and identify the need for taking risks. • Tutor activity: Overview of principles of positive risk-taking, assessing capacity • Pair activity: Use case studies to assess risks faced in different scenarios. • Group activity: Form small groups to further explore the case study, identifying where positive risks could be taken and how this could be supported in the least-restrictive manner.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Promoting person-centred support for independence/multi-disciplinary work to support independent choice • Strength-based assessment and risk assessment, promoting choice, supporting aspirations, minimising restriction, planning care in partnership with individuals, coproduction, empowerment, advocacy, self-advocacy, personal budgets, role of social care worker in promoting partnership work, statutory services, non-statutory services <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Review person-centred principles, e.g., through use of an interactive quiz, facilitate discussion on links with the strength-based approach and the role of a care worker. • Pair activity: Research one concept each (e.g. advocacy, empowerment, resilience or coproduction) and give feedback to group, sharing useful resources. • Group activity: Discuss the role of a multi-disciplinary team in supporting choice, enabling advocacy and working in partnership.

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Tensions in balancing risk and individual independence and choice, organisational factors, assessment and unit evaluation• Human rights, need for protection versus need for choice, whistleblowing policy, risk policy, risk assessment strategy, roles and responsibilities, management style, supervision, organisational culture, legislation (e.g., mental health, capacity and safeguarding) <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Discuss possible tensions in balancing risk and choice, and how they apply to own case studies. Provide feedback to group.• Individual activity: Reflecting on own placement setting, explore organisational factors relevant to effective choice versus risk management, and ways to improve them.• Tutor-led activity: Review assessment, submission format and referencing of sources• Tutor-led activity: Facilitate evaluation of unit.

Pearson
Higher Nationals in
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SCHEME OF WORK

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

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Coproduction and Partnership Working in Social and Community Work	Tutor:	
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Unit Number:	22	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the value of coproduction as a mechanism for working with service users in social and community-care related settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Review current policies, principles and practice in relation to enabling effective partnership working to support coproduction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Examine the impact of coproduction on individual service users' wellbeing and in relation to service improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LO4 Reflect on own practice of working in partnership and coproduction within a social or community care-related setting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and outcomes • Assessment Activities • Collaborative enterprise <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: presentation of unit and outline of assessment activities • Tutor-led discussion: Encourage debate as to the meaning of co-production in different situations. • Pair activity: Internet search on ways that coproduction is used in different context • Tutor-led debate: Utilising term collaboration, joint involvement episodes • Group activities: Read outline of the work of Vygotsky; Wood, Bruner and Ross; and Mercer. Debate the value of theory in informing practice and working together in different situations in various organisations outside an educational context.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Discussing aims of coproduction <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Using learning from previous session apply coproduction principles and align with theoretical ideas on collaboration • Group activities: Tutor provides different organisations within social and community work settings to encourage students to debate the aims of coproduction e.g., sharing power, facilitating services, developing positive team working environments. • Individual activity: Explore ideas in own practice and make notes of areas of coproduction.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Professional attributes towards coproduction • Knowledge, behaviours and skills <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Encourage students to explore the attributes needed for coproduction. • Pair activity: Create a list of the skills, behaviours and attributes necessary for a specific area of social and community work practice, give feedback to the whole group. • Individual activity: Reflect on own skills and knowledge and identify key areas for development to be able to effectively develop coproduction.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring own values, beliefs, attitudes <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Use scenarios illustrating characteristics (values, beliefs, attitudes) of professionals working in social and community work; consider impact on ability, e.g., consider others' ability to form equal partnerships, make positive contributions, facilitate, empower and disempower others. • Tutor-led discussion: Facilitate group discussion on own values, beliefs, attitudes in developing skills for coproduction • Pair activity: Reflect on others' skills, values, beliefs and attitudes; and consider how these impact own ability to work in a coproductive environment, e.g., consider presentation skills, language, professional behaviours, own attitudes, beliefs and attitudes.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of knowledge, skills and behaviours; aligning with skills and competencies required for successful coproduction • Assessment activity <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review learning; and facilitate discussion on individual students' own strengths in coproduction, e.g., confidence in empowering others, facilitating opportunities for coproduction and partnership working. • Group activity: Use of role-play meetings, assign roles to members of the group (e.g., chair, member who disengages, overzealous member, attentive but quiet person); chair has to encourage members to a complete task that involves coproduction or partnership working • Pair activities: Reflect on group activities and highlight key areas of difficulty and success; identify strategies to positively engage others in coproduction and partnership working • Tutor-led discussion: Whole-group discussion on perceptions and strategies for coproduction, review of assessment activity • Individual activity: Develop notes for assessment task.

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing policies and principles of practice relating to coproduction <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Learning Outcome and principle areas to cover Group activities: Explore aspect of legislation and assess how it can be used to enable coproduction (e.g., Equality and Diversity legislation, EU General Data Protection Regulation 2018), and examine ways these and other acts can affect principles and practice of coproduction. Tutor-led discussion: Encourage students to provide feedback on possible impacts of different legislation, and for students to develop key notes Individual activity: Explore legislative frameworks that have been subsumed into policy in own setting, and make notes for next session.
Session 7	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring how legislation is translated to policy <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Explain the purpose and need for policy that reflects legislative frameworks in individual settings and consider the impact of no or inaccurate reflection. Group activity: Using notes made from own setting, encourage students to develop a framework for policy for working in a coproductive environment focusing on key areas of practice, e.g., safeguarding, Health and Safety, data protection. Tutor-led discussion: Encourage feedback, record key points for student use Pair activity: Using the outline for policy, consider the impact on individuals and how this is applied to work in practice. Individual activity: Make notes on own practice focusing on coproduction for next session.
Session 8	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Examining the way that legislation and policy can be translated into practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Reviewing learning in previous sessions, encourage students to debate the impact of legislation and policy in practice. Group activity: Use scenarios to explore different aspects of work practice, and align with policy and practice. Pair activity: Use scenarios to explore individual situations and consider how students can empower, facilitate and promote coproduction between colleagues and individuals, while having regard for policy and legislative frameworks. Individual activity: Develop notes for own assessment task

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring levels of coproduction • Assessment activity <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Introducing notion of descriptive, intermediate and transformative levels of coproduction; importance of understanding coproduction is a meeting of minds and finding shared solutions • Group activity: Provide students with one of the three levels and scenarios; and ask them to consider the ways coproduction is couched and how it would affect ability to facilitate, and empower coproductive environment (e.g., descriptive—coproductive taking place in delivery of services). • Individual activity: Consider different levels of coproduction and co-design of services that involve individuals. • Tutor-led discussion: Assessment activity requirements
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Reflections on practice developing a coproductive environment within social and community work <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Examine the importance of self-reflection in developing a coproductive environment and the use of a reflective log, in order to gather evidence. • Group activity: Examine own current practice in developing a coproductive environment, consider barriers and make suggestions on how to overcome them. • Individual activity: Using feedback from group activity, develop notes on own practice and own role in developing a coproductive environment; draw up key aims to provide evidence for knowledge required (e.g., how to implement systems to enable transfer of knowledge, facilitate and encourage self-organisation).

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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Examining the possible impact of own skills on individuals' families and communities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage feedback from group and individual activities of previous session; gain feedback on the challenges that students may encounter in facilitating a coproductive environment; and consider factors that impact it (e.g., ability to create environments based on legislative or policy requirements). Group activity: Use scenarios using different situations (e.g., professional using inappropriate communication style, developing partnerships, promoting inclusion) to encourage students to assess the ways that their own skills can be used to empower and develop coproductive environment Individual activity: Reflect on own skills and develop action plan for gathering evidence to support coproduction in own practice.
Session 12	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Impact of own skills reflections Tutorials <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Use feedback from previous session's group and individual activities to examine challenges and success and encourage debate to put forward suggestions for individual dilemmas. Pair activity: Share experiences and support in developing strategies to overcome challenges in creating a coproductive environment. Tutorials: Support in developing evidence for reflective portfolio and action plan for self-development Individual activity: Developing evidence for portfolio, notes for assessment activity
Session 13	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Examination of possible challenges to own practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage feedback from students on own experiences and note the key themes of challenges. Group activity: Use scenarios/role play to encourage students to consider individual situations (e.g., barriers between people, partnership working, lack of social cohesion, extending networks for coproductive environments). Pair activity: Consider own practice and support students in overcoming barriers and addressing challenges to coproductive environments. Individual activity: Making notes for own reflections and action planning

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Reflections • Tutorial support <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Encourage debate about students' perceptions following previous session's activities, and explore and encourage debate on any dilemmas faced. • Individual and/or group activity: Individual and/or group work on own practice evidence • Individual activity: Self-reflection and action planning, developing notes for assessment activity, work practice skills and knowledge
Session 15	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of learning and assessment activity • Overview of LO4 outcomes <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review of learning, assessment activity overview for LO4 • Pair activity: Using one aspect of coproduction, have students create a presentation on how to develop, challenges, overcoming barriers, working within policy and practice, with an aim to cover all learning in unit. Students should draw on own experiences to support the presentation. • Individual activity: Explore own practice and evidence to support the presentation.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Positive effects of promoting a coproductive environment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Encourage debate about key benefits of developing a coproductive environment. • Group activities: Use of set scenario (e.g., knowledge exchange opportunity, conference, training event), developing strategy for service delivery; design a plan for developing strategies for a coproductive environment using transformative level • Pair activity: Work on presentation utilising own practice evidence and evidence from group activity

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Considering the impact on a coproductive environment on the wellbeing of individuals <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Feedback from previous session and assessing key benefits for promoting coproduction; consideration on impact on individuals Pair activity: Consider impact of different forms of coproduction (Tutor could provide situations, e.g., taking control of a situation, empowering an individual in choosing own provision, shared planning). Consider impact on the individual's wellbeing and how it impacts on service practice and provision. Pair activity: Developing presentations Individual activity: Developing notes, workplace practice
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Impact of ineffective strategies on ability to promote coproduction <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Feedback from previous session, note key points; encourage students to now consider the impact if they use ineffective strategies Group activity: Provide students with scenarios/role play of individual situations (e.g., unequal relationships, where the professional dominates and takes control of a situation without considering needs, wishes, preferences of individuals) to encourage debate about how it makes individuals feel and the effects on their health, wellbeing and perception of service provision. Pair activity: Develop presentations; Tutor support in developing to encourage whole learning input
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Positive outcomes of coproduction Service improvement <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review previous session and explore the ways that a positive coproductive environment can impact services provision, perceptions and attitudes of all involved in social and community work practice. Group activity: Draw up key benefits for coproductive environment in terms of service provision, individual health and wellbeing, perceptions of others inside and outside the organisation, promoting confidence and self-esteem, own professional development. Pair and individual activities: Reflecting on learning of unit and developing notes for individual assessment tasks and presentation

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Presentations• Review of learning and assessment <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Presentations creating a coproductive environment• Group activity: Feedback and debate about effects of creating coproductive environment• Tutor-led discussion: Review of learning and assessment activity• Individual activity: Completion of final assessment activity

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 23 Managing Quality in Care Environments

For use with the following qualifications:

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

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Managing Quality in Care Environments	Tutor:	
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Unit Number:	23	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Discuss the impact that improving quality has on different individuals in a care setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore quality improvement requirements in a care setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Plan and monitor improvements to quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Introduction to the unit specifications and assessment requirements</p> <ul style="list-style-type: none"> Theories of quality improvement – review of Servqual, TQM and CQM What makes a quality company? Comparison of Google and Amazon <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Class discussion comparing and contrasting technical and functional quality Group activity: reviewing the different theories of Servqual, TQM and CQM Tur-led presentation to the group on quality theory Individual activity: Taking notes on videos on quality companies followed by whole class discussion
Session 2	LO1	<p>Topic(s): How organisations meet statutory requirements</p> <ul style="list-style-type: none"> CQC expectations of quality provision NICE expectations of quality standards and indicators Review of the process of local authority governance of adult social care <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity reviewing case studies of CQC reports, identifying poor, good and outstanding quality, and presenting feedback on positives and negatives to group Pair activity exploring an individual aspect of the quality standards set for specific tasks. This is quite challenging reading and may need careful selection and tutor guidance throughout. Pair activity reviewing different local authority governance documentation to identify different aspects of quality within adult social care services
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of the process of local authority governance of adult social care Review of the CQC Five Year Forward View The Adult Social Care Transformation Programme <p>Sample activities:</p> <ul style="list-style-type: none"> Watch the Five Year Forward launch video and identify the main points that are addressed to improve quality. Group activity to discuss the Adult Social Care Transformation Programme Individual reflective activity - Identifying the potential impact on the social and community care services in terms of staffing cost and change to practice

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<ul style="list-style-type: none"> • Topic(s): How do organisations meet Health and Safety quality requirements? • What defines quality in safety • How safe is our environment to start with and how could it be improved? • Case studies of good and poor quality care environments <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion of the CQC essential standards of quality and safety • Group activity on Health and Safety statistics to identify what constitutes quality provision relating to industry • Individual activity researching own setting's Health and Safety policies in relation to the quality of provision
Session 5	LO1	<p>Topic(s): How do we use standards to improve quality?</p> <ul style="list-style-type: none"> • How do we set standards to improve quality? Reviewing targets, benchmarks and performance indicators • What minimum standards impact on quality improvement? • How do Quality Assurance Frameworks support improvement? <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity reviewing the various standards relevant to individual settings • Whole class activity: watch and take notes on videos on Quality Assurance • Individual activity: reviewing National Occupational standards and minimum standards to identify how students' own standards could be improved • Preparation for Assessment 1
Session 6	LO2	<p>Topic(s): How do we meet our stakeholders' need for quality provision?</p> <ul style="list-style-type: none"> • Establishing who our internal stakeholders are • Review of quality statistics relating to service users' feedback • What could be enhanced or improved from the service user perspective and that of their families <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity identifying the internal stakeholders of own organisation • Pair activity looking at different potential aspects of improvement for users of the service • Group activity identifying potential improvements to partnership with families

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • What is the impact of improving quality on service users? • Sample activities • Tutor-led activity - Presentation of the impact on service users of poor and good quality, including video on the impact of poor quality • Group activity: Examination of data compiled on good quality settings and the impact quality has on service users and staff • Individual activity: Completing service user audit of satisfaction • Individual activity: Completing audit of inclusive practices in the setting • Pair activity: comparing outcomes of audits
Session 8	LO2	<p>Topic(s): How can we improve the quality of our partnership working?</p> <ul style="list-style-type: none"> • Review of who our partners are • How do individual organisations manage partnership working? • What needs to improve in individual settings in terms of partnership working, and how would we know? <p>Sample activities:</p> <ul style="list-style-type: none"> • Whole group activity – watching and taking notes on video on partnership working • Small group activity reviewing the management of partnership working – case studies • Individual activity reviewing partnership working in own setting
Session 9	LO2	<p>Topic(s): Reviewing staff</p> <ul style="list-style-type: none"> • Evaluation of the current personnel situation in the setting – how does recruitment and training impact on quality? <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Review of NICE training for quality videos, watch and taking notes • Whole class activity: Discussion comparing the costs of employing highly qualified staff or training for progression • Group activity: online research on how recruitment could improve staff quality • Tutor-led activity: discussion reviewing case studies on the benefits of employing quality staff • Individual activity: reviewing current staffing status of setting in order to identify the potential recruitment or training needs to improve quality of service provided

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s): Reviewing policies and procedures</p> <ul style="list-style-type: none"> • Establishing existing levels of quality through the review of existing documentation including organisational policies • Identifying current resources including budgets, equipment, and accommodation with a view to utilising them in improving quality • Reviewing changes to current room layout to improve quality of layout <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity reviewing sample quality policies, presenting and feeding back to group • Group activity: Watching NICE videos on quality provision and taking notes • Group activity: analysing case studies of centres of excellence
Session 11	LO3	<p>Topic(s): How do we find out people's views of the current situation and of improvements required?</p> <ul style="list-style-type: none"> • The methods of gathering information from staff, service users and their families • Explanation of how to directly involve service users in the information gathering process • Identification of what could be improved for staff and service users <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity to produce sample questions which could be used in questionnaires, focus groups, panels and interviews • Completion of sample questionnaires or interview questions within the group to enable practice analysis of the findings • Individual review of pilot study
Session 12	LO3	<p>Topic(s): Sharing information</p> <ul style="list-style-type: none"> • How to share the information gained with all stakeholders • Introduction to the process of producing infographics • Examination of sample infographics <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation on information science • Group activity: discussion following video on sharing information with service users and staff • Pair activity to interpret sample infographics • Individual or pair activity to produce an infographic using information gained through the analysis of the data collected following previous session • Formative assessment of assignment development

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO4	<p>Topic(s): How to plan a quality improvement initiative</p> <ul style="list-style-type: none"> Guiding choice of aspect to improve Guiding process of measuring current standard of quality <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion on how to identify which aspect to improve Individual activity to identify which method of collecting evidence will be chosen to identify current standard of quality Pair activity to discuss and decide on chosen aspect to improve Pair activity to establish how current standard of quality will be measured
Session 14	LO4	<p>Topic(s): How to plan a quality improvement initiative</p> <ul style="list-style-type: none"> Introduction to creating a plan to identify the components of the quality improvement Review of SMART target setting in a plan Guidance to identify the individual intended outcomes <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity to create plan with SMART targets Pair activity to discuss the validity of intended outcomes Individual activity to review and amend plan where needed
Session 15	LO4	<p>Topic(s): Support to complete planned improvements</p> <ul style="list-style-type: none"> Individual support to complete tasks Review of progress towards targets mapped against action plan Introduction of alternative review methods to be chosen by students to back up their completed actions and final findings <p>Sample activities:</p> <ul style="list-style-type: none"> Individual updating of action plan against targets Pair activity to discuss which other method of reviewing progress they will use Individual preparation of alternative review methods

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s): Support to complete planned improvements</p> <ul style="list-style-type: none"> • Individual support to complete tasks • Review of progress towards targets mapped against action plan • Risks which could prevent the implementation of the quality improvement <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual updating of action plan against targets • Small group discussion on the risks encountered in the completion of the targets and problems with staff management • Individual activity on the risks encountered and how staff have been managed throughout the project
Session 17	LO4	<p>Topic(s): Support to complete planned improvements</p> <ul style="list-style-type: none"> • Individual support to complete tasks • Review of progress towards targets mapped against action plan • Introduction of the difficulties involved in managing staff through change encountered in the project and how to overcome them <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual updating of action plan against targets • Individual activity mapping potential staff responses to change and the potential impact to the quality improvement • Pair activity to review changes to staff working practice as a result of the potential change
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of completed quality improvement <p>Sample activities:</p> <ul style="list-style-type: none"> • Discussion of the process • Individual discussions to finalise presentation methods • Group activity to discuss findings • Individual updating of action plan against targets • Individual activity to complete presentation

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s): Presenting findings</p> <ul style="list-style-type: none"> Supporting individual presentation of each student's quality improvement Supporting peer feedback on presentations Encouraging peers to make suggestions for further improvements <p>Sample activities:</p> <ul style="list-style-type: none"> Individual presentations by students to peers Individual activity to identify further changes or improvements which could be made Individual activity to complete review of feedback given Formative assessment and support
Session 20	LO4	<p>Topic(s): What are the benefits?</p> <ul style="list-style-type: none"> How would you measure the benefits? Reviewing repeating processes used to gather initial data The benefits of the improvement to staff, service users or their families How would you share this information? <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity on the potential or actual benefits of the improvements to the setting, service users or staff Individual activity creating a simple way of sharing information Formative assessment and support

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 24 Assessment and Care Support Planning

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Assessment and Care Support Planning	Tutor:	
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Unit Number:	24	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe the role of assessment and eligibility in case management in social and community work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore methods of care planning that promote and coordinate helpful and purposeful practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Analyse the impact of risk management and crisis and contingency planning in social and community work practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Examine how needs are being met in relation to own area of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and LOs • Assessment requirements • Defining approaches to case management and care planning <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Outline of unit expectations, assessment activities • Tutor-led discussion: Exploring student experiences, current roles, aspirations to evaluate groupings and activity groups • Group activity: Approaches to case management and care planning • Individual activity: Consider own experiences in workplace or placement of care management; feed these back to group
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring methods of case management <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Looking at learning from Level 4 units, where was case management considered; identify current understanding • Tutor-led discussion: Overview of methods of case management used in social and community work practice • Group activity: List different approaches/methods and consider the strengths and weaknesses of each • Individual activity: Identify own learning needs, i.e., which methods unfamiliar with
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Role of the professional in case management in social and community work practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: In practice-specific groups (social work, community work, youth work, etc.) explore the role of the professional; role, duty, responsibilities, etc. • Tutor-led discussion: Summary of group activity • Pair activity: Assess the arrangement, coordination, monitoring, evaluation and advocacy in case management. • Tutor presentation: Summary of the role of the professional

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the decision-making process in case management <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Overview of the decision-making process and the legal and regulatory requirements Pair activity: Using internet/other sources research and present an overview of the process, e.g., key professionals, steps, timescales, etc. Tutor-led discussion: What are the key stages in the decision-making process? What are the faults, and how could they be improved? Pair activity: Looking at a scenario, identify the decision-making process, strengths and weaknesses
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Introducing the features of case management <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Role of support staff in supporting and applying case management; individual approaches including: coordination of services, resource information, referral and crisis intervention Whole-group discussion: Own experiences from workplace/placement, features of case management Individual activity: Explore what is the optimum level of caseloads Pair activity: Reflection and discussion on the usefulness of promoting self-care to empower individuals to manage their own condition
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Methods of care planning that promote and coordinate helpful and purposeful practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Introduction to the care and support plan; using examples from social and community work practice Whole-group activity: Using scenarios and own workplace and placement examples, discuss on the importance of paperwork, processes and systems support Pair activity: Research and present local and national standards for care planning.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Content of care plans in social and community work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Using care plans, identify and discuss contents, legal and regulatory requirements Individual activity: Research and design a care plan with aims, outcomes and actions Group activity: Explore personalisation in practice, challenges/obstacles and strategies to overcome these
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing care plans <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Using a care plan and scenario, consider what is working, what is not working, what needs to change Group activity: Review scenarios that consider planned, unplanned and requested reviews; legal and regulatory requirements Tutor discussion: Frequency of the review process, meeting changing needs, format and challenges
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Promoting purposeful practice and person-centred and person-led care planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Effective and flexible arrangements to support the progressive development of case management; care plan can be actioned as a dynamic tool Group activity: Considering own workplace/placement, explore how organisations promote person-centred and person-led care planning Pair activities: Obstacles, challenges and solutions to promote purposeful practice Tutor presentation: Understanding the role of different professionals, incorporate learning from previous units, reflections on practice

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Risk management in case management and care planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Key aspects of risk management in case management and care planning Group activity: Learning from previous units, risk, safeguarding, etc. Individual activity: Consider a situation, event or decision and identify where risks fall on the dimensions of 'likely or unlikely' and 'harmful or beneficial'.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Risk management in case management and care planning, continued <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Approaches to risk assessment in social and community work practice Pair activity: Research and provide feedback on how risk is defined, assessed and applied in practice. Whole-group discussion: Strategies that will help move risk from the likely and harmful category to the unlikely or beneficial categories, consider high-profile practice examples Tutor-led discussion: Relationship between risk, responsibility and regulation
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Managing risk—Legislative framework <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Legislative framework Pair Activity: Using internet and other sources, explore the policies and procedures designed to keep individuals safe in case management and care planning Group activity: Using information gained from paired activity, explore key legal and practice requirements Individual activity: Develop notes from learning for own assessment activity

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Rethinking risk in case management and care planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Professional and organisational learning from near misses, using high-profile examples; consideration of official reports, serious case reviews Group activity: Use scenarios to identify how professionals can promote positive risk-taking in practice Tutor led discussion: Recognising and strategising to avoid risk-averse practice Individual activity: Reflect and share feedback on how you can protect the aspirations and capacities of individuals to take risks.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Crisis and contingency planning in case management and care planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Key aspects of crisis and contingency planning in case management and care planning Group activity: Exploring crises in case management—features, challenges and interventions—examining what works Individual activity: Consider ways a care plan can reflect individual’s views and wishes
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Case management and care planning in social and community work practice Reflection on service provision <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Organisation’s professional values, principles and beliefs; importance of a positive organisational culture and the limitations of existing provision locally and/or nationally. Individual activity: Develop reflection of own practice when considering your own organisation’s professional values, principles and beliefs and how these may or may not meet needs Pair activity: Compare experiences and consider the strengths and weaknesses of each organisation; learn from each other

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Effective leadership and management and the availability of expert advice in practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: What is meant by effective leadership and management in case management and care planning • Pair activity: Research and present the characteristics of effective leadership and management and the availability of expert advice • Individual activity: Consider your role as a leader, own knowledge, skills and values
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Enabling the individual to play a fuller part in society <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Enabling the individual to play a fuller part in society while protecting them in vulnerable situations • Group activities: Explore methods to help individuals manage complex relationships • Pair activity: Consider specific requirements, such as supporting the individual in accessing a care home or other supported accommodation
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Changing needs in case management and care planning <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: The growing demand for services and the drive towards community-based care • Group activity: Implications of ageing populations and changing demographics on practice • Pair activity: Explore political and social changes locally, nationally and internationally.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): <ul style="list-style-type: none">• Reflection on own role in case management and care planning Sample activities: <ul style="list-style-type: none">• Tutor-led presentation: Limits of own professional role and professional values, principles and beliefs, conflict• Pair Activity: Explore ways of supporting individuals to make choices about their own care.• Individual activity: Own professional practice, ways to improve• Group activity: Consider the role of professionals in social and community work practice in creating or leading change
Session 20	LO4	Topic(s): <ul style="list-style-type: none">• End-of-unit assessment and evaluation Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Review of learning, provide feedback on individual questions• Group activity: Discussion of key learning and future needs• Individual activity: Development of final assessment activity

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 25 Safeguarding Children, Young People and Vulnerable Adults

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Safeguarding Children, Young People and Vulnerable Adults	Tutor:	
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Unit Number:	25	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the factors that contribute to abuse and harm	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Review current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explain how safeguarding can be effectively promoted through positive partnership working	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Investigate working practices and strategies used to minimise abuse and harm.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Explain the factors that contribute to abuse and harm key definitions. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Overview Learning Outcomes and discuss assessment activities for the unit, and the academic standards required, e.g., referencing and bibliographies, appropriate and inappropriate research including plagiarism, Tutor presentation: Focus on key definitions of abuse, harm, self-harm, exploitation etc. Group activity: Divide into small groups to define and produce a poster highlighting key definitions. Individual activity: Conduct Internet research to develop baseline knowledge.
Session 2	LO1	<ul style="list-style-type: none"> Topic(s): Individuals vulnerable to abuse <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Conduct a Q&A from previous session; outline learning objectives for Session 2, highlighting key terms, phrases and concepts to be discussed, e.g., use of hot potatoes/quiz/word search. Group activity: Divide into small groups to identify and discuss the characteristics of individuals who are identified as vulnerable to abuse from students' own practice; a presentation is to be given to the group to summarise key research and theoretical underpinning of concepts of vulnerability and abuse; link to concepts of disempowerment, learned helplessness and consequences of assumptions. Challenge of caring Individual activity: Conduct Internet research to develop knowledge.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Types of abuse/self harm, signs of abuse and self harm <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline learning objectives for Session 3, present types of abuse/self-harm and signs of abuse/self-harm. Pair activity: Choose case studies to work from and then present to the class. Individual activity: Conduct Internet research to support knowledge base.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Situations where abuse may occur <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation and discussion: Outline learning objectives for Session 4, presentation should centre on how abuse may occur, with a discussion focusing on self-reflection of students' own practice. Pair activity: Choose case studies to work from and then present to class. Group activity: whole class discussion of case studies, Q&A and consideration of the role of different practitioners encountered – what could have been done differently?
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Individual, social and cultural factors <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Use case studies to highlight specific instances. Group activity: Discuss newspaper extracts, highlighting national instances of abuse where individual, social and cultural factors are clearly highlighted. Pair activity – pair sharing of experiences or cases identified in own placement or in previous work. Review case study provided and develop brief narrative of factors relevant to the case – consider if early intervention would have reduced likelihood
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 1 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review the unit, key terms and concepts, recap on key learning points and review assessment tasks and objectives. Group activity: Mind-map assessment task and identify key research material that may be used to support learning. Individual activity: Draft material or notes for the assessment task for the Part 1 assessment.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Review current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: PowerPoint presentation of current legislation Group activity: Present case studies that clearly highlight relevant legislation used. Individual activity: Conduct Internet research, write an e-journal, and go to the library to inform own knowledge and assessment.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Legislation and policy initiatives <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline learning objectives for Session 8, recap Session 7 and identify key legislation, give a presentation identifying current policy initiatives. Group activity: Have a discussion around the likely impact of legislation and associated initiatives. Individual research: Conduct Internet search, write an e-journal, go to the library to inform own knowledge and assessment.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Providers of social and community work <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Reflect on one's own practice on who the providers are. Group activity: Discuss providers and how they differ. Pair activity: peer sharing – discuss the environments within they work and the different stakeholders engaged with. Develop mind map of relationships and links to policy guidance
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Range of professionals <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline the range of professionals—statutory, types of organisations that work in statutory, voluntary, private, areas of work—youth justice, etc Group activity: Case studies Individual activity: Conduct Internet Research to inform assessment.

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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 2 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review the unit, key terms and concepts, recap on key learning points and review assessment tasks and objectives. Group activity: Mind-map an assessment task, identifying key research material that may be used to support learning. Individual activity: Draft material or notes for the assessment task for the Part 1 assessment.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Effective promotion of safeguarding through positive partnership working <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Outline learning objectives for Session 12, focus on building understanding from Session 10, and identify the service users and professional groups. Group activities: Engage in active learning through discussion, using case studies and group work. Individual research: Encourage students, through provided internet links, to generate evidence for assessment.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Developing partnerships and legislative background <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline learning objectives for Session 13 and focus on key terms such as empowerment, collaborative working etc Group activities: Have students devise a poster of key terms associated with partnership working. Pair activities: Identify legislation and link it back to Sessions 7 and 8.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> What is positive partnership working? <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline learning objectives for Session 14; present a PowerPoint to illustrate how positive partnership working can be effective. Group activities: Use the provided case studies to encourage self-reflection from students' own work environments. Pair activity: Peer sharing, students to share experiences and discuss how to address challenges faced in working in partnership

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 3 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Review the unit, key terms and concepts, recap key learning points, and review assessment task and objectives. Group activity: Mind-map an assessment task, identifying key research material that may be used to support learning. Individual activity: Draft material or notes for the assessment task for the Part 2 assessment.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Minimising abuse and harm through strategy and practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Provide an overview of Learning Outcome 4 and discuss assessment activities and link to academic standards e.g., plagiarism, referencing and bibliographies. Pair activity: Self-reflection on own practice on processes and strategies used to minimise abuse and harm. Individual activity: Draft material or notes for the assessment task for the Part 2 assessment.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Organisational policy and practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline learning objectives for Session 17; define policy, process of transfer from policy into practice through procedure and types of policy. Group activity: Reflect and discuss in groups about the types of policies students use in their work environment. Individual research: Conduct an Internet search, taking notes linked to the Learning Outcome assessment.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Working practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline learning objectives for Session 18, focus on work practices and evaluating their effectiveness. Group activity: Reflect and discuss from students' own work practice, have students highlight specific examples. Individual research: Conduct an Internet search, taking notes linked to the Learning Outcome assessment.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): <ul style="list-style-type: none">• Effective strategies Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Outline learning objectives for Session 19, and have a discussion identifying the value of involving service users in service delivery.• Group activity: Have groups present using their own practice examples.• Individual research: Conduct an Internet search, taking notes linked to the Learning Outcome assessment.
Session 20	LO4	Topic(s): <ul style="list-style-type: none">• End-of-unit evaluation and review of assessment Sample activities: <ul style="list-style-type: none">• Tutor-led discussion: Review students' learning of the unit and assessment activities.• Paired activity: lessons learned – peer feedforward activity to improve individual submissions based on outcomes from group discussion• Individual research: Conduct an Internet search, taking notes linked to the Learning Outcome assessment.

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

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

For use with the following qualifications:

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

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
Unit Title:	Supporting Team and Partnership Working Across Health and Social Care Services	Tutor:	
Unit Number:	26	Academic Year:	

Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Differentiate between the role of a leader and the function of a manager	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Discuss the role of partnership working across health, care and support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore the outcomes of positive partnership working across health, care and support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Examine own contributions to working as part of a team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to the unit's content and the unit assessments • An introduction to leadership and management: definitions of the two roles • Management in the public and private sectors <p>Sample activities:</p> <ul style="list-style-type: none"> • Whole class Q&A activity on the general/prior knowledge of the differences between the role of a manager and a leadership role. • Group activity – defining the different roles – manager, leader • Group activity – identifying the jobs that are associated with a management role and another group identify the jobs associated with leadership role • Whole group discussion on the transfer of the roles into the private and public health and social care sectors
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Being a successful manager • Management theories • Issue Assignment <p>Sample activities:</p> <ul style="list-style-type: none"> • Whole class Q&A activity on being a successful manager • Group activity – discussing the attributes and qualities of a successful manager • Group activity – investigate different management theories; management by objectives, classical management theories, behavioural theory and contingency theory
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Being a successful leader • Leadership theories <p>Sample activities:</p> <ul style="list-style-type: none"> • Whole class Q&A activity on being a successful leader • Group activity – discussion on the attributes, skills and qualities of a successful leader, comparing to notes from previous session • Pair activity – produce summary of the attributes, and qualities relative to a care environment • Small group activity – research the different leadership theories and present one allocated theory to the class

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Case Management within health and social care • The relationship between leadership and management and outcomes <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor led exposition: Case management and the role of management to manage staff workload • Pair activity: mind-mapping activity on social responsibility, culture, values, ethics, compassion to staff and how this can be reflected in management in care environments • Tutor led discussion: Who are stakeholders within health and social care? • Group activity: discussion on the expectations of stakeholders and impact on management
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of student progress on Part A of the assignment • Recap input as required <p>Sample activities:</p> <ul style="list-style-type: none"> • Brief tutor led overview of assessment requirements • Whole class open Q&A activity to address general questions and concerns • Tutor-led review of academic requirements and submission format • Whole class activity: addressing individual student queries and questions
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to partnership working <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: The role of interagency working • Small group activity: Structured review of two perspectives on workforce integration: The Principles of Workforce Integration (2014, on www.skillsforcare.org.uk), and the National Audit Office's report on Health and Social Care Integration (February 2017, on www.nao.org.uk) and how the principles identified can be applied to own workplace setting • Group work: each group to produce a detailed 'web of care' for a case study of an identified individual which illustrates the different agencies involved in providing effective care for the individual in own local area. Feedback findings • Tutor led session on legislation that affects partnership working

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback on Part A of the assignment The role of interagency working when dealing with safeguarding <p>Sample activities:</p> <ul style="list-style-type: none"> Whole class discussion and Q&A on progress to date Tutor led presentation on interagency working across the life cycle Small group work: research and discussion on reports (CQC and court reports) that have involving safeguarding and required inter agency working. 10 -15 minute appointments with individual students to discuss Assignment 1 submission with good practice and areas for development identified.
Session 8	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback on Part A of the assignment Sample activities 10 -15 minute appointments with individual students to discuss Assignment 1 submission with good practice and areas for development identified. Small group activity: Students to continue work on safeguarding cases and prepare 10 minute presentations for the following week on the case that they have investigated. Pair activity: peer support on reviewing progress to date
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Safeguarding Intervention strategies <p>Sample activities:</p> <ul style="list-style-type: none"> Whole class discussion on previous safeguarding session. Reflective Q&A on questions students may have Small group activity: 10 minute small group presentations from work from the previous week Tutor led Introduction to intervention strategies Group activity: discussion of case studies on intervention strategies and relevance to partnership work across health, care and support services

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Policies and Procedures • Care planning <p>Sample activities:</p> <ul style="list-style-type: none"> • Whole class discussion about the policies and procedures that are in place for working in partnership and intervention working in own care setting and local region • Small group activity: integrated care and support planning with the use of case studies. Groups to use Think Local, Act Personal's Care and Support Planning Tool to support (on www.thinklocalactpersonal.org.uk). • Tutor-led exposition: stakeholders, communication and impact on care and support planning
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Formative review of student progress and introduction to Part B • Recap input as required <p>Sample activities:</p> <ul style="list-style-type: none"> • Brief tutor led overview of the assessment requirements for Part B • Whole class open Q&A activity to address general questions and concerns • Individual student queries and questions
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Positive Partnership working <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor led overview of good practice when partnerships work • Group activity: reviewing case studies where good practice could be identified. Produce a brief checklist to use in reviewing own practice • Whole class discussion on the current health care dilemma regarding capacity and throughput into social care • Group activity – conceptualisation activity of strategies to address current issues within the health and social care system, what role do/could I play?

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Delivering and presenting information in a professional manner Presentation formats and methods Preparing for your audience <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor led review of requirements for assessment – the investigation, critical evaluation and recommendations Whole class Q&A activity based on short videos or electronic presentations which identify good and bad points in presentations Professional use of formats and software – e.g. PowerPoint. Flipcharts, interactive boards or other materials available. Group activity: produce mind-map which identifies and profiles your audience, and the strategies to use in the presentation to meet their need Pair activity: Peer support, discuss the requirements of the presentation and progress to date
Session 14	LO2, LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative assessment of assignment Investigate partnership working <p>Sample activities:</p> <ul style="list-style-type: none"> 10 -15 minute appointments with individual students to discuss progress to date with good practice and areas for development identified Individual student investigations to take place on partnership working Pair activity: Peer support to develop assessment
Session 15	LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Preparing for presentation <p>Sample activities:</p> <ul style="list-style-type: none"> Individual student investigations to take place with tutorial appointments with the tutor 10-15 minute appointments dependant on group size Individual activity: work by students to prepare presentation. Pair activity: peer feedback on draft presentations

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Preparing for presentation <p>Sample activities:</p> <ul style="list-style-type: none"> Individual student investigations to take place with tutorial appointments with the tutor 10-15 minute appointments dependant on group size Individual activity: work by students to prepare presentation. Pair activity: peer feedback on draft presentations
Session 17	LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Student presentations for Part B <p>Sample activities:</p> <ul style="list-style-type: none"> Individual student presentations Peer observations to be completed Tutor observational record to be completed All students to attend the sessions for the rest of the group as the audience, Q&A and for reflection
Session 18	LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Student presentations for Part B <p>Sample activities:</p> <ul style="list-style-type: none"> Individual student presentations Peer observations to be completed Tutor observational record to be completed Peer reflection at the end on the good practice and points for improvement noted All students to attend the sessions for the rest of the group as the audience, Q&A and for reflection
Session 19	LO3 & LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of student progress on Part B Recap input as required <p>Sample activities:</p> <ul style="list-style-type: none"> Whole class open Q&A activity to address general questions and concerns Individual student queries and questions Pair activity: Peer review of reflections from presentations

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO1, LO2, LO3 & LO4	<p>Topic(s): Assignment review for the unit</p> <ul style="list-style-type: none">• Reviewing learning from the unit and feed forward <p>Sample activities:</p> <ul style="list-style-type: none">• Review of individual student progress with individual appointments to address any queries and questions• Individual activity: Students to complete evaluations of unit• All assignments to be completed including resubmissions

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 27 Family Support and Intervention: Working with Children
and Families

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Family Support and Intervention: Working with Children and Families	Tutor:	
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Unit Number:	27	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Discuss your own role and contribution to long-term planning in supporting work with children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LO4 Reflect upon ways in which services work together in supporting the needs of children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Sociological concepts of family <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor introduction to the unit: defining scope of unit. Tutor presentation and facilitated discussion: the sociological concept of family. What do we mean by 'family'? How has this meaning changed over time? Group activity: Discussion and reflection on own experiences of 'family' develop a poster presentation of family types and their structures. Pair activity: Research the sociological perspective of family as provided, develop summary to be presented to class in session 2
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Factors contributing to 'dysfunction' Handout Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Presentations of sociological perspectives on family Tutor-led exposition: Why understanding these perspectives is relevant to the models of care used in working with children and families. What is a 'dysfunctional' family? Tutor-led discussion: What do we mean by 'dysfunction'? Why is language important when we discuss the provision of care and meeting the needs of children and families? Group activity: research examples of case reviews, highlight language that may benefit support given to families, and terminology that may contribute to ineffective relationships between families and practitioners
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Factors affecting care given to children <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss factors affecting the care given to children. Why do we ever need to intervene? Are we always right to do so? Group activity: Develop presentations within the group with information handouts explaining factors that affect care. Make links to sociological perspectives on family discussed in session 1 Group activity: Use case studies to investigate predisposing factors in serious case reviews.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Engaging with families and addressing challenges <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Professional engagement with families, early intervention and support in social services – challenges faced in intervention. Exposition on the concept of respect in professionalism. Group activity: what are the skills, values and behaviours that should underpin practitioners' relationships with children and families? Group activity: Use case studies to develop consider strategies to address challenges in working with families self-reflection – what do you bring to the table?
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Engaging with families and addressing challenges <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Why is introspection important as a practitioner working with children and families? Tutor-led exposition and discussion: Early intervention – who decides? Brief presentation on historical timeline of the national strategic approach to early intervention in work with children and families followed by group discussion on impact on effective engagement with children and families Pair activity: Produce a reflective account of the barriers encountered in own role in working with families. Personal, environmental and situational barriers should be identified.
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Consequences of lack of intervention and ineffective support <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led exposition and discussion: consequences of lack of intervention and ineffective support, how these have contributed to current models/understanding of support work with children and families Group activity: Invite social worker to discuss the consequences of ineffective support, followed by Q&A Pair activity: each pair given an area of impact of ineffective support on individuals, children, families, practitioners, services and wider communities to research and develop summary

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for Assessment 1. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Paired presentation of findings from research in session 4. Group activity: whole class discussion on strategies to avoid or reduce likelihood of ineffective support. What 'power' do practitioners have? Whose responsibility is it? Individual activity: Offer one-to-one tutorial support. Tutor-led activity: Give formative feedback from common issues identified across the group and review concepts. Hold a group discussion on assessment work and progress.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Current local strategies and early intervention <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Discuss current strategies and early intervention. Group discussion: Invite a family-support worker to discuss current strategies in local area, followed by Q&A Pair activity: Research current strategies and present in information sheets.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Theoretical principles of early intervention <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Discuss theoretical principles of early intervention. Group activity: Research and prepare a presentation on a theory and present feedback to group. Individual activity: Link theoretical principles to approaches used in own setting.
Session 10	LO2	<p>Topic(s):</p> <p>Current strategies and partnership approaches</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Present current strategies and partnership approaches. Group discussion: Invite speakers in family support work to talk about partnerships working; hold Q&A session. Individual activity: Identify partner agencies that work in own setting – draw up a brief on their role and how they work in partnership you're your organization to provide effective support to children and families with which you work

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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Positive outcomes <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led session: Discuss positive outcomes. • Group discussion: Ask students to develop a mind-map of how positive outcomes are measured. • Individual activity: Consider the families with whom you work. What would be positive outcomes for them?
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Formative feedback session for Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: One-to-one tutorial support. • Pair activity: Peer support in developing assessment • Tutor-led session: Formative feedback and review. Hold a group discussion on assessment work and progress.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Support to families • Hand out Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led session: Discuss types of family support. • Group discussion: Discuss the ways that you support families in own role. • Individual activity: Develop a reflective report on the support you offer families with whom you work.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessment, planning and review in family support <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led session: Discuss assessment, planning and review in family support. • Group discussion: A family support worker to discuss role. • Pair activity: Prepare reports for meetings using case studies.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Family responses <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led sessions: Help students understand possible responses to support strategies. Group discussion: Discuss ways in which families engage with services. Individual activity: Develop a reflective report upon own role in working with families.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflection upon own role <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Discuss reflective practice. Pair activity: Research models of reflection and offer feedback to the group. Individual activity: Link models of reflection to own reflective summaries.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Partners and stakeholders in family support <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Discuss partners and stakeholders in family support. Group activity: Develop a poster presentation of partners in family support work. Group discussion: Invite speakers from multidisciplinary team to discuss their roles.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Partnership approaches <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Discuss partnership approaches and the common assessment framework. Group activity: Role-play a multiagency review meeting. Individual activity: Review the agencies involved in supporting the families with whom you work.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): <ul style="list-style-type: none">Barriers to effective partnership working Sample activities: <ul style="list-style-type: none">Tutor-led session: Discuss barriers to effective partnership approaches.Group activity: Give poster presentations on barriers to working well in teams.Group discussion: Discuss ways to overcome barriers in partnership approaches.
Session 20	LO1, LO2, LO3 and LO4	Topic(s): <ul style="list-style-type: none">Unit evaluation and review Sample activities: <ul style="list-style-type: none">Group discussion: Give whole group evaluative feedback and feedforward.Pair activity: Produce unit evaluation feedback.Individual activity: Give summative assessment feedback and feedforward.

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 28 Building Relationships with Individuals in Marginalised Communities

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Building Relationships with Individuals in Marginalised Communities	Tutor:	
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Unit Number:	28	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review the factors contributing to marginalisation within communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Assess the impact of marginalisation on individuals within communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Reflect on the impact on practice of own values and attitudes towards communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Evaluate strategies to build positive relationships with individuals in diverse communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Unit introduction/defining community • Concept of community (definition, types of communities, marginalisation and associated concepts), social exclusion, discrimination, diversity • Sample activities: • Tutor activity: Introduction to unit, overview of content • Pair activity: Define what community means to them and provide feedback to the group. • Tutor-led activity: Outline characteristics of a community. • Group activity: Identify different types of community—global, national, local and virtual—and give feedback for group discussion.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Range of marginalised communities • Age, gender, sexuality and sexual identity, cultural, disability, economic, choice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Introduce concepts of marginalisation, social exclusion and diversity. • Group activity: Use profiles to discuss and explore diversity. Discuss diversity in own communities. • Pair activity: Use case studies to illustrate social exclusion and provide feedback to group.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Definitions and concepts/stigma and stereotyping • Equality legislation and 'protected characteristics,' stigma, role of media <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Give short presentation on equality legislation and protected characteristics. • Group activity: Identify and discuss why these characteristics may need protection in law, then provide feedback to whole group. • Pair activity: Research media portrayals of specific groups and identify stereotypes and stigmas associated with groups.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Factors influencing marginalisation • Political, economic, cultural, ethnocentrism, institutionalised or organisational prejudice and discrimination, geographical <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Form small groups to research one factor each, then provide feedback to whole group. • Tutor-led activity: Facilitate a whole-group discussion and ensure that all relevant points related to factors have been identified. • Pair activity: Explore the impact of some factors in own communities.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Intersectionality and Assessment 1 workshop • Ways different factors interact to create specific social inequalities <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discuss intersectionality and use case studies to illustrate the compounding nature of two or more protected characteristics for an individual or group. • Tutor-led activity: Introduce assessment brief and submission format. Review referencing. • Individual activity: Research an aspect of assessment, correctly reference sources, and share findings in small groups.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Discrimination and oppression • Language/communication, types of discrimination (direct and indirect), PCS model, alienation and social exclusion <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Introduce a theory related to discrimination, types of discrimination and PCS model. • Group activity: Explore direct and indirect discrimination using case studies. • Pair activity: Role-play activities based on case studies, using language and styles of communication to promote anti-oppressive practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Impact on individuals, groups and society • Self-esteem, poverty, fear of 'mainstream' services, inequalities in physical health and mental health <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activities: Use research to investigate inequalities between groups in communities of one factor, e.g., economic, health, education or employment. • Group activity: Using pair activity feedback, discuss impact on community relations. • Individual activity: Explore evidence of factors in the local community and provide feedback in small groups. • Tutor-led activity: Facilitate group discussions and feedback.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Impact of marginalisation on individual, Assessment 1 review • Impact on individuals of holding prejudices toward others <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Discuss how holding discriminatory attitudes toward others affects the individual holding these views, e.g., use scenarios to start discussion. Provide feedback to group. • Group activity: Conduct small-group research and discuss different aspects of assessment, then give feedback to whole group. • Tutor-led activity: Small-group tutorials for assessment support and formative feedback
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Radicalisation • Risk factors, identity, community conflict, marginalisation, role of social media and internet <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Presentation on concept of radicalisation and risk factors • Group activity: Review documentary/video/real life cases, then identify and discuss the risk factors that may be present in them. • Pair activity: Research relevant reports via the internet to mitigate risk factors for radicalisation.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Protective factors Social networks, cultural identity, community groups, high quality, inclusive services <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Explore evidence of protective factors (or lack of them) within local communities. Group activity: Form small groups to research and discuss one of the factors, then provide feedback to whole group. Tutor-led activity: Present video examples of best practice.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Own experience of community, recognition of diversity Reflection on students' communities, experiences of different communities (positive and negative), risks of homogenisation, 'one-size-fits-all' approach, diversity within own community <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Identify own community(ies) – including online community - and reflect on the experiences this has offered. Pair activity: Identify and reflect on the communities of which both belong, then discuss positive and negative experiences associated with them. Tutor activity: Facilitate class discussion on individual and pair activities, and use the discussion to reflect on diversity within the local community. Group activity: Discuss homogenisation and look for examples in local services.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Values and attitudes Influence of experiences on values, recognition of influences on attitudes toward specific groups (experiences, media, culture and education), impact of attitudes and values on practice with specific groups, professional values in relation to diversity <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Review professional values in relation to community work. Individual activity: Examine own attitudes and values. Pair activity: Review findings from individual activity. Group activity: Discuss impact of attitudes and values on practice, and reflect on examples seen in placements or in the local community.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Individual responsibilities Individual responsibility as a member of a community, challenging inequality and discrimination, advocacy, giving of 'self,' view of self as part of a community, impact on practice, reflection and planning, development of skills for practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Introduce the concept of rights and responsibilities in relation to communities. Give interactive presentation with real-life scenarios with reference to challenging inequality. Pair activity: Explore contributions to own communities and provide feedback to small groups. Individual activity: Consider a plan for own development. Give feedback in pairs for peer review and share ideas.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment 2 workshop <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Review use of frameworks for reflection and writing personal development plans using SMARTER objectives. Discuss assessment submission format. Individual activity: Use a framework for reflective account. Pair activity: Write SMART objectives for the personal development plan started in the last session. Share ideas with other students.
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessing community strengths and needs Asset mapping, community audit, SWOT analysis, qualitative methods, quantitative methods <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Introduce methods of assessing community strengths and needs–asset mapping, audits, qualitative and quantitative techniques Group activity: Complete SWOT analysis of local community to identify needs. Group activity: Produce community 'map' of strengths/assets.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Strategies to build resilience and capacity • Definitions of resilience and capacity, coproduction, community mobilisation, advocacy, health improvement initiatives, reciprocity, building social capital, supporting and facilitating development in community groups <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Research definitions of one of the main concepts/strategies. Produce a short definition and main concepts to include sources used • Group activity: Put together a shared electronic resource using findings from pair activity, e.g., e-sharing via forum or collaborative software. • Individual activity: Research strategies in the local community that use one of these approaches, and add information to the shared resource. • Tutor-led activity: Provide overview of methods to evaluate strategies.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Strategies to build resilience and capacity/communication • Local community initiatives, active listening, dealing with conflict between individuals or groups, cultural differences in communication, use of media to reach out to groups, building relationships between statutory organisations and communities <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Explore a variety of community initiatives, e.g., arts, sports, etc. • Tutor-led activity: Introduce Assessment 3, discuss submission format, and review a range of presentation methods. • Group activity: Form small groups to research local community initiatives, then organise a visit to one of them.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessment 3 workshop <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Review presentation methods, software packages for presentation and assessment submission. Discuss giving and receiving constructive and sensitive peer feedback on presentations. • Group activity: Plan strategy for presentation—choose method of presentation and allocate tasks. • Pair activity: Identify features of a good presentation and discuss in small groups.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Challenges • Barriers • Stereotyping, stigmas, cultural, communication • Economic • Resources, groups competing for funding • Conflict • Between individuals and groups <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Present an overview of challenges faced—barriers, economic, conflict—or invite a speaker from the local community to discuss challenges. • Group activity: Provide feedback on individual research of local strategies. • Pair activity: Look at challenges faced by local initiatives and provide feedback to the group.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Unit evaluation/student presentations <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Facilitate unit evaluation. • Group activity: Student presentations • Individual activity: Provide constructive and sensitive peer feedback to other groups.

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 29 Commissioning Projects and Services

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Commissioning Projects and Services	Tutor:	
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Unit Number:	29	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Investigate the process of the commissioning cycle in developing projects and services in care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Review partnership approaches in ensuring that services and projects meet the needs of individuals requiring the service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Contribute to the planning for a project or delivery of a service in social and community care in response to commissioning requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Support service user involvement in the decision-making process in commissioning of projects and services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Commissioning of services in social and community care <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Commissioning of services in social and community care Group activity: Research the roles of local commissioning groups and the members of the team. Individual activity: Locate local commissioning team and arrange to meet and complete a face to face interview on roles and responsibilities.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Analysing the role of markets and competitors <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Market analysis and competitors in care Group activity: Review local areas and ways that the care market is constructed and the challenges for services. Individual activity: Complete a SWOT analysis for the organisation you work with.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Role of commissioning managers <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Role of commissioning managers Group discussion: Q&A session with local commissioning manager Individual activity: arrange a shadow opportunity with commissioning manager
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> The commissioning cycle <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: The commissioning cycle Group activity: Develop presentations for your peer group on the commissioning cycle and on local service development. Group discussion: How does the commissioning cycle influence service development/project work in your own area of work?

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for activity 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One to one tutorial support Tutor activity: Formative feedback and review Group discussion: Assignment work and progress
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Clinical Commissioning groups and joint commissioning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Clinical Commissioning groups and joint commissioning Group discussion: Speaker from local commissioning groups and CCGs to discuss joint commissioning. Group activity: Develop a poster presentation on the role of CCGs and commissioning teams.
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Benefits of joint commissioning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Benefits of joint commissioning Group activity: Develop poster presentations on the benefits of joint commissioning. Individual activity: Research local projects that are jointly commissioned and identify their progress.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Challenges of joint commissioning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Challenges of joint commissioning Group activity: Develop a case study project and identify the role of the commissioning process and the types of difficulties that may be encountered. Individual activity: Reflect on your own participation on a locally commissioned project and its difficulties and possible solutions/resolution

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Involvement of the user of the service <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Involvement of the user of the service Group discussion: How can users of services become involved in the planning and commissioning of the service? Individual activity: Develop accessible formats of information to support individuals that you work with to contribute to the feedback in forum groups.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for activity 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One to one tutorial support Tutor activity: Formative feedback and review Group discussion: Assignment work and progress
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Roles in supporting the commissioning process <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Develop a presentation to peers of the project that you are currently involved in and how you have contributed to the commissioning processes. Group discussion: Discuss projects and link to the factors that influence service design. Group activity: Develop poster presentations.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> External drivers influencing service development <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: External drivers influencing service development Group activity: Develop presentations on different types of factors that affect service development. Individual activity: Investigate what factors are influencing the area of service delivery in own setting.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Funding streams and restrictions <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Funding streams and restrictions Group discussion: Spending reviews and limited resources Individual activity: Review development in own setting and its funding sources.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Contribution to consultation processes <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Contribution to consultation process Individual activity: Attend a commissioning review meeting. Group activity: Develop presentations on ways to contribute to consultation processes in own local community.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for activity 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One to one tutorial support Tutor activity: Formative feedback and review Group discussion: Assignment work and progress
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Supporting users of service to contribute to service design <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Service user involvement Individual activity: Attend a service user involvement forum with own local commissioner. Group discussion: How are users of service encouraged to contribute to processes?
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Decision making <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Models of decision making Group discussion: The effects of decision making processes Individual activity: Reflect upon the ways that decisions are reached in own area of service delivery.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	Topic(s): <ul style="list-style-type: none">• Horizon scanning Sample activities: <ul style="list-style-type: none">• Tutor led session: Horizon scanning and project sustainability• Group discussion: Overview the processes and factors that affect long term planning.• Individual activity: Reflect upon wider issues that have affected service delivery and development.
Session 19	LO4	Topic(s): <ul style="list-style-type: none">• Formative feedback session for activity 2 Sample activities: <ul style="list-style-type: none">• Individual activity: One to one tutorial support• Tutor activity: Formative feedback and review• Group discussion: Assignment work and progress
Session 20	LO1, LO2, LO3, and LO4	Topic(s): <ul style="list-style-type: none">• Unit evaluation and review Sample activities: <ul style="list-style-type: none">• Group discussion: Evaluative feedback.• Individual activity: Produce unit evaluation feedback.• One to one: Summative assessment feedback•

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SCHEME OF WORK

UNIT: 30 Community Development Practice

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Community Development Practice	Tutor:	
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Unit Number:	30	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore approaches to community development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine community development projects with local communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Review the role of the social or community care worker in facilitating projects that support community development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Reflect upon contribution of own role in supporting partnership approaches in community development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Community development activities Hand out Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Community development activities Group activity: Research community development projects from different countries across the world and present them to peers. Individual activity: Research community development activities across own locality
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Community development values <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Community development values Group discussion: Values and their impact upon vulnerable groups Individual activity: Identify the main values relevant to a local project.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Local and global priorities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Local and global priorities in community development Small group activity: Develop a poster display of local and global priorities. Whole group activity: Listen to speakers from overseas voluntary groups talking about community development projects in other countries, follow with student Q&A and discussion
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Approaches to community development <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Approaches to community development Small group activity: Develop a presentation on a selected approach and present it back to the group with supporting notes. Whole group discussion: Advantages and disadvantages of approaches

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Local communities and vulnerable groups <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Local communities and vulnerable groups Pair activity: Develop presentations to the group on a chosen vulnerable group and its needs. Individual activity: Review the possible vulnerable groups in own locality.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Demographic studies and population analysis <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Demographic studies and population analysis Small group activity: Develop a demographic profile in poster form of local area. Individual activity: Research local demographics of own locality.
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Community needs and related development projects <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Community needs and related development projects Group activity: Listen to speaker from a local community project, followed by Q&A and group discussion Pair activity: Research local projects and produce profiles
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Enabling equality of opportunity in community development projects <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Equality of opportunity in community development projects – inclusion, celebrating and valuing difference and diversity Group activity: Discussion on challenging discrimination – own experiences, issues, concerns and resolutions Pair activity: Develop local project profiles with examples of evidence of inclusive practice

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment 1 Formative feedback session for Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Presentations for Assessment 1 Tutor activity: One-to-one tutorial support, formative feedback and review Pair activity: peer support for assessment work and feedforward on progress
Session 10	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment 1 Formative feedback session for Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Presentations for Assessment 1 Tutor activity: One-to-one tutorial support, formative feedback and review Pair activity: peer support for assessment work and feedforward on progress
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Role of social or community care worker Hand out Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Role of social or community care worker Individual activity: Reflect upon own role and contribution to project work. Group activity: Listen to invited project leader to discuss expectations of support workers, Q&A and notetaking
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Challenges to effective project work <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Challenges to effective project work Group activity: Discussion on how the challenges affect project work Individual activity: Identify the challenges in the project work in which the student is involved.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Overcoming challenges <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Overcoming challenges of project work Group activity: Listen to invited project manager speak about ways to overcome challenges that threaten project work. Q&A and notetaking Individual activity: Suggest ways to find solutions for difficulties in project work.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Empowering communities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led session: Empowering communities Group activity: discussion on ways to empower groups Individual activity: Present to the group ways that you have empowered individuals and groups in your role.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: One-to-one tutorial support, formative feedback and review Pair activity: Peer support with assessment work and feedforward to support progress Individual activity: review own work and develop
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Roles of partner agencies <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led sessions: Roles of partner agencies Small group activity: Develop presentations on the roles and responsibilities of the wider team involved in project work. Group activity: partner workshop with invited representatives from range of agencies to inform students' project development work

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Benefits of partnership approaches <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led session: Benefits of partnership approaches • Small group activity: Develop a presentation for an approach and provide feedback to peer group. • Individual activity: Produce analysis of approaches used in own project work.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Challenges of working in partnership <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led session: Challenges of working in partnership • Group discussion: Overcoming difficulties in partnership working • Individual activity: Produce examples of, and reflection(s) on own contribution to partnership working. Obtain and reflect on feedback from colleagues and others you work in partnership with in own workplace
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Formative feedback session for Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: One-to-one tutorial support, formative feedback and review • Pair activity: Peer support with assessment work and feedforward to support progress • Individual activity: review own work and develop
Session 20	LO1, LO2, LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Summative submission of Assessment 2 • Unit evaluation and review <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: complete and submit Assessment 2 • Group activity: Evaluative feedback and discussion • Individual activity: Produce unit evaluation feedback.

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SCHEME OF WORK

UNIT: 31 From Conflict to Resolution

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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They can be customised and amended according to localised needs and requirements.

All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher National Diploma in Social and Community Work	Level:	5
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Unit Title:	From Conflict to Resolution	Tutor:	
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Unit Number:	31	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the context of conflict and the models used to resolve conflict	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine the role of advocacy and empowerment in conflict situations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore the role of mediation in resolving conflict in social and community care organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LO4 Reflect on own skills in mediating and resolving conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Explain the context of conflict and the models used to resolve conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give an overview of the Learning Outcomes and discussion of assessment activities for the unit. Discuss academic standards required, e.g. plagiarism, referencing and bibliographies. Tutor presentation: Outline the origins and development of conflict globally. Review key conflicts that have occurred during the 20th century. Give the definition of conflict resolution. Group activities: Focus on mind-mapping for a definition of social policy. Offer activities that focus on students developing a time line around key milestones in social policy history. Individual research: Conduct internet research to develop baseline knowledge of how social policy has evolved over time.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Levels of conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Using the Q&A from the previous session, outline the learning objectives for Session 2, highlighting key terms, phrases and concepts to be discussed, e.g. the use of hot potatoes, quizzes, and word searches. Tutor presentation and discussion: Tutor must ascertain students' understanding and experience of conflict. Mind-map this area. Group activity: Students to split into groups and use case studies to assess student understanding of the levels of conflict.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Models of conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline learning objectives for Session 3. Present models of conflict and discuss how they can be applied. Group activity: Students to use active research to determine different models of conflict. Group discussion: Groups to present their individual findings. Encourage discussion through a Q&A session.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> How to avoid conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor led discussion: strategies to avoid conflict – individual, in- and out-group, wider stakeholder Group activities and research: Conduct an internet search on how to avoid conflict and to determine the effectiveness of each strategy. Individual activity: Reflect on learning and source information on conflict and make notes for the assessment task.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 1 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review the unit, key terms and concepts. Recap key learning points and review the assessment task and objectives. Group activity: Mind-map the assessment task, identifying key research material that may be used to support learning. Individual activity: Draft material or notes for the assessment task for the Part 1 assessment.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Examine the role of advocacy and empowerment in conflict situations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Present an overview of Learning Outcome 2 and discuss assessment activities that reinforce the need for appropriate academic standards. Individual activity: Complete quiz that assesses own knowledge and understanding of advocacy and empowerment. Pair activity: Complete a word search of key terms associated with LO2, devise key word map.
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Processes used in advocacy <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Outline the learning objectives for Session 7; give definitions of advocacy and empowerment to be reviewed. Pair activities: Students to discuss the processes involved in advocacy such as rights and responsibilities, confidentiality, advocates, etc. and present findings Group activity: Discussion of the processes, challenges and solutions presented

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Strategies used to empower <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline learning objectives for Session 8 and develop a mind-map to identify the key strategies used to empower individuals and communications. Group activity: Discuss the impact of each influence using newspaper cuttings and extracts. Individual research: Research topics using the internet, e-journals and the library.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Benefits of supporting empowered communities and individuals <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline the learning objectives for Session 9; show video. Group activity: Discuss the impact of each influence using newspaper cuttings and extracts. Group activity: Reflect on the advantages of empowering individuals.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 2 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review the unit and its key terms and concepts; recap key learning points and review the assessment task and its objectives. Group activity: Mind-map the assessment task; identify key research material that may be used to support learning. Individual activity: Draft material or notes for the assessment task for the Part 2 assessment.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploration of the role of mediation in resolving conflict in social and community care organisations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion and presentation: Present an overview of Learning Outcome 3 and discuss assessment activities which reinforce the need for appropriate academic standards. Group activities: Develop a mind-map of various issues that may affect social policy; tutor to follow with a quiz and discussion with students. Individual research: Conduct an internet search and make notes linked to the assessment for the Learning Outcome.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Examination of performance issues in conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Outline learning objectives for Session 12; focus on key issues such as arguments and working styles and how these factors can lead to disharmony. Group activity: Review case studies and discuss own experience of active learning through discussion and group work. Individual research: Impact of conflict on work performance. Students to be given internet links that allow them to generate evidence.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Management of change and conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline learning objectives for Session 13. Focus on key factors such as a change in work patterns or an increased work load and how these factors can lead to stress and an increase in arguments or inequality. Pair/small group activities: Discuss provided case studies and present on possible solutions to whole group Individual research: Managing change and conflict. Students to be given internet links that allow them to generate evidence.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Tools and techniques that can be employed to resolve conflict and the benefits of mediation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline of learning objectives for Session 14; focus on the key techniques such as diplomacy, arbitration and benefits of mediation, etc. Pair activity: Review provided case studies and develop solutions involving mediation using web research, present to group. Group activity: Discuss pairs' findings and identify challenges, risks, and benefits – consider range of outcomes

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of Learning Outcome 3 and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review the unit and its key terms and concepts; recap key learning points and review assessment task and its objectives. Pair activity: Develop a mind-map of the assessment task, identifying key research material that may be used to support learning. Individual activity: Draft material or notes for the Part 3 assessment task.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflecting on own skills in mediating and resolving conflict <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give an overview of Learning Outcome 4 and discuss the assessment activities and academic standards required, e.g. plagiarism, referencing and bibliographies. Individual activity: Conduct self-reflection from your own practice on who potential service users are as well as their involvement in the social policy process and how they influence it. Group activity: discuss examples of reflection and produce different solutions to challenges encountered
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> The skills and attributes used in mediation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Outline the learning objectives for Session 17. Seek input from students' own practice, focusing on different skills and attributes such as communication skills, interpersonal skills and the use of experience and insight. Group activity: Discuss case studies and identify key skills and attributes that have contributed to successful outcomes. Individual research: Conduct an internet search, making notes linked to the Learning Outcome assessment.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	Topic(s): <ul style="list-style-type: none">Practical techniques used in conflict resolution Sample activities: <ul style="list-style-type: none">Tutor presentation: Outline learning objectives for Session 18. Hold a discussion to identify the importance of the use of practical techniques such as building trust, providing information and asking questions.Group activity: Group to give a presentation using its own practice examples.Individual research: Conduct an internet search, making notes linked to the Learning Outcome assessment.
Session 19	LO4	Topic(s): <ul style="list-style-type: none">Challenges in resolving conflict and measuring success in conflict resolution Sample activities: <ul style="list-style-type: none">Tutor-led discussion: Outline the learning objectives for Session 19.Group activity: Produce and present to whole class examples from own practiceIndividual research: Conduct an internet search, making notes linked to the Learning Outcome assessment.
Session 20	LO4	Topic(s): <ul style="list-style-type: none">End-of-unit evaluation and review of assessment Sample activities: <ul style="list-style-type: none">Tutor-led discussion: Review learning of the unit and assessment activities.Pair activity: the critical friend – review and discuss partner’s work to date, providing feedforward to improveIndividual research: Conduct an internet search, making notes linked to the Learning Outcome assessment.

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 32 Team and Individual Leadership: Mentoring and Coaching
Others

For use with the following qualifications:

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

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Team and Individual Leadership: Mentoring and Coaching Others	Tutor:	
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Unit Number:	32	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review theories and principles of team and individual leadership, mentoring and coaching in health and social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Apply mentoring and coaching techniques to support mentorship of individuals in care environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review own leadership and mentoring practice in a care environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<ul style="list-style-type: none"> • Topic(s): Team and individual leadership • Introduction to the unit and assessments • Introduction to team and individual leadership • Principles of individual leadership e.g. own care practices, high quality, compassionate and person-centred care, Health and Safety, risk management, health and wellbeing, promoting/valuing diversity, difference and inclusion, being a reflective practitioner • Principles of team leadership e.g. team identity, staff development programmes, leading self and others, being self-aware, recognising impact of own actions on others, team working, managing self and others, conflict resolution <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led lecture: Overview of the unit content and assessments • Small group activity: Exploring what leadership is (both team and individual) • Group discussion: Principles of team and individual leadership • Pair activity: Exploring how these principles are applied to social and community care work, presenting feedback to the rest of the class
Session 2	LO1	<p>Topic(s): Team and individual leadership: theory and styles</p> <ul style="list-style-type: none"> • Leadership theory: perspectives on leadership (e.g. influencing others, having followers), universal theories (e.g. Transactional Leadership (Bennis, Bass), charismatic leadership (Weber, Conger and Kanungo)), contingency theory (e.g. Fiedler), situational theories (e.g. Hersey and Blanchard, Vroom and Yetton) • Leadership styles: emotional leadership styles e.g. Goleman's six styles, Hay and McBer's Emotional Competence Inventory, Dulewicz and Higgs leadership <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led lecture: Different leadership theories • Tutor-led lecture: Leadership styles • Small group activity: Review and discuss a selection of case study examples of leadership theory and styles.

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s): Team and individual leadership: introduction to coaching and mentoring</p> <ul style="list-style-type: none"> • Theories of leadership in social and community work e.g. emotional intelligence leadership theory, leader member exchange (LMX) theory, transformational change theory • Models and styles of leadership used in community-based social/community care services e.g. authoritarian, democratic and laissez-faire, functional approach, developing a compelling vision, recognising and developing the leadership capability of self and other people (e.g. autocratic, charismatic, persuasive, participative) • Influences on style e.g. culture of organisation, beliefs and values of manager/leader, expertise of team members, nature of the organisation industry • Introduction to coaching and mentoring: definition of coaching and mentoring, differentiating between coaching and mentoring <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Mind map - Concepts of leadership in social and community work • Small group activity: Reflecting on own practice in relation to leadership theories and styles and how this impacts leadership of self and others • Class discussion: Exploring what coaching and mentoring are • Pair activity: What is the difference between coaching and mentoring? • Tutor-led lecture: An overview of coaching and mentoring

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s): Coaching and mentoring in social and community work: principles, models, styles and trends</p> <ul style="list-style-type: none"> Coaching and mentoring models and principles e.g. performance coaching/life coaching, GROW Model (Whitmore 1992), Myers-Briggs (1943), double loop learning (Argyris 1976), transformational learning, Gardner's Multiple Intelligences (1983), Kolb's learning cycle (1984), Johari's window (1955), Neuro Linguistic Programming (NLP) 1979 Legislation, policy and ethical practice within coaching and mentoring e.g. health and wellbeing, risk management, safeguarding and disclosure boundaries, ethics, cultural awareness, safe environment Trends and styles e.g. one-to-one or group, internet, in person or over the phone (or a combination), peer coaching and mentoring, health coaching and mentoring, inter-professional coaching and mentoring, succession planning <p>Sample activities:</p> <ul style="list-style-type: none"> Small group activity: Exploring different coaching and mentoring models Pair activity: Reviewing fundamental coaching and mentoring principles Tutor-led lecture: Coaching and mentoring in social and community work Class discussion: Reflecting on ethics in coaching and mentoring Tutor-led lecture: Underpinning legislation and policy that should be considered for coaching and mentoring in social and community
Session 5	LO2	<p>Topic(s) Preparing to coach (1)</p> <ul style="list-style-type: none"> The purpose and scope of coaching The role and responsibilities of the workplace coach e.g. skills and qualities, how own behaviours, values, attitudes and emotional awareness can impact the coaching role, own limitations and boundaries When might you need a coach e.g. different work environments such as nursing or assistant practitioner, performance-related situations, personal or professional development Establishing ground rules Ethical and professional standards e.g. professional codes of practice within coaching in social and community work <p>Sample activities:</p> <ul style="list-style-type: none"> Mind map activity: The purpose and scope of coaching Pair activity: Research the role and responsibilities of the workplace coach and apply it to own care environment in the workplace. Small group activity: Discuss when a coach might be needed. Pair activity: Draft ground rules for a coaching relationship. Pair activity: Research and discuss ethical and professional standards of coaching practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic(s): Preparing to coach (2)</p> <ul style="list-style-type: none">• The benefits of coaching to team and individuals• Informal and formal coaching approaches, including building a positive client/coach relationship• How to prepare individuals for coaching e.g. what to expect, how long the sessions will be, the environment, participation, openness and honesty• The coaching conversation e.g. the client's purpose for initiating coaching and the coaching agreement, quality conversations, climate building, setting goals, collaborating, building a rapport• Communication e.g. active listening, powerful questioning, open-ended questions, observing, body language, clear dialogue, feedback <p>Sample activities:</p> <ul style="list-style-type: none">• Class discussion: Benefits of coaching to team and individuals• Class discussion: Informal and formal coaching approaches and practice, including building a positive relationship• Small group activity: Reviewing and discussing how to prepare individuals for coaching• Individual/pair activity: Researching best practice regarding the coaching conversation• Role play activity: In threes, practise conversations regarding interesting personal or work-related topics. One person is the coach, one person is the client and one person is the observer. Coaches are practising the art of conversation and communication as stated above.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s): Preparing to coach (3)</p> <ul style="list-style-type: none"> • Dealing with difficult coaching situations • Dealing with challenging conversations • Conflict resolution • Action plan • Learning Journal e.g. for client and also a reflective journal for coach • Coaching tools e.g. templates, client profile form, agreement template, coaching session form, coaching feedback <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led lecture: Conflict resolution • Case study examples to review and discuss • Role play: Scenario-based situations of difficult or challenging conversations. Practise coaching and mentoring techniques – coach, client, observer to provide feedback, swap roles and use different scenarios so each person has had a turn in each role. • Tutor-led lecture: Action plan and learning journals • Individual/pair activity: Researching tools and templates and developing own coaching toolkit
Session 8	LO2	<p>Topic(s): Preparing to mentor (1)</p> <ul style="list-style-type: none"> • The purpose and scope of mentoring • The role and responsibilities of the workplace mentor e.g. skills and qualities, how own behaviours, values, attitudes and emotional awareness can impact the mentoring role, own limitations and boundaries • When might you need a mentor e.g. different work environments such as nursing or assistant practitioner, performance-related situations, personal or professional development • Establishing ground rules • Ethical and professional standards e.g. professional codes of practice within mentoring in social and community work <p>Sample activities:</p> <ul style="list-style-type: none"> • Mind map activity: The purpose and scope of mentoring • Pair activity: Research the role and responsibilities of the workplace mentor and apply it to the care environment in own workplace. • Small group activity: Discuss when a mentor might be needed. • Pair activity: Draft ground rules for a mentoring relationship. • Pair activity: Research and discuss ethical and professional standards of mentoring practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<ul style="list-style-type: none"> • Topic(s): Preparing to mentor (2) • The benefits of mentoring to team and individuals • Informal and formal mentoring approaches, including building a positive mentor/mentee relationship • How to prepare individuals for mentoring e.g. what to expect, how long the sessions will be, the environment, participation, openness and honesty • The mentoring conversation e.g. the purpose of the mentee needing to be mentored, the mentoring agreement, quality conversations, climate building, setting goals, collaborating, building a rapport • Communication e.g. active listening, powerful questioning, open-ended questions, observing, body language, clear dialogue, feedback, information, advice and guidance, passive/aggressive, coercive, suggestive, manipulative, objective, supportive <p>Sample activities:</p> <ul style="list-style-type: none"> • Class discussion: Benefits of mentoring to team and individuals • Class discussion: Informal and formal mentoring approaches and practice, including building a positive relationship • Small group activity: Reviewing and discussing how to prepare individuals for mentoring • Individual/pair activity: Researching best practice regarding the mentoring conversation • Role play activity: In threes, practise conversations regarding interesting personal or work-related topics. One person is the mentor, one person is the mentee and one person is the observer. Mentors are practising the art of conversation and communication as stated above.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s): Preparing to mentor (3)</p> <ul style="list-style-type: none">• Dealing with difficult mentoring situations• Dealing with challenging conversations• Conflict resolution• Action plan• Learning journal e.g. for mentee and also a reflective journal for mentor• Mentoring tools e.g. templates, client profile form, agreement template, mentoring session form, feedback <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led lecture: Conflict resolution• Case study examples to review and discuss• Role play: Scenario-based situations of difficult or challenging conversations. Practise coaching and mentoring techniques – mentor, mentee, observer to provide feedback, swap roles and use different scenarios so each person has had a turn in each role.• Tutor-led lecture: Action plan and learning journals• Individual/pair activity: Researching tools and templates and developing own mentoring toolkit

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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	<ul style="list-style-type: none"> • Topic(s): Promoting/valuing diversity, difference and inclusion within coaching and mentoring practice • Protected characteristics e.g. age, gender, race, sexual orientation • Equality – the Equality Act 2010, protecting people from discrimination in specific situations, including the workplace, and from discrimination through association • Diversity, difference and inclusion – recognising and respecting individuals’ differences, application of human rights principles of fairness, respect, equality, dignity, autonomy, business culture, business values, business environment • Impacts and influence of diversity, difference and inclusion on coaching and mentoring practices in the care environment in own workplace • Legislation, regulation and codes of practice affecting coaching and mentoring within the workplace <p>Sample activities:</p> <ul style="list-style-type: none"> • Class discussion: What is meant by protected rights, equality, diversity, difference and inclusion? • Small group activity: Explore impacts and influences of diversity, difference and inclusive coaching and mentoring practice. • Pair activity: Review case study examples of different discriminatory or oppressive practice and draft appropriate responses to address the issues within a coaching and mentoring relationship. • Small group activity: Research legislation, policy and ethical practice relating to diversity, difference and inclusion within coaching and mentoring in the workplace.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO1 & LO2	<p>Topic(s): Assessment workshop</p> <ul style="list-style-type: none"> In-class revision of LO1 and LO2 to recap and retain student knowledge Models of reflective theory and the cycle of reflection – Kolb’s learning cycle Logbook completion and how to complete reflective practice – Schon’s model of reflective practice including reflective writing Review of student progress for Assessment 1 and brief overview of Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Brief tutor-led overview of assessment requirements and recap of content Mind map and discussion on reflective feedback Small group activity: Research models of reflective theory and cycle of reflection, present feedback to class for wider discussion. Individual activity: Apply models of reflective practice to own experience. Tutor-led lecture: Critically reflective practice and writing Group activity: Review different examples of reflective writing and compare different levels of reflection. Discuss reflective practice and how to apply it throughout the project management process. Open Q&A activity to address any generic assessment questions and/or concerns Review of academic requirements and submission format Individual student queries and questions and assessment preparation time
Session 13	LO3	<p>Topic(s): Practical coaching and mentoring in social and community work: field work final plans and implementation ready</p> <ul style="list-style-type: none"> One-to-one appointments with students to finalise practical coaching or mentoring plans Learning journal review Coaching and mentoring toolkits Individual assessment support <p>Sample activities:</p> <ul style="list-style-type: none"> Scheduled appointments with tutor to be pre-arranged Tutor to review log books and project journals as part of being implementation ready Tutor support on how to complete the assessment i.e. presentations and end-of-project written evaluation report

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic(s): Practical coaching and mentoring in social and community work (1)</p> <ul style="list-style-type: none"> • These can be drop-in sessions or telephone/email support for students as they undertake practical coaching and mentoring sessions in their own work placement or settings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Students to complete practical coaching or mentoring at their work placement or setting • Tutor-led activity: Virtual/in person/telephone meetings to support students • Individual activity: Study or review of relevant content to assist in completing practical coaching and mentoring in own workplace care environment/service
Session 15	LO3	<p>Topic(s): Practical coaching and mentoring in social and community work (2)</p> <ul style="list-style-type: none"> • These can be drop-in sessions or telephone/email support for students as they undertake practical coaching and mentoring sessions in their own work placement or settings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Students to complete practical coaching or mentoring at their work placement or setting • Tutor-led activity: Virtual/in person/telephone meetings to support students • Individual activity: Study or review of relevant content to assist in completing practical coaching and mentoring in in own workplace care environment/service
Session 16	LO3	<p>Topic(s): Practical coaching and mentoring in social and community work (3)</p> <ul style="list-style-type: none"> • These can be drop-in sessions or telephone/email support for students as they undertake practical coaching and mentoring sessions in their own work placement or settings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Students to complete practical coaching or mentoring at their work placement or setting • Tutor-led activity: Virtual/in person/telephone meetings to support students • Individual activity: Study or review of relevant content to assist in completing practical coaching and mentoring in in own workplace care environment/service

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic(s): Practical coaching and mentoring in social and community work (4)</p> <ul style="list-style-type: none"> These can be drop-in sessions or telephone/email support for students as they undertake practical coaching and mentoring sessions in their own work placement or settings. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Students to complete practical coaching or mentoring at their work placement or setting Tutor-led activity: Virtual/in person/telephone meetings to support students Individual activity: Study or review of relevant content to assist in completing practical coaching and mentoring in in own workplace care environment/service
Session 18	LO4	<p>Topic(s): Reflection on coaching/mentoring practice</p> <ul style="list-style-type: none"> Developing critically reflective practice – recap of cycle of reflection, models of reflective theory e.g. Kolb’s learning cycle Recap of how to complete reflective practice – Schon’s model of reflective practice including reflective writing Review of learning journal and how to use this to inform final assessment report <p>Sample activities:</p> <ul style="list-style-type: none"> Brief tutor-led lecture: Overview of reflective theory, practice and writing Small group activity: Case-study-based reflection exercise Group discussion: Split into two groups to discuss and reflect on the coaching and mentoring experience. Individual activity: Develop key elements (expressing opinion, critiquing views, critically analysing data and information, providing supporting arguments, showing contrast, reflections, reformulating and summarising).
Session 19	LO4	<p>Topic(s): Assessment workshop (1) Individual student study and appointments</p> <ul style="list-style-type: none"> One-to-one appointments with students for individual assessment support Learning and reflection journal reviews <p>Sample activities:</p> <ul style="list-style-type: none"> Scheduled appointments with tutor to be pre-arranged Tutor to review learning and reflection journals Tutor support and guidance on completing final assessment Working individually on assessment preparation/draft

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic(s): Assessment workshop (2) Individual student study and final submissions</p> <ul style="list-style-type: none">• Final completion and submission of final assessment report• Completed learning journal submission• Professional development <p>Sample activities:</p> <ul style="list-style-type: none">• Scheduled appointments with tutor to be pre-arranged• Individual study on completing learning journal entries• Class discussion on next steps for further professional development in coaching or mentoring in social and community work

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 33: Social and Community Services in Criminal Justice Practice

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher National Diploma in Social and Community Work	Level:	5
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Unit Title:	Social and Community Services in Criminal Justice Practice	Tutor:	
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Unit Number:	33	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Examine the criminal justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Investigate how social and community workers support the criminal justice process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Review issues that can influence social and community work practice within the criminal justice process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess the impact of social and community workers in supporting delivery of an effective criminal justice process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1, LO2, LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to the unit content and unit assessments • Introduction to the criminal justice system (CJS) <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Define key terms, e.g., criminal justice, criminal justice practice, crime and offender. • Individual research: Investigate the stages of the CJS (crime committed, offender charged, court prosecution and punishment). • Pair activity: Research summary and indictable offences and how it was dealt with by the CJS, and share research.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Organisations working within the CJS <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: recap the stages of the CJS. • Group activity: Identify the organisations that work within the CJS. • Pair activity: Identify which organisations are involved at each stage of the CJS. • Individual research: Focus on the police, research to include their role in the CJS, structure of their forces, police powers, PACE, arrest detention and interviews.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Organisations working within the CJS <p>Sample activities:</p> <ul style="list-style-type: none"> • Small-group activity: research and present findings on the role of other organisations within the CJS (e.g., Government, Her Majesty's Courts and Tribunal Service, Crown Prosecution Service, Prison, Probation and victim and witness support). • Whole group activity: Following the presentations, discuss the role and responsibilities of these organisations. • Individual activity: produce mind-map of range of organisations, place own workplace organisation in the map

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Sentencing <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: What is the purpose of punishing crimes? • Individual research: Identify the aims of sentencing, the types of sanction available to courts and sentencing guidelines. • Pair activity: Practice making a sentencing judgement using sentencing guidelines and an example offence. • Group discussion: Using real-life sentencing examples, identify the aim the sentence was achieving.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • CJS in practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Listen to invited Guest speaker (local magistrate) on their role and ways in which this relates to the range of services in the CJS, followed by a Q&A session. • Pair activity: Using case examples of offences, analyse how the offender progressed through the CJS (courts, type of offence and sentence given). • Individual activity: Research two different case study examples of the same offence, highlighting differences in outcomes/process and why
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Role of social worker within the CJS <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: discussion on how social and community work is utilised within the CJS. • Individual research: Research the work of a range of social work and community services within the CJS (e.g., NHS, mental health services, substance misuse workers, resettlement/housing support, support for those with disabilities and education provision). • Group activity: discussion, share individual research findings and discuss the work of social and community services.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> How victims and offenders are supported <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Why do victims, witnesses and offenders need support? Group activity: Split students into three groups, have each group research support within the CJS for victims, witnesses or offenders. Peer teaching: Split students into small groups with at least one person from each of the different research groups to share their findings. Group discussion: What are the challenges to social and community workers when working with offenders?
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Role and work of CJS social work practitioners <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: What type of work does the social work practitioner undertake in the CJS? Individual research: Research core duties of social and community workers (e.g. interventions, family support work, probation and advocacy support, monitoring and supervision of offenders and pre- and post-release support). Group activity: Listen to invited guest speaker (social worker or outreach worker within the CJS) presenting their day-to-day work, interagency working and challenges faced, followed by Q&A
Session 9	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Industry relevant visit <p>Sample activities:</p> <ul style="list-style-type: none"> Small group activity: visit to a local magistrate's court to observe proceedings, or visit to a local probation office to find out about supervision of offenders in the community. Individual activity: take notes on procedures, processes and practices observed Pair work: Compare notes, share and discuss findings

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop Review of student progress on Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Provide a brief tutor-led overview of assessment requirements. Group activity: open Q&A sessions to address general queries and concerns, including review of academic requirements and submission format. Individual activity: one-to-one tutor discussion to address queries and concerns.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Issues that can influence social and community work practice within the criminal justice process, cultural issues <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion: What is diversity? How does it relate to the CJS? Pair activity: Working with diverse communities—using the case studies provided, identify the cultural issue and discuss how you would deal with it as a practitioner (e.g., asylum seekers, non-English speakers, different religions, honour-based violence, female genital mutilation, forced marriage and radicalisation). Individual activity: Produce reflections on own experience in the workplace
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Issues that can influence social and community work practice within the criminal justice process—media influence <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Using example media stories, identify the influence of the media, e.g., portrayal of offenders; stereotypes in relation to gender, religion, ethnicity, disability, sexual orientation, age, or class, and its impact on attitudes and behaviour. Group activity: Research and analyse examples of sensationalist journalism and reporting, discuss. Group discussion: How reporting of service failures influence social and community work practice, e.g., Rochdale child sex abuse ring

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Issues that can influence social and community work practice within the criminal justice process—current trends and emerging issues <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion: Identify current and emerging issues. Small-group research and presentation: Carry out research on a current or emerging issue that is relevant to social and community work in the CJS, and prepare a presentation to share with the class on what the issue is and the influence it does/could have to practice (e.g., police stop and search, Operation Trident, cyberbullying, radicalisation, terrorism—domestic and foreign, domestic abuse and trafficking). Pair activity: Produce factsheet on a key current/emerging issue, and share with group on VLE
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Managing practitioner bias <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led group discussion: What is practitioner bias? Why is it a problem? How can it be managed? How does reflective practice improve social work intervention? Group activity: Define stereotyping, prejudice, discrimination; discuss why it is important to acknowledge personally held biases. Pair activity: Using the information given, analyse how a selected strategy assists in managing personal bias (e.g., self-reflection, group reflection, evaluation, appraisals, continuing professional development, training, and supervision sessions).
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Effective working, reflective practice <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Reflective discussion. What is reflective practice? Why is it relevant to social work and community practitioners? How does it improve performance and efficacy? Individual research: Research models and strategies to enable self-reflection. Group discussion: Discuss individual research, how useful is each strategy/ approach/model?

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Reflective practice, self-reflection <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: recap of previous session on bias • Individual self-reflection exercise: In order to get the most out of this exercise, students should be reassured that they do not need to share their responses. Activities could include: <ul style="list-style-type: none"> ○ Identify their own personally held stereotypes, assess if these have affected their behaviour towards others. ○ Critical reflection cycle: Think of a social work situation they have been in. What happened? How did they feel about it? What went well/did not go well? What could be done differently in the future to improve the outcome? ○ Make a list of questions they can ask themselves to enable effective active reflection; think of a social work situation and work through the questions. • Pair/small-group activity: Reflect on previous activity, share ideas on how to reflect, purpose of reflection, and how to grow from reflection
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Measures of CJS performance <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: How can the effectiveness of the CJS be measured? • Pair activity: Research one particular method of measuring effectiveness, including current data (e.g., key performance indicators, effective trials, reoffending rates, public perception and confidence, crime rates, Care Quality Commission monitoring and changing outcomes). • Small group activity: Peer teaching - have students split into small groups with at least one person from each of the different research groups; have students peer teach and share their findings.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Multi-agency working <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion: What is multi-agency working? What are the advantages and disadvantages? • Individual research: Research real world examples of multi-agency working in the CJS (e.g., end-to-end offender management, prison-to-community rehabilitation, offender management by CTCs, Integrated Offender Management (IOM), safeguarding children and children at risk). • Pair activity: Using real case examples, discuss the effectiveness of multi-agency working in reducing reoffending.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO3 and LO4	Topic(s): <ul style="list-style-type: none">Recap session Sample activities: <ul style="list-style-type: none">Individual activity: review unit, highlight which topics require additional explanation and recap.Tutor-led activity: Provide a key topics quiz activity to complete.Group activity: Q&A session/discussion to clarify and consolidate learning.
Session 20	LO3 and LO4	Topic(s): <ul style="list-style-type: none">Assessment draft review workshopUnit review Sample activities: <ul style="list-style-type: none">Individual activity: One-to-one tutor Formative assessment feedback for Assessment 2Pair activity: peer support and feedforward to inform development of Assessment 2Group activity: reflective discussion, common issues and solutions to inform own personal and professional development

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 34 Developing Opportunities for Social Investment

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Developing Opportunities for Social Investment	Tutor:	
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Unit Number:	34	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the value and purpose of networking to create social investment opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Assess skills and competences required to develop a case for a potential fundraising exercise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore the steps needed to successfully develop opportunities for social investment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Develop a plan for a potential fundraising exercise for a chosen cause in community work practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Unit outline and assessment activities for whole unit Exploring the notion of social investment <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Aims of the unit and forms of assessment, defining purpose of networking to create opportunities for social investment Group activities: Networking activity use of prompts from tutor guiding discussions between students on similarities and differences of individual work roles and organisations Group activity: Draw up key similarities and differences in practices and provisions Pair activity: Using information from groups identify opportunities that would potentially benefit from forms of funding/support
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Opportunities from networking to develop partnerships for funding, raising profiles, knowledge exchange <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: How networking can provide foundation for positive partnerships Pair activity: Explore local and national issues that would benefit from funding/support; identify types of groups that may support area and how networks can be used for other purposes Pair activity: Explore the value of networking for knowledge exchange purposes, types of knowledge and how it promotes best practice. Individual activity: Explore the way that networking is used in own area of practice, e.g., to raise organisational profile
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring organisations that can use fundraising <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline the types of organisations that could benefit from fundraising. Group activity: Give students one organisation, e.g., hospital, residential care home, shelter, food bank, day centre; should explore the way each type of organisation operates and identify key areas they could benefit from funding/support (training, extra staff, etc.) Individual activity: Explore own workplace setting and identify areas where issues could arise and the types of funding/support that would benefit; make notes for assessment activities and final report.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the role of charity organisations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage debate as to the types of charity that individuals donate to and/or those who support Pair activity: Explore specific charities and the types of funding they provide. Identify key issues charities face in seeking funding from different areas. Explore the ways that charities approach fundraising, make notes for whole-group discussion Group activity: Develop a case for an organisation that would benefit from fundraising, identify the potential funding sources; make notes for next the session.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of learning and identifying potential funding sources <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review of group activity from previous session, highlight key points, provide other sources of funding, e.g., foundations (Joseph Rowntree, etc.) Group activity: Using set scenarios of different needs, explore, using internet, potential individuals, companies, local community type sources that could support potential fundraising Pair activity: Drawing on information from scenarios and results of searches identify types of support sources can provide help for
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Identifying the best way to raise funds for specific causes <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Identifying the ways to raise funds in different situations Group activity: Using scenarios identifying individual needs of organisations develop a fundraising exercise, e.g., marathon, garden party fete, conferences; outline key aspects of the fundraising event, likely targeted audience and how this matches with the cause identified. Group feedback: Presenting ideas to whole group and feedback upon likelihood of gaining funds using types of chosen activities Individual activity: Notes on learning to develop for assessment activity

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of unit and assessment preparation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review of unit learning, identifying the need for networking for different purposes and value of networking to raise funds for causes Pair activity: Discuss group activities from previous week and consider whether funds could be raised/support highlighted using different means, e.g., mailshot, social media, online funding sites, identify advantages and disadvantages Individual and group tutorials support on learning in Learning Outcome and assessment
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Learning aims of Learning Outcome and assessment criteria Skills needed to be able to successfully fundraise <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Aims of Learning Outcome, discussion on general skills and competences required Group activity: Identify key skills and competencies required Pair activity: Identify own skills against skills and competencies required and identify areas for improvement Individual activity: Reflection on own skills and competencies and areas for development
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Utilising appropriate research, analytical and report writing skills to be able to develop and justify rationale for proposals and requisitions for funding <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Types of research, analysis and report writing skills needed, identifying correct forms to produce written requests for funding sources Group activity: Use of scenarios, explore an issue and develop an outline for a proposal to a source (provided in scenario); consider the way proposals may be framed for community/local organisations and specific public-sector bodies. Pair activity: Prepare a short report that outlines proposal to an audience Individual activity: Reflect on own research and report writing skills and identify areas for development

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Encouraging self-reflection and professional development <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Personal skills and qualities that support successful fundraising opportunities• Group activity: Using a scenario of a problem-solving exercise, ask the group to form a team and identify key players and how they will approach the problem to solve it.• Group role-play: Using scenario role-play team roles within a simulated meeting organizing a fundraising event• Pair activity: Reflect on each other's performance, strengths and areas for development
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of factors to consider when networking to raise funds <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led discussion: Encourage students to reflect on the core aspects of networking for funding, e.g., what can they give in return and post-funding opportunities• Group activity: Develop an outline to explore an opportunity to fundraise; using scenarios, make a list of key considerations during the steps to obtaining funds, e.g., what you can offer, personal and professional presentation and most appropriate mode of networking.• Pair activity: Consider ways that training courses, conferences, formal and informal gatherings can develop opportunities for fundraising.• Individual activity: Reflect on core principles to explore opportunities to fundraise, own personal and professional involvement

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring how preconceptions, attitudes and other factors can affect propensity to donate <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Consider own personal and professional behaviours and how it impacts on others' propensity to donate Group activity: Use of scenarios to stimulate debate about the types of perceptions and attitudes that can be formed based on an organisation's profile, functioning, e.g., if it has received poor inspection ratings, and the propensity for others to donate Pair activity: Consider own experience in fundraising exercises and difficulties in raising funds, develop an outline of the barriers that exist deterring donors, e.g., time history of unproductive attempts Individual activity: Reflect on learning for own assessment activity
Session 13	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Making a case for support/funding Review of learning and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review of learning and clarifying assessment activity requirements, creating a case for a cause Pair activity: Use of scenarios, create an outline for a case that includes key areas, e.g., identification of issue, organisational desired solution, development of grant proposal, likely impact on success/failure Group activity: Whole-group feedback and making notes on key areas ready to create own plan for Learning Outcome 3 and Learning Outcome 4 assessments Individual activity: Preparation of assessment of Learning Outcome 1 and Learning Outcome 2

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Develop opportunities for social investment <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline of goals for Learning Outcomes 3 and 4, discuss the key aspects of focus for completion, select partner working in similar areas of practice Pair activity: Identify individual need for a plan, focus of funds in selected area, align goals with available resources, justify appropriate source of funding (charities, individuals, etc.) Group activity: Discuss plans and provide support for developing proposal Tutorial support: Feedback on initial plans Individual activity: Research focus and sources of funding and justify appropriate source initiative, reflect on how realistic plans for funding are against propensity to donate
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Researching and planning an initiative <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Identifying structure of fundraising committee/personnel and planning process Pair activity: Identify best method for overseeing fundraising initiative, highlight key responsibilities and make notes on tasks expected Pair activity: Assess viability of each other's methods and provide feedback Individual activity: Identify others who may have connections to appropriate sources and how they can support.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Developing official proposals for a fundraising initiative <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Evaluating different approaches to fundraising in depth for different situations Group activity: Use of scenarios, consider ways to approach fundraising (face-to-face, pitching, written proposal, online mailshots) Pair activity: Assessing ways to approach fundraising in own areas of practice to a range of potential donors Individual activity: Conduct own research reflecting on learning for assessment tasks

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Importance of consideration in post-fundraising, maintaining relationships with donors • Learning Outcome review and assessment development <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Importance of developing and maintaining professional relationships throughout and beyond fundraising process • Group activities: Use of scenarios, draw up ways to maintain relationships with donors in different situations • Pair activity: Develop ways to maintain relationships with donors in own areas of practice • Tutor presentation: Review of learning for unit, discussion of end-of-unit assessment
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Steps to developing a plan to raise funds • Outcomes of unit <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Outlining key aspects to develop plans for fundraising opportunities • Individual activity: Develop plans to include areas of need, rational, sources of donation, how funds will be raised, ways to develop links • Pair activity: Discuss plans and identify barriers and challenges and how to overcome them. • Individual activity: Develop written proposals, outlines for pitches, documentation, posters, other forms of advertising for fundraising
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Management strategies for fundraising <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Key aspects of management strategy for fundraising, overseeing management and encouraging participation • Individual activity: Develop plans to include management strategies, key mediating in matters of conflict, recruitment and training of staff, general administration, planning and coordinating meetings and liaison • Pair activity: Discussing and providing critique of plans for reflection • Individual activity: Develop plans to include key management strategies.

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Presentations and end of unit assessment activities• Evaluating fundraising plans with others <p>Sample activities:</p> <ul style="list-style-type: none">• Individual Presentation: Ten-minute presentation of fundraising plan, feedback from audience (adapt as appropriate for class size)• Tutor-led discussion: 3 minutes per presenter, provide feedback following presentations to encourage debate and reflection• Individual activity: Reflect on feedback from whole group, review ways to raise awareness for issue/cause and how this impacts practice, provision and own professional development• Tutor-led discussion: Review of learning for unit, outline requirements for assessment activity

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 35 Youth Justice: Gangs and Serious Youth Violence

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Youth Justice: Gangs and Serious Youth Violence	Tutor:	
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Unit Number:	35	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the role of the youth justice system in addressing the impact of gangs and serious youth violence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine the roles of social and community workers in youth justice practice addressing gangs and serious youth violence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Assess risk and protective factors for juvenile offending	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1, LO2, LO3, and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit content and assessments • Introduction to key terms <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Define key terms, e.g., crime, youth, gangs, serious violence, criminogenic factors, age of criminal responsibility, youth justice system (YJS), Youth Justice Board (YJB) and Youth Offending Team (YOT). • Pair activity: Research the role and responsibilities of the YJB and YOT. • Group discussion: Should young offenders be treated differently than adults? Why? How?
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Scale of youth crime <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Quick quiz followed by discussion - What is the scale of youth crime? • Pair activity: Research the number of young people in the justice system, the offences committed, outcomes received and offender demographics, prevalence of gangs and serious youth violence over the last ten years. • Group discussion: What are the possible reasons for the trends identified in gangs and serious youth violence?
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Impact of youth crime <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discussion and mind-map - Who does youth crime affect? • Small group research and presentation: Research a group affected by youth crime and explain how they are affected (for example, a group could be individuals, families or wider communities; how they are affected could be social, economic, environmental, physical, emotional or structural e.g., policing and the judiciary). Prepare a presentation to give to the class to show your findings. • Individual activity: take notes from presentations and produce a reflective log

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<ul style="list-style-type: none"> • Topic(s): • Youth Justice System and relevant legislation <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion: What are the aims of the youth justice system? How do these differ from dealing with adult offenders? Why? • Individual research: Research the sentencing options for youth offenders (e.g., prevention schemes, reprimands and Final Warnings, community sentences, Intensive Supervision, Custody and Training). • Tutor presentation: Presentation of legislation relevant to gangs and serious youth violence (e.g., Serious Crime Act 2015 and the Policing and Crime Act 2009)
Session 5	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Individuals working in social and community work services in Youth Justice <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion: What support does young offenders need? • Tutor presentation: Question and answer session—students to make notes on social and community work services in youth justice (e.g., education services, social services, related public services and voluntary organisations) • Pair work: Shadow a professional/practitioner in own workplace, find real case examples of multiagency working in the youth justice system, upload to VLE
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Role and responsibilities of social and community workers <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Listen to invited guest speaker (a member of the local YOT team or similar) presenting their role and responsibilities, followed by Q&A and discussion • Individual research: Research the role and responsibilities of different practitioners working specifically in youth justice (including statutory, private and voluntary sectors) • Group discussion: What are the main challenges of working in youth justice? Individuals present and discuss their experience of shadowing from the previous session.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Professional conduct and skills <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: recap from previous session on challenges Group discussion: What is professional conduct? Why does it matter? Why is it important in youth justice? How do practitioners demonstrate professional conduct in practice? Pair work: Read the case study/information provided and analyse how professional conduct is being demonstrated. Individual activity: shadow practitioner/workplace supervisor/mentor and identify examples of how professionalism is demonstrated. Engage in reflective discussion with supervisor/mentor
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflection on own skills <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: recap and discussion on responsibilities of social and community workers in youth justice, and professional conduct Group mind-map: What skills and personal qualities do social and community workers need to work in youth justice? Individual activity: Personal skills scan—rate your own ability in each skill and quality identified. Produce a reflective log of how you have demonstrated these skills your work placement. Set individual goals and targets to develop skill set.
Session 9	LO1 and 2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assignment workshop Review of student progress on assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Brief tutor-led overview of assessment requirements and review of academic requirements and submission format Group activity: Open Q&A session to address general queries and concerns Individual activity: One-to-one formative feedback sessions with tutor, reflection on skillscan and development plan

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Risk factors for offending <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: exposition and tutor-led discussion - Are people born 'bad'? Why are particular groups associated in the media with offending activity? Discuss institutional prejudice, explicit and implicit bias in reporting and impact on individuals and groups Pair activity: Research, discuss and define risk and criminogenic factors, produce mind-map of factors that can increase the risk of juvenile offending. Small group activity: Research allocated risk factors (e.g., family, school, community and personal), take a holistic and person-centred approach. Why? What? How? Consider additional related contributing factors and the impact of bias. Produce an illustrative diagram of findings and present to group
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Protective factors for offending <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Listen to guest speaker (former juvenile offender) present their journey and what contributed to their change. Q&A and discussion Pair activity: discussion - based on previous research, speaker testimony and discussions on risk factors, what could be factors that prevent young people from engaging in delinquent behaviour? Individual research: Research the protective factors for youth offending, produce a summary of three factors linked to previous discussions. Share findings on VLE
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Risk and protective factors, reoffending and adult offending <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion: What does reoffending mean? Why does it matter? What is the link between youth and adult offending? Why should youth reoffending be targeted? Individual research: Research the factors most closely linked to juvenile reoffending, produce a mind map Pair activity: Using case study provided, develop an outline 'prevention' plan to reduce likelihood of the individual reoffending as a juvenile or adult

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Theories of involvement in gangs and serious youth violence <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led recap: Legislative definitions of gang and serious youth violence Small group research and presentation: Research one theory that explains youths' involvement in gangs or serious youth violence, prepare a presentation to give to the class. Pair work: Analyse given case examples of youth involvement in gangs or serious violence by applying theories and explaining how theories could be applied. Individual work: Begin work with workplace mentor/supervisor to contribute to intervention in own workplace, present outline plan and discuss relevance to own role and contribution.
Session 14	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Interventions <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion: What different types of intervention may be available? (e.g. group, one-to-one and mentoring). Pair work: Read information provided on different types of intervention, and make notes Pair work: Research a real-world example of an intervention to tackle juvenile involvement in gangs or serious youth violence. Individual work: Based on meetings with workplace mentor/supervisor to date, begin building outline of own contribution to intervention in the workplace
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Key features of effective interventions for gangs and serious youth violence <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Listen to guest speaker from local social enterprise/community-based organisation involved in intervention work, followed by Q&A and discussion Pair work: Discuss notes from speaker, research additional information on interventions provided and identify key characteristics of each intervention. Produce a comparative chart Individual research: Carry out research into effective, promising and ineffective interventions. What are the key principles/features of effective interventions? Build into outline plan for own contribution to intervention(s) in own workplace

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> The role of practitioners in interventions <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led group discussion: The different stages practitioners can be involved in interventions (assessment, planning, delivery, review) Group discussion: What is the role of assessment in effective interventions? How does this impact effectiveness? Why do interventions need to be planned? What is the effect if they are not? What impact does practitioner ability and maintaining programme integrity have on the effectiveness of interventions? Individual research: Interview two practitioners involved in different stages of intervention, identify their role and discuss examples of impact on individuals worked with. Discuss challenges, learning opportunities and solutions. Build reflections into own plan for contributing to intervention(s) in own workplace
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Contribute to intervention <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: tutor-led discussion, planning own contribution to and intervention Pair activity: Reflective discussion on plan, considering personal and professional factors that could impact effectiveness of own role, problem-solving Individual activity: In own work placement, actively contribute to an intervention at the assessment, planning or delivery stage. Obtain feedback from at least one practitioner, and one service user engaged as part of the intervention.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflect on own contribution to intervention <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Peer support – present the intervention and own role in in to peer. Engage in reflective discussion and analysis on the effectiveness of own contributions to the intervention Individual self-reflection exercise: Consider own experience, notes, and feedback from others’ involved in the intervention and own class colleague, produce reflective log and amend development plan. What did you do? What went well? What could be improved? How much of an impact did you make? What were the challenges? Did you enjoy it? What difference did/will you make to the individual the intervention is/was focussed on? Group activity: Group discussion and reflection of the experience of engaging in an intervention and impact on the individuals worked with, share lessons learned to support others’ and own growth
Session 19	LO3 and 4	<p>Topic(s):</p> <ul style="list-style-type: none"> Recap session <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Discuss and highlight which topics require additional explanation and recap. Tutor-led activity: Issue key topics quiz and lead reflective discussion – how has students’ understanding and appreciation of the key topics developed over the course of the unit? Group activity: Q&A session/discussion activity to clarify and consolidate learning
Session 20	LO3&4	<p>Topic(s):</p> <ul style="list-style-type: none"> Assignment draft review workshop <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One-to-one formative feedback session with individual students Pair activity: peer discussion on progress on assessment, feedforward for improvement Group activity: Discussion - hints, tips, ideas to improve quality of assessment and own professional conduct and development

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 36 Mental Health: Distress and Disorder

For use with the following qualifications:

Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Mental Health: Distress and Disorder	Tutor:	
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Unit Number:	36	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore conditions associated with mental ill-health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine the current context of service provision for individuals experiencing mental ill-health or distress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Investigate professional approaches to mental ill-health and distress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review the role of the social or community worker in supporting people experiencing mental ill-health or distress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1, LO2, LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit content and outcomes • Review of prior learning <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Overview of unit • Group activity: How will learning from Unit 3: Mental Health and Wellbeing contribute to learning in this unit? Each group to be allocated a Learning Outcome from Unit 3 to discuss and produce five key learning points. • Group activity: Two groups to work together to produce a spider diagram with learning points from two Learning Outcomes in Unit 3 and links to Learning Outcomes in this unit. • Group activity: Whole-class discussion of mental health as a continuum—are there differences between mental health and mental ill-health? Watch videos: • https://www.youtube.com/watch?v=y97VF5UJcc (Mental Health: In Our Own Words) • https://www.youtube.com/watch?v=zIH3SepDYXQ (Famous People with Serious Mental Disorders) • Pair activity: Discuss key findings from the videos.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Types of mental ill-health • Issue Assessment Brief 1 (due Session 14) <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discuss classification of mental health disorders. • Pair activity: Identify types of mental ill-health. Watch videos and review issues raised during activity: • https://www.youtube.com/watch?v=OSkllJPFous (What Are the Different Types of Mental Illness?) • https://www.mind.org.uk/information-support/types-of-mental-health-problems/ (Types of Mental Health Problems) • <u>Individual activity: Draw up chart of classifications of mental ill-health, integrate notes from videos.</u>

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Indicators of mental ill-health—challenges in diagnosis • The relationship between risk, safety and recovery <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss the challenges of classifying conditions through signs and symptoms. Are there cultural factors that impact diagnosis and types of treatment provided? • Individual activity: Access information on websites to explore signs and symptoms of mental ill-health: • https://www.mind.org.uk/information-support/types-of-mental-health-problems/depression/symptoms/#.WV0-dumQzIU (Symptoms) • https://www.youtube.com/watch?v=AYAlqBl4tgo (Signs and Symptoms of Common Mental Health Problems) • Group activity: Examine two case studies of individuals presenting with mental ill-health conditions with similar symptomology but different diagnoses. Use research to reach conclusions regarding differential diagnoses and avoidance of bias. • Group activity: Conduct a brief analysis of indicators of mental ill-health—including confounding variables and the impact they can have on risk-treatment, support plans and recovery of individuals. • Tutor-led activity: Discuss the importance of the individual at the centre of the plan to enable an effective and sustainable recovery.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Available support and treatments • Social and medical models of support and treatment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Explore exposition, diagnosis and treatment of mental health disorders. Include videos for students to watch and take notes: <ul style="list-style-type: none"> • https://rethink.org/diagnosis-treatment (Diagnosis and Treatment), • https://www.youtube.com/watch?v=1lzmyru5T_w (Early Treatment of Mental Disorders) • Invite a mental health treatment practitioner, e.g., psychiatrist, psychologist, counsellor, general practitioner or mental health nurse, to speak, followed by a Q&A (students to take notes) • Group activity: Research case studies of individuals presenting with mental health conditions and produce recommendations for treatment and support to enable recovery. Consider treatments and support that reflect both medical and social models. • Pair activity: Divide into two pairs. One pair to present an analysis of the case study, including consideration of the needs of the individual. The other pair to present justified treatment recommendations, incorporating information gathered from the speaker and explaining the model(s) of treatment chosen, using theory to support decision.
Session 5	LO1, LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Social and medical models of support and treatment • Risk, safety and recovery: Role of risk assessment planning in care and support plans for individuals with mental ill-health • Indicators of recovery <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Review diagnosis and treatment of mental health disorders. • Pair activity: Watch video https://www.youtube.com/watch?v=nGJaEKHLldI (How to Use Person-Centred Practices within the Care Programme Approach Webinar) and take notes. • Tutor-led activity: Discuss the definition of 'recovery' and why the assessment of risk is important in enabling recovery. • Group activity: Discuss how person-centred practices in the CPA lead to more sustainable outcomes in terms of recovery. • Tutor-led activity: Discuss the importance of the involvement of mental health service users in assessing risk toward developing person-centred care and support plans.

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1, LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Legislation, regulation and policy underpinning mental health service provision <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss the role of legislation, regulation and policy in enabling recovery. Group activity: Explore how regulation affects practice in mental health services by watching videos: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=wci99OawH8U (Mental Capacity Act 5 Principles) https://www.youtube.com/watch?v=dA3E5PAs7V4 (Mental Capacity Act Best Practice Deprivation of Liberty) Pair activity: Reflect on the impact of on own role in setting. Watch video: https://www.gov.uk/government/news/new-mental-health-act-code-of-practice (New Mental Health Act Code of Practice)
Session 7	LO1, LO2, LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Practitioners and services delivering mental health assessment, treatment, support and recovery The CPA and role of practitioners in the process <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss the cycle of planning, assessment, treatment and support for mental ill-health, and introduce the Care Programme Approach (CPA). Pair activity: Write four questions to ask of a practitioner working as part of the CPA. Group activity: Share questions identified in the paired activity and draw up a list of eight agreed questions to ask. Tutor-led activity: Invite a mental health social worker/advocate from a local mental health charity to speak about what the CPA is and how it works, followed by a Q&A (students to take notes). Pair activity: Investigate the implementation of the CPA in local NHS Trusts, e.g., https://www.youtube.com/watch?v=NrAPDBgPe34n (Our New Care Programme Approach ((CPA)) Documentation)

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Codes of practice and community mental health services The impact on the individual—addressing stigma <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: List key areas of practice identified in video: http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/easy-read-mental-health-act.aspx (Mental Health Services Explained) Group activity: Discuss major factors arising from code of practice requirements. Explore case studies of individuals facing stigma. How does stigma impact their use of, or access to, support provided by mental health services? Individual activity: Reflect on own work experience—were there examples of the impact of stigma on the individuals to whom do you provide care? Pair activity: Propose solutions for practitioners working in social or community services to address the issue of stigma. Provide feedback to group.
Session 9	LO2, LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Impact of standards on community mental health services Impact of standards on presenting individuals and their care plans <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Explore websites and produce summaries of the standards: https://www.england.nhs.uk/2015/02/mh-standards/ (Guidance on New Mental Health Standards Published, NHS) https://www.nice.org.uk/guidance/lifestyle-and-wellbeing/mental-health-and-wellbeing (Mental Health and Wellbeing) Pair activity: Prioritise issues identified in order of importance for individuals accessing mental health services and support. Tutor activity: discuss findings from website research – students to reflect on their own experience in the workplace or personal experience

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Impact of legislation, regulation, codes of practice and standards on workers in social or community care settings who provide support to individuals with mental health conditions Issue Assessment Brief 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Visit http://www.cqc.org.uk/what-we-do/services-we-regulate/mental-health (Care Quality Commission-Mental Health). Then explore issues, e.g., training and qualifications. Pair activity: Explore solutions to issues, e.g., access to training and retention of staff. Individual activity: Produce a reflective account of own experience of the challenges faced in ensuring various policy frameworks are implemented in the workplace and own ability to meet the needs of individual service users
Session 11	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Roles and responsibilities of practitioners involved in the provision of mental health services and support <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Invite a practitioner from a mental health service to speak, followed by a Q&A session (students to take notes). Individual activity: Identify roles carried out in own setting and produce profiles. Pair activity: Investigate local services that provide support for individuals with mental health conditions and the role of social and community work practitioners working with these services. Group activity: Review findings from pair activity.
Session 12	LO2, LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> How to deliver effective services to support people with mental ill-health <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give a lecture on challenges to service delivery. Pair activity: Discuss own roles and the challenges or barriers faced when supporting people affected by addiction. Group activity: Watch video: https://www.youtube.com/watch?v=Koss6rrPlw0 (Stronger Than Stigma Mental Health Short Film). Share views and findings relating to own roles and challenges faced.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Positive risk-taking <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Watch video: https://www.youtube.com/watch?v=keOcXWoEVBs (Undertaking a Risk Assessment with a Young Man with Mental Health Issues and a Learning Disability) Pair activity: Discuss the value and management of positive risk-taking. Group activity: Share suggestions for methods of development and experiences of learning and development in relation to service delivery.
Session 14	LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Making a difference <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Watch videos: https://www.youtube.com/watch?v=LxqOvc4-rl0 (It's Okay Not to Be Okay: Mental Health Stigma) https://www.youtube.com/watch?v=Dlgm4tg0Kc8 (No Go Britain: Stigma and Delays in Mental Health) Group activity: Discuss how to deliver safe, person-centred services. Individual activity: Review practice portfolio and placement evidence. Ensure that evidence from work placement activities is up to date.
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Overview of the role of other professionals in the mental health workforce Submit Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give lecture on exploring practitioner roles in mental health services. Group activity: Watch videos: https://www.youtube.com/watch?v=soFVEnLiDg&t=2s (What Does a Psychiatrist Do?) https://www.youtube.com/watch?v=To1LGmAKqmk (What Does a Psychologist Do?) Group activity: List other practitioners involved in mental health services.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Challenges to service delivery <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Give lecture on duty of care, person-centred practice, and safe and current practice. Group activity: Watch video: https://www.youtube.com/watch?v=6Dk3CV-Wt38&t=22s (Person-Centred Care Made Simple) Pair activity: Use own experiences to explore the importance of maximising the rights and choices of individuals accessing mental health services. Provide feedback to the rest of the group.
Session 17	LO4	<ul style="list-style-type: none"> Topic(s): Roles and responsibilities in relation to others Assessment 1 due <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Share the challenges listed and discuss their priority and impact, e.g., the individual acknowledging there is an issue, their willingness to participate in a treatment plan, and staffing competence and availability. Present feedback to the group. Pair activity: Review findings and relate to own experiences in the workplace. Tutor activity: review requirements for Assessment 2
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Delivering ethical practice in mental health services <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Lecture on ethical guidelines and practice in mental health Group activity: Watch video: https://www.youtube.com/watch?v=EsySij3pesw (Mental Health: Ethical Issues) Group activity: Discuss the implementation of ethical practice in service delivery. Pair activity: Produce a poster stating how ethical practice can be delivered.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): <ul style="list-style-type: none">Practitioner challenges Sample activities: <ul style="list-style-type: none">Individual activity: Reflect on actual or potential challenges faced by practitioners when delivering mental health services.Pair activity: Share challenges from the individual activity and discuss their priority and impact, e.g., regarding staffing competence and availability there are limited resources available, so upskilling and recruitment could be a solution. Present findings to the group.Pair activity: Review findings and relate to own experience in the workplace.
Session 20	LO1, LO2, LO3, LO4	Topic(s): <ul style="list-style-type: none">Overall unit review Sample activities: <ul style="list-style-type: none">Individual activity: Review practice portfolio.Pair activity: Peer review - Reflective summaries of practiceGroup activity: Evaluate unit experience.

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 37 Working with Housing and Homelessness

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Working with Housing and Homelessness	Tutor:	
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Unit Number:	37	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review the context of working with individuals with specific housing needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Assess factors contributing to homelessness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Discuss interventions to support individuals with specific housing needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Promote the health and wellbeing of individuals with specific housing needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Legislation related to supporting individuals with housing needs Housing law and entitlement, human rights, safeguarding and welfare rights <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Provide an overview of unit/assessments. Pair activity: Have each pair investigate main points of one law related to housing and give feedback to the whole group. Group activity: Have a discussion on how law applies in practice, consider examples seen in policies and procedures of own workplace
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Health, safety and security Health and safety legislation and policy, maintenance, reporting faults, security in a group setting, safeguarding and risk assessment <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Use case studies to carry risk assessments of different individuals in different circumstances, provide feedback to the group. Group activity: Review principles of risk assessment. Tutor activity: Invite a housing officer in to present and discuss management of risk in housing settings.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Policy Political factors, national and local policy, housing/homelessness strategies and funding for housing <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Provide an overview of housing funding mechanisms, e.g., government, housing associations and private, and chair a debate on policies. Pair activity: Have each pair research different housing policies for feedback into a debate. Group activity: Debate, groups to present different policies/solutions for discussion

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Role of community/social care worker • Settings, groups and specific needs <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Investigate different roles for workers in supporting housing needs, write a draft job description for one role. • Individual activity: Research different housing options locally for different needs, plan a visit either individually or with a small group. • Group activity: Discuss different housing options for people with different needs and reflect on placement observation where appropriate. • Tutor activity: Facilitate group discussion and coordinate planned visits.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessment 1 workshop • Introduce assessment, presentation methods <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Introduce assessment, review possible presentation methods, submission format and sources. • Group activity: Have small groups draw up a plan for a presentation—roles, meetings and method—provide a copy of the plan to the tutor. • Individual activity: Research aspects of presentation methods for feedback to the group.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Homelessness, definitions and multiple exclusion homelessness (MEH) • Types of homelessness—sleeping rough, 'sofa surfing', MEH and groups at risk <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discuss definitions of homelessness, considering stereotypes and the homeless situation locally. • Tutor activity: Interactive presentation overview of MEH • Pair activity: Research one group at risk of MEH and factors that increase risk and provide feedback to the group.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Impact of homelessness • Social exclusion, lack of access to mainstream services: welfare, housing, health, opportunities to socialise, education and leisure; impact on physical and mental health; cycle of deprivation; poverty; and risks <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Research inequalities in different areas for homeless groups—physical and mental health, education, leisure and employment. • Individual activity: Use case studies to identify the specific risks associated with sleeping rough. • Tutor activity: Lead a discussion to review ways in which homeless people are socially excluded and the cycle of deprivation.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Approaches to supporting individuals with MEH • Assertive outreach for mental health, harm reduction in substance misuse, strategies to support young people leaving care <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Present an overview of the range of strategies and approaches used to support people at risk of MEH. • Individual activity: Research one strategy to support individuals at risk of MEH, provide feedback to the group to prepare for the presentation. • Group activity: Have groups prepare a poster presentation discussing the main points of a specific strategy on working with MEH.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Partnership Working • Health and social care, criminal justice, housing, statutory and voluntary sector <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Review own experience of partnership working and draw up list of key practitioners/participants. Compare to summary diagram of partnership in addressing housing and homelessness, highlight differences and similarities. • Group activity: Discuss challenges faced by professionals in working together to support people with housing needs, and risks faced by people who are homeless. Include consideration of own experience of partnership working. • Tutor-led activity: Demonstrate, via video or case studies, examples of best practice of partnership working to support housing needs.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assessment 2 workshop • Introduce assessment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Introduce assessment, discuss submission format, referencing and review of academic writing skills. • Pair activity: Research aspects of assessment, contribute to the e-forum for discussion and share useful resources found. • Individual activity: Create a mind-map to plan the assessment.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Support planning • Assessment of needs: individual strengths, principles of person-centred support planning, individual aspirations, reviewing and evaluating support plans and record keeping <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Identify the records that would need to be kept relating to individuals, use examples where appropriate, including assessment. • Group activity: Have a discussion to review the principles of person-centred support explored in earlier units. • Tutor-led activity: Lead a discussion on sharing information relating to individuals in need of support with housing needs; provide examples of good and poor practice, as well as codes/legislation that apply.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Supporting the development of life and social skills: budgeting, cooking, shopping, house maintenance, personal care, communication, assertiveness and relationships <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Consider what it means to live independently, how it applies to self, and the skills needed and how these have been learnt. • Pair activity: Compare individual lists, identify the difficulties experienced by individuals with housing needs in developing these skills. • Group activity: Discuss strategies that could be used to support individuals in developing skills needed to live independently and maintain a tenancy.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Supporting individuals with communal living Tensions in communal living, running tenants' groups, resolving conflict and dealing with anti-social behavior <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Arrange a visit by a housing scheme manager to discuss the challenges faced and solutions to support community living. Group activity: Write a charter of rights and responsibilities for a group of individuals residing in a supported living scheme. Pair activity: Extend the charter to include terms of reference for setting up a resident's group meeting.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Advocacy Capacity, self-advocacy and empowerment <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Overview capacity, assess capacity and relevant legislation and its implications for housing needs. Individual activity: Reflect on observations in placement setting of individual capacity. How was this assessed? How were individuals protected where necessary? Link this to housing needs. Pair activity: Have a discussion on how individuals with and without capacity can be empowered, e.g., use of advocacy, and promoting self-advocacy.
Session 15	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment 3 workshop Introduce Assessment 3 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Overview of the assessment, discuss using a case study from placement experience, covering confidentiality, changing sufficient information to protect the person, acquiring the permissions needed and reviewing the submission format. Individual activity: Identify a possible case study, consider the needs the individual has in relation to housing, consider the aims of the support plan and how individual aspirations can be supported. Pair activity: Discuss case studies and support each other in suggesting strategies that could be used to support the case study individuals.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Appropriate housing for need • Assessment of housing need, housing needs in relation to physical disabilities, mental health, learning disabilities and social disability, as well as the impact of housing on physical health and mental health <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Review case studies being used for assessment, research the range of housing options that may be available to them. • Tutor-led activity: Provide an overview of the assessment of housing need and how to ensure individuals views and aspirations are identified and considered. • Individual activity: Research the physical and mental health effects of unsuitable housing.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Access to community services • Concepts of inclusion and social exclusion, strategies to support engagement with services and access to community health services, leisure facilities, social welfare services and education and employment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Quiz/activity to revise concepts of social exclusion and social inclusion • Individual activity: Research the use of community services by a group with specific needs, e.g., learning disability or substance misuse. • Group activity: Discuss approaches that could be used to improve access to community services for people with learning disabilities, dementia, autism and mental illness.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Health improvement strategies • Harm reduction for substance use, brief interventions, supported employment initiatives, recovery colleges, strategies to improve physical health—activity and nutrition <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Have each pair research one health improvement strategy and provide feedback to the whole group. • Group activity: Debate implications of the harm reduction approach, its ethical implications and arguments for and against this approach. • Tutor-led activity: Provide an overview of strategies aimed at improving health for people with housing needs.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Supporting individuals with relationships Recognition that many homeless people have experience of trauma (often multiple traumas), signposting, building trust, supporting individuals with developing social skills, facilitating meetings with family <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Create information flyer or poster identifying local services to support a variety of needs that could be used for signposting. Group activity: Use case studies of people who have been homeless for discussion on the impact on relationships with family and how they may be supported to restore relationships if appropriate. Tutor-led activity: Lead interactive presentation/discussion on supporting parents who have been homeless and experienced MEH to develop relationships with children who may be in care.
Session 20	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment and unit Evaluation <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Discuss support plans and assist each other in evaluation of strategies proposed to support housing needs. Group activity: Conduct small-group tutorials to discuss and review assessment work to date. Tutor-led activity: Review assessment, support group tutorials and lead an evaluation of the unit.

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Higher Nationals in
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SCHEME OF WORK

UNIT: 38 Developing Effective Helping Relationships

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Developing Effective Helping Relationships	Tutor:	
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Unit Number:	38	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review a range of theories underpinning approaches to providing psychological support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Review the use of counselling approaches to develop effective helping relationships with individuals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explain ethical principles that apply to using counselling approaches when supporting individuals in helping relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Demonstrate communication skills needed to develop an effective helping relationship.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Theoretical approaches/unit introduction Psychodynamic approaches, benefits and limitations, Freud's theory <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present introductions and an overview of the unit. Pair activity: Research the benefits and limitations of the psychodynamic approach to counselling. Group activity: Discuss case studies to explore how psychodynamic theory may explain issues individuals are facing and how this approach may help them. Tutor activity: Introduce the main concepts of psychodynamic theory.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Theoretical approaches/psychological approaches to providing support Beck, Ellis, cognitive-behavioural therapy, benefits and limitations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of cognitive-behavioural theory (Ellis, Beck). Individual activity: Research into CBT, relating to the ABC model; give feedback in pairs. Pair activity: Draw comparisons between CBT and psychodynamic approaches.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Theoretical approaches/psychological approaches to providing support Humanistic; Rogers, Egan, counselling stages (using Egan) <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of humanistic theory. Pair activity: Research Rogers's theory and explore how this can be applied to practice. Group activity: Working in small groups, explore the stages of Egan's model and give feedback to the whole group.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Psychological approaches to providing support Group therapy, mindfulness, family therapy, benefits and limitations <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Research principles of family therapy and investigate theory that supports family therapy approaches. Group activity: Discuss the use of family therapy for people who need social care support. Tutor-led activity: Provide an opportunity for students to try mindfulness techniques (invite an appropriately qualified person to lead this session). Individual activity: Reflect on the experience of mindfulness and how it could be used for self-care.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop, case study Introduce assessment <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of the assessment, submission format and referencing. Individual activity: Explore approaches that could be used to support an individual in a provided case study. Pair activity: Explore the benefits and limitations of the different approaches identified.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Significant life events Bereavement and loss, transitions, trauma, impact of life events on individual, role of counselling in supporting individual through life events <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Consider the range of life events and transitions experienced throughout one's lifetime. Pair activity: Discuss the impact of life events and compare lists from the individual activity. Tutor-led activity: Lead feedback from the paired activity and link it to the role of counselling in supporting individuals through life events.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> 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) <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Use case studies to discuss the different communication needs of individuals. Pair activity: Explore issues related to developing relationships with individuals in different groups, e.g. people with dementia, mental health difficulties, children and young people. Give feedback to the group. Tutor-led activity: Facilitate feedback from the paired activity and link this feedback to how counsellors can adapt communication methods to take individual specific needs into account.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> 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, NICE, Cochrane Reviews, reading and critiquing research evidence <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Use a framework to critique a research article related to counselling a group with a specific need; look at strengths and limitations of the article or study. Tutor-led activity: Give a review of critiquing research. Consider the qualitative/quantitative aspects, nature of evidence and frameworks used for the critique. Individual activity: Research Cochrane Reviews and NICE for reviews of counselling in different groups.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop Introduce Assignment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Introduce assessment and discuss submission format, required evidence and sources. Pair activity: Research aspects of the assessment and give feedback to the group. Individual activity: Create mindmaps or other tools for the planning assessment.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Ethical principles/codes Beneficence, non-maleficence, honesty and integrity, justice, autonomy <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Ethics in practice – overview of ethical codes governing counselling practice (BACP, EAC, NCS) Pair activity: research one code of conduct and outline the key ethical principles underpinning the code, present to group. Group activity: Collate findings from searches and develop a common framework for ethical considerations when supporting individuals in social and community care settings Individual activity: Use case study example of own interaction with individual in need of care or support to identify evidence of application of ethical considerations in own work, and opportunities to develop further Group activity: discuss experiences, concerns and provide feedback to encourage and challenge
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Ethical dilemmas Ethical decision-making, confidentiality, need for disclosure, conflicting values, ending relationships, social media use <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Provide an overview of the responsibilities of a counsellor. Individual activity: Review ethical principles covered in previous units; write definitions or give a summary of each and feed it into the paired activity. Pair activity: Review codes of ethics for counsellors (e.g., BACP) and explore how these address ethical principles.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Boundaries Appropriate boundaries, limits of confidentiality, appropriate disclosure, record-keeping <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Review boundaries in counselling relationships and principles of confidentiality. Pair activity: Discuss scenarios to decide where disclosure should occur. Give feedback to the group. Group activity: Discuss the use of boundaries in helping relationships as well as issues that may arise and how these could be managed.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Supervision/self-awareness Role of supervision in psychotherapeutic approaches, purpose of supervision for practitioner, protection for client, awareness of own values, impact of self-awareness on practice, self-care <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Discuss the principles of supervision and their purpose for clients and counsellors. Group activity: Discuss self-care for the counsellor and ways in which the counsellor can protect him- or herself. Individual activity: Use exercises to explore self-awareness of own attitudes and values. Pair activity: Give feedback on and hold a discussion about the individual activity, including how the student can take account of his or her own values in working with others as well as using scenarios where values may be in conflict. Tutor-led activity: Introduce the assessment, submission and referencing.
Session 14	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Carrying out and 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 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of skills practice and discuss personal safety, appropriate disclosure, seeking self-help and the use of triad and debriefing after role-play activities. Group activity: Tutor to facilitate creation of ground rules for Learning Outcome 4, including confidentiality, respect and the protection of self and others. Individual activity: Review and reflect on skills at present.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Initiating a helping relationship Core conditions: empathy, a non-judgmental approach, genuineness, establishing boundaries, preparing environment, confidentiality, limits of confidentiality, planning (formal, informal) <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of core conditions and review the Stage 1 counselling relationship. Pair activity: Consider ways in which core conditions can be demonstrated during interactions; practise starting an interaction and setting boundaries with each other. Individual or pair activity: Reflect on and evaluate practice in initiating interaction.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Active listening skills Verbal: paraphrasing, reflecting, summarizing. Non-verbal: body language, posture, gesture, congruence between verbal and non-verbal interaction <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of skills for active listening; use examples or videos. Group activity: In groups of three (triads), practise use of skills in verbal and non-verbal interactions. Individual activity: Reflect on own experience of being counsellor/client/observer and discuss with other triad members.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Active listening skills Verbal: paraphrasing, reflecting, summarizing, appropriate use of questions, types of questions. Non-verbal: body language, posture, gesture, congruence between verbal and non-verbal interaction <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Introduce the use of questions, types of questions, and their appropriate uses; demonstrate the use of recording equipment. Group activity: Continue the practice of initiating interaction and active listening skills and record interactions. Individual activity: Review own recording and evaluate own use of skills.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Sustaining and ending relationships Use of active listening skills and 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 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give an overview of approaches in counselling and solution-focused/problem solving. Group activity: Discuss approaches that could be used in different case scenarios. Group activity: Skills practice in triads, using approaches discussed to provide direction to interactions. Individual activity: Reflect on own skills practice.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Sustaining and ending relationships Ending interactions appropriately, summarising, reviewing progress, ending counselling relationship sensitively, next steps <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Review ending relationships and best practice. Group activity: Continue skills practice in triads, practice ending interactions using summarising of progress made, review, and discussing the next steps. Individual activity: Reflect on skills practiced in this session and give feedback in triads.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Recordings and unit evaluation Opportunity to complete recordings for assessment and unit evaluation <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Complete skills practice and finalise recordings needed for the assessment. Tutor-led activity: Facilitate review and evaluation of the unit. Individual activity: Evaluate and reflect on the completed recording, considering how own skills could be further developed.

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 39: Supervising and Managing Others in Social and
Community Care

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Supervising and Managing Others in Social and Community Care	Tutor:	
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Unit Number:	39	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Discuss key concepts underpinning the supervision and management of others in social and community care-related settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine practice requirements for those who supervise and manage others in social and community care environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore supervision and management strategies in group and individual situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review own role in influencing development and change through the supervision and management of others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and aims for assessment • Defining supervision and management in practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Overview of unit and aims, assessment tasks • Tutor-led discussion: Developing understanding of meaning of supervision and student's current roles within settings • Group activity: Discuss own roles and level of supervision and management already conducted, identify key definitions of terms • Pair activity: Develop specification for roles of those who supervise and manage others
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Primary functions to supervise and relationship to management <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Understanding what it is to supervise and manage staff • Pair activity: Utilising knowledge derived from management and leadership and use of scenarios to define line management, organisational accountability functions, supervising and managing others • Group activity: Explore the role of a leader and manager, define the key differences and compare these to the role of supervising others. • Individual activity: Explore own workplace and define different functions of all those who supervise and manage others
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring primary functions in daily practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Whole-group feedback on individual activity from previous session • Group activity: Explore each other's workplace primary functions and identify key similarities and differences to understand ways supervision and management are carried out. • Pair activity: Compile notes on group and whole-group discussions to identify primary functions within different areas of practice • Individual activity: Refine notes for preparation of own assessment tasks

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Understanding the importance of possessing professional competencies and behaviours <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage students to think about their own professional practice and how the way they behave can influence others (e.g., use Bandura's social learning theory, or Tajfel and Turner on social identity to illustrate) Group activity: Role-play using negative and positive scenarios, e.g., a manager not making decisions, not carrying out/carrying out work role effectively to illustrate the impact on others through behaviours of those in management positions Pair and then individual activity: Drawing on learning and making notes for assessment reports on importance of professional behaviours
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Personal competences and behaviours requisite to supervising and managing others <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage students to think about their own personal behaviours and how they can influence others, reflecting back on last session's learning Group activity: Role-play using negative and positive scenarios, e.g., being proactive/decisive, being apathetic/disengaged in conversations, discriminatory practice to illustrate the impact on others through behaviours of those in management positions Pair and then individual activity: Drawing on learning and making notes for assessment reports on importance of professional behaviours
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Examining practice requirements for those who supervise and manage others. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Different forms of approaches for team management Group activity: Using scenarios, different forms of team leadership styles, discuss the behaviours and perceptions of different styles Pair activity: Use of scenarios of manager and employee resolving forms of conflict, reflect on feelings of manager role and of recipient in different situations, e.g., effects on motivation to work, effect on learning Individual activity: Reflect on significant positive and negative learning experiences, feedback about the feelings and how they affect motivation

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Modelling best practice and administrative tasks in day-to-day performance <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Encourage students to describe some key aspects of the role of those in supervising and managing others in own settings, note key aspects Group activity: Using key themes (e.g., statutory checks, workload/caseload management, managing complaints, performance management), ask students to reflect on duties that are carried out in individual organisations and compile a common description (e.g., similar to a job specification) that is essential for supervising and managing others. Individual activity: Reflect on learning and assess the general activities conducted in own organisation
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Importance of developing positive relationships with supervisees <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor introduction: Encourage debate about the types of relationships that can be formed in settings, ask students to consider personal and professional boundaries (e.g., having personal friends who work with them) Group activity: List the core aspects necessary to create positive relationships with supervisees; consider where difficulties could cause conflict, e.g., where manager and supervisee are personal friends, where supervisee or manager are difficult to get along with Pair discussion: Explore own personal attitudes, values and impact on supervising others, e.g., consider own personality, likes and dislikes
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Induction processes and involvement for the purpose of supervising and managing others <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Explore students' own understanding of supervision within each area of practice, consider the way that induction can take the form of ongoing CPD Group activity: Students should develop an induction process for a new employee, discuss key points in whole group and highlight areas of commonality and consider differences in light of individual differences in different organisations Individual activity: Reflect on learning and identify own induction process in work practice, critically analyse process to identify effectiveness in practice, consider whether core elements of induction can form part of appraisals

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Establishing forms of supervision through induction <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Develop induction process from previous session using information from own practice, discuss the merits of different aspects Pair activity: Consider the frequency of supervision and ways to carry forward aspects of induction process to form part of reviews, consider impact of ongoing supervision on practice and provision moving forward Individual activity: Reflect on own induction and supervisory practice and consider whether elements could be changed to make systems more effective Tutor-led discussion: Review unit learning and assessment tasks for preparation of a portfolio, assess evidence gathered so far
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Managing workloads Building portfolio with tutor support <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Importance of workload management for self and others, impact when workloads are not managed effectively Group activity: Use of scenarios, consider the impact of effectively supervising and managing teams with different types of workload dilemmas Tutorials: Assessing portfolio, guiding where evidence is needed Individual activity: Researching types of workload models in own organization, consider issues, work undertaken, management supervision, practice issues, problem solving
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Maintaining the psychological welfare of individual supervisees <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Importance of observing supervisee to ensure psychological wellbeing Group activity: Use of scenarios, recognising welfare issues during formal and informal discussions with supervisees Group activity: Use of scenarios, dealing with issues related to welfare support, e.g., absence from work, Health and Safety, effectiveness in job role, support Individual activity: Consider own role and behaviours in being able to recognise and deal with welfare support issues in own practice, research own organisational practice and policy governing welfare of employees Individual activity: Development of portfolio

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Portfolio development review Supervision and management strategies <p>Sample activities:</p> <ul style="list-style-type: none"> Tutorials: Reviewing build of portfolios, identifying gaps and action planning Group activities: Use of scenarios, decide management strategies in group and individual situations in a range of situations, whole-group feedback on how they would deal with situations Pair activity: Reflect on group activity and consider how dealing with situations impacts own behaviours, e.g., does the student feel confident when managing different situations, what skills would they need to develop to overcome barriers to manage others effectively
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Management strategies in meetings or group situations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led demonstration: Setting up group meeting, tutor to chair a meeting, and present role-play situations to different members of the whole class, demonstrates facilitation of open discussion, creates barriers by ignoring questions of others, deviating from agenda, placing heavy workloads on one team member Group discussions: Evaluate class demonstration and the effectiveness and how strategies should be developed to be conducive of positive team meetings Pair and individual activity: Consider impact of demonstration and develop strategies to effectively manage groups by developing objectives, e.g., establishing boundaries, modelling best practice, allowing viewpoints
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Appraisals and one-to-one meetings <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: One pair to role-play manager and supervisee in appraisal situation, tutor provides scenarios negative and positive, e.g., supervisee who has proved difficult to work with, supervisee who is proactive, manager who is challenging, manager who is supportive Group activity and classroom debate: Provide feedback on impact of appraisals on individual members and highlight key considerations to make appraisals a positive experience. Individual activity: Research own role in organisation and gather evidence of group and individual situations with supervisees

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of learning • Recording information <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Recap on the value and essential elements required to effectively support others in team and individual situations • Tutor-led discussion: Review of the Data Protection Act 1998 and key requirements for handling and storing information, discuss the types of information that would be held • Pair activity: Consider types of information that would be held about individuals linked to supervising and managing • Individual activity: Research own practice and gather evidence relating to storing and recording information
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Performance review • Assessment activity preparation <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activities: Performance reviews and training and development, use of scenarios, role-play situations on performance review linking to job descriptions/person specifications • Tutor-led discussion: Feedback from group activities and how performance reviews can support ongoing training and development • Individual/group tutorial: Assessment activity preparation, developing action plans to complete • Individual activity: Research own setting and gather evidence of performance reviews and recording meetings and discussions
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Reflecting on roles and responsibilities <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Review of learning and evidence from different organisations, students discuss their experiences in open forum • Group activity: Discuss own journey and impact on meeting roles and responsibilities, discuss challenges and success and how you have met individual and group needs within own organisation • Individual activity: Develop reflections of own journey based on others' discussions for assessment activity tasks

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Analyse effectiveness of reflection as a tool Group tutorial Assessment activity <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Use of tools of reflection in assessing own learning journey in supervising and managing others Pair activities: Developing action plans from reflections and using tools of reflection, develop SMART targets for future developmental needs Individual activity: Development of presentation for final session on lessons learned
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Self-development Assessment activity: Presentations Final thoughts <p>Sample activities:</p> <ul style="list-style-type: none"> Individual presentations: Lessons learned, challenges and success of supervising and managing others, outline of areas of development and how students can use learning to champion best practice and encourage and motivate others to develop their own practice Group activity: Feedback on individual presentations Individual activity: Reflection on feedback to develop final assessment task

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Higher Nationals in

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SCHEME OF WORK

UNIT: 40: Contemporary Approaches to Disability

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Contemporary Approaches to Disability	Tutor:	
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Unit Number:	40	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Investigate aspects of social and medical models of contemporary approaches to disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Review how contemporary approaches to disability affect the individual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore own role in supporting individuals with disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Consider the partnerships that support contemporary approaches to disability.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Medical and social models of disability • Hand out Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Medical and social models of society • Pair activity: Develop presentation on models of disability to present to peer group. • Group activity: Models of disability and contemporary society
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Historical approaches to disability <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Historical approaches to disability • Pair activity: Develop poster work of timelines of historical approaches. • Group activity: Research different approaches through history.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Effects of changes in legislation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Legislation and disability • Group activity: Poster presentations of legislation and its impact on individuals with disabilities. • Group activity: Invite a speaker from social care to discuss how laws and changes have impacted service provision.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Contemporary approaches to disability <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Contemporary approaches to disability • Group activity: Develop presentations on different approaches. • Individual activity: Prepare a reflective summary of approaches in use in own setting.

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One-to-one tutorial support Peer activity: share and discuss formative feedback and provide peer support to develop and improve Group activity: Assessment work and progress
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Person-centred approaches <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Person-centred approaches Group activity: Invite a speaker who has experienced person-centred care. Group activity: Use case studies to investigate approaches in challenging discriminatory practices.
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Active participation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Promoting active participation Group activity: Discuss placement experiences and ways to promote active participation. Individual activity: Develop a reflective summary of the benefits of active participation.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Barriers to person-centred approaches <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Barriers to person-centred approaches Group activity: Poster presentation on barriers to person-centred approaches Group activity: Review serious case reviews and the implication of the lack of a person-centred approach.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Person-centred planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Person-centred planning Pair activity: Develop poster displays and information sheets on person-centred planning and the planning cycle. Individual activity: Review care plans used in setting.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Formative feedback session for Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: One-to-one tutorial support Pair activity: share and discuss formative feedback and provide peer support towards improvement Group activity: Assessment work and progress
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Types of disability and levels of support Hand out Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Types of disability and levels of support Individual activity: Develop presentation on the needs of an individual whom you support and provide feedback to the group. Group activity: Different types of disability and support packages
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Physical disabilities and needs <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Physical disability and needs Group activity: Visit a local community support centre to review aids and adaptations that support physical disability. Pair activity: Research a physical disability and develop a care plan to meet the needs of an individual.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Complex medical needs support packages <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Complex medical needs and care Group activity: Invite care workers from a local medical team to discuss the types of medical care individuals may need and how they are supported in the home. Group activity: Discuss care in the home and transitions between services.

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Learning disability <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Learning disability and providing support • Group activity: Share experiences from care settings. • Individual activity: Reflect upon own role in setting.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Formative feedback session for Assessment 2 <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: One-to-one tutorial support • Pair activity: share and discuss formative feedback and provide peer support towards improvement • Group activity: Assessment work and progress
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Partnership working: Professionals and their roles <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Partnership working—professionals and their roles • Group activity: Invite a speaker from a therapeutic team. • Individual activity: Research roles and responsibilities of professionals with whom you work.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Benefits of partnership working <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Benefits of partnership working • Group activity: Develop poster presentations on the benefits of partnership working. • Group activity: Invite a speaker from a service provision to discuss working in a partnership.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Barriers to effective partnerships <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Barriers to partnership working • Group activity: Develop presentations on barriers encountered in a setting and ways to overcome them. • Individual activity: Reflect on own role in overcoming challenges to partnership working.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): <ul style="list-style-type: none">Formative feedback session for Assessment 2 Sample activities: <ul style="list-style-type: none">Individual activity: One-to-one tutorial supportPair activity: share and discuss formative feedback and provide peer support towards improvementGroup activity: Assessment work and progress
Session 20	LO1, LO2, LO3, LO4	Topic(s): <ul style="list-style-type: none">Unit evaluation and review Sample activities: <ul style="list-style-type: none">Group activity: Evaluative feedbackIndividual activity: Produce unit evaluation feedback.One-to-one discussions: Summative assessment feedback

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Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 41 Family Support and Intervention: Fostering and Adoption

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Family Support and Intervention: Fostering and Adoption	Tutor:	
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Unit Number:	41	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe the policy context underpinning fostering and adoption	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine fostering and adoption processes in own home nation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Discuss the roles and ethical practice of professionals in fostering and adoption	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Reflect on the challenges involved in supporting children, young people and families in fostering and adoption.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Unit and Learning Outcome overview Assessment requirements Adoption and fostering overview <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Outline outcomes for the unit and LO. Tutor-led discussion: Define adoption and fostering. Group activity: List key factors that influence why children and young people (CYP) need to go into care; take part in whole-class feedback and record key points. Pair activity: Perform internet searches on the factors and difficulties in accurately determining a child who is at risk. Individual activity: Begin evidence collection through library-based research into factors identified and associated difficulties (e.g. case study evidence) to be used in discussions throughout the delivery of the unit.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Underpinnings of need for statutory intervention Historical context <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Elicit views of the group to assess its knowledge of historical context. Tutor presentation: Discuss 19th-century workhouses and the removal of children from the UK to Antipodes after World War I, leading to further reform. Pair activity: Search further key historical developments on the internet. Group activity: Discuss findings and record the key timeline of events. Pair activity: Consider the impact of legislation, e.g., rights of the child, protecting CYP.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Inquiries and reviews <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Discuss the types of inquiries and reviews that have taken place and their significance in informing legislation and practice. Pair activity: Examine specific inquiries/reviews and discuss the impact on possible legislation and caring for children; consider the impact on work roles. Group discussion: Review each pair's examination of inquiries/reviews and compare them with others to find common threads and features among them, considering the impact they may have had on practice and policy.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Resulting legislation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Discuss the impact of inquiries and reviews on policy leading from the Children’s Act to current frameworks. Group activities: Explore key legislation, e.g., Children Act 1989, 2004, Care Standards Act 2000; create summaries of key points and discuss how they have been developed to support CYP and families. Pair activity: Search the internet or other appropriate sources for legislative frameworks that govern fostering and adoption in the UK. Individual activity: Draw comparisons of legislation within your own country.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Comparative models <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review individual activity from the previous session and record key points from comparisons made with own country. Group activities: Explore regulatory conditions on fostering and adoption in two other areas such as Canada and India for whole-group discussion. Pair activity: Consider a framework for fostering used by inspection services, e.g., Ofsted. Group discussion: Discuss the effectiveness of inspection frameworks in the regulation of fostering and adoption processes.
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Explore organisations supporting fostering and adoption Assessment preparation/presentation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Name types of organisations that can support fostering and adoption processes; consider frameworks of regulation in the process. Pair activity: Explore one organisation and make notes on key priorities; explore policies and procedures and regulations to which they adhere. Group discussion: Draw on key points from the pair activity. Pair activity: Compare your own information with one other pair’s information and compile a list of key similarities and differences, including unity of regulation. Tutor-led discussion: Work on assessment preparation.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Overview of LO2 • The overarching roles of those directing and supporting fostering and adoption <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Discuss and map out on a whiteboard, different organisations that support foster and adoption services; start with government and main/local authority. • Group activity: Using the tutor’s map, discuss the roles and responsibilities of those working as local authorities and their individual remit. • Group activity: Consider other branches stemming from local authority, e.g. judiciary, advocacy services, schools and other education/training. • Individual activity: Expand maps with all other organisations involved in foster and adoption care sitting under authority or government control/regulation.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Examining roles of professionals working within public- and private-sector organisations <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Using maps you developed, highlight key professionals that work in different areas. • Tutor-led discussion: Give feedback on professionals and their roles and record these key roles and responsibilities. • Pair activity: Identify the roles and responsibilities of two or three professionals and where they might work within fostering and adoption frameworks.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring general and specific roles and responsibilities of professionals <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Explore the roles that students identified in the last session; draw out key points of aspects of these roles and areas of work practice. • Group activity: Explore different roles and responsibilities using scenarios for these roles and encourage critical thought about the possible associated challenges. • Pair activity: Use notes from the previous session’s pair activity about professionals and learning from the current session and consider existing challenges and ways of working. • Whole-group discussion: Highlight key points and focus on safeguarding, ethical practice and the duty of care.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Assessment procedures and partnership working <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor presentation: Give recap on learning in the previous session, drawing on key points, and outline the types of information that are generally needed for foster/adoption. Discuss the types of professionals involved with the whole group.• Group activity: Develop criteria for types of information that would need to be elicited from potential foster/adoptive families.• Group activity: Explore multidisciplinary teams that would be involved in fostering and adoption.• Individual activity: Research professionals' roles and update notes on chosen areas to explore for assessment activities for presentation on factors that influence why children need to go into care and how inquiries have led to different forms of legislating safeguarding, governing fostering and adoption services.
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Children families and individuals at risk, interventions <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor presentation: Outline the importance of safeguarding and accurate assessment in ensuring that children and families are matched and that families are able to meet individual needs.• Group activity: Discuss how children may be considered at risk.• Pair activity: Consider the types of intervention and support for children and young people at risk; make notes to prepare for a whole-group discussion.• Tutor-led discussion: Outline assessment activity student feedback and guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to LO assessment activity • End-of-unit activity for LO3 and LO4 developing small-scale research • Defining adoption and examining the adoption process <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Discuss the meaning of adoption and how fostering links to adoption, e.g., foster carers can become adoptive parents. • Pair activity: Use the internet and other sources provided by the tutor to list the defining principles of fostering and adoption. • Group activity: Draw together key findings and highlight key points. • Group activity: Draw up the process and key areas for an adoption process panel; include the types of checks and references and evidence needed to assess suitability.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review the adoption processes in the UK <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activities: Review the key areas identified from group discussions in the previous session. • Pair activity: Prepare key points for social-worker responsibilities in gathering evidence of family, friends and references and how these are used to match the right child to the right family. • Individual activity: Conduct research, exploring the adoption process in the UK.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Comparison of adoption to foster care service <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Engage in debate about the differences between foster and adoption care. • Group activity: Access video/film footage/internet information on foster campaigns and why people foster. • Pair activity: Use the internet to explore the types of placement available for foster children and their definitions. • Group activity: Compare your findings and draw up a map in a whole-group discussion of different types of foster care placement.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Fostering processes and the professionals supporting them <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Draw on the adoption process and identify key features of similarity between two processes. • Group activity: Use the internet and other sources to identify the foster care process, from initial checks, references, group preparation sessions and panel meetings. • Pair activity: Identify key features of the independent review mechanism for appeals against foster panel decisions, discuss the validity and usefulness of these measures.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Understanding the types of support network for different situations, e.g., post-fostering and adoption <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Outline the key organisations that can provide support after fostering and adoption. • Pair activity: Research one professional, e.g., family support worker and education services, and develop leaflets of their key aspects of support they provide to each service and the challenges they might face. • Group activity: Compare research as a group and identify key differences in roles and how a multi-professional team supports children and families after adoption or fostering. • Individual activity: Research specific roles and make notes and highlight differences between post-adoption and fostering. • Individual activity: Make notes on specific professionals' roles and how they can ensure the health, safety and welfare of children and families.

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Safeguarding children and families through and beyond fostering and adoption processes Outline of research project exploring processes of fostering and adoption and effectiveness on meeting service requirements <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Discuss the importance of safeguarding and the responsibilities of key professionals in that role. Group activity: Explore safeguarding and the potential issues that may result in safeguarding procedures being implemented. Pair activity: Use scenarios to decide on key approaches to dealing with potential safeguarding issues. Tutor presentation: Discuss the outline for the research project to explore processes of fostering and adoption. Individual activity: Research one area of fostering/adoption and compile a set of notes
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the impact of fostering and adoption on practice and provision <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Explore individual students' key findings on the researched area and discuss its roles and their responsibilities and challenges. Group activity: Discuss key findings in the research on the adoption and fostering process; discuss the professional roles that were researched, key findings and the effectiveness of the process. Individual activity: Make notes on the key aspects of the group and whole-class discussions evaluating the ability to meet requirements of regulatory body frameworks and the impact on CYP.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of service provision and effects of errors in processes • Review of learning and support for completion of assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Discuss the impact of errors in processes, practice and decision-making. • Pair research: Use scenarios of errors in process/practice/decision-making and discuss the potential impact on individuals and how errors can be avoided. • Group discussion: Give whole-group feedback on key findings and discussion of roles and responsibilities of professionals in meeting demands, working within frameworks and their challenges and successes. • Individual activity: Development of short presentation on research into process and role of a professional and impact on practice and provision, consideration of own role and practice in moving into this area of practice.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review of learning throughout unit • Preparation of research project exploring process of fostering and adoption and effectiveness in meeting service requirements <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Present key findings from research, illustrating effectiveness of current roles, ability of professional in performing roles and ongoing support to CYP; reflect on challenges and identify areas for change. • Group activity: Tutor and students to present feedback. • Tutor-led discussion: Review unit learning and key areas for assessment activities. • Individual activity: Work on the development of assessment activities.

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Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 42 Social Work in Educational Environments

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Social Work in Educational Environments	Tutor:	
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Unit Number:	42	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the role of the social worker in educational environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore methods of supporting children, young people and their families or carers in educational environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Examine the impact on children and young people who do not attend school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Analyse how to support children and young people with mental health needs in educational environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and LOs • Assessment requirements • Defining social work in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Give outline of unit expectations and assessment activities. • Tutor-led activity: Explore student experiences, current roles, aspirations to evaluate groupings and activity groups. • Group activity: Consider what is meant by social work in educational environments. • Pair activity: Consider own experiences in the workplace or placement (or the experiences of others) regarding social work in educational environments. Share with the group.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring the role of the social worker in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Review Level 4 units to discuss where social work and education meet, then identify current understanding. • Tutor-led activity: Present an overview of the role of the social worker in educational environments. • Group activity: Identify the key aspects of role of the social worker in educational environments, then compare and contrast with the traditional role of a social worker. • Individual activity: Identify own learning needs, i.e., which aspects of the role are unfamiliar to you?

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Duties of the social worker in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Identify the duties of a social worker in educational environments, including legal and regulatory responsibilities. Tutor-led activity: Provide a summary of group feedback and an overview of the main duties that a social worker would undertake. Pair activity: Identify and discuss the role and responsibilities of other professionals in educational environments. Tutor-led activity: Discuss legal responsibilities, education legislation and policy, child protection, and safeguarding legislation and policy.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Establishing relationships with other professionals in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present an overview of the methods of establishing relationships with other professionals in educational environments. Identify obstacles and ways to overcome them. Pair activity: Using the internet or other sources, research and present an overview of other professionals with whom a social worker may interact in educational environments. Tutor-led activity: Discuss the work of safeguarding children or child protection officers. Pair activity: Looking at a scenario, identify the roles of other professionals and how they support individuals.
Session 5	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Supporting children, young people and their families/carers in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present a recap of LO1 and an overview of methods of support. Group activity: Discuss how needs may be identified in educational environments. Tutor-led activity: Discuss a range of needs that may require support, including multiple and complex needs.

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Range of needs that may require support <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Present an introduction to health issues, e.g., substance misuse, caring responsibilities at home, bullying, mental health and behaviour, stated special educational needs, etc., and lead whole class discussion of these • Group activity: Using scenarios, identify the needs of young people in educational environments. • Pair activity: Research methods of working with families with multiple and complex needs. • Tutor-led activity: Discuss cultural/religious requirements, asylum seekers, refugees, and children who require financial support.
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Methods of supporting children, young people and their families/carers in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Present an overview of methods that may be used to support children, young people and their families/carers in educational environments. • Pair activity: Compare and contrast methods, considering 'what works.' • Group activity: Explore how taking an integrative, multiagency approach will provide better support. • Tutor-led activity: Discuss access to services, e.g., counselling, strength-based approaches and holistic approach.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Methods of supporting families/carers in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Identify the importance and challenges of parental engagement with their child's learning and development. Give feedback to group. • Group activity: Explore what practical support methods could be employed to support families/carers. • Tutor-led activity: Discuss extended services and other contemporary changes in education provision.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Challenges of supporting children, young people and their families/carers in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss challenges that a social worker in educational environments may encounter. • Group activity: Consider reasons why a child, young person or their families/carers may be unwilling to engage or disengages, and what could be done to promote effective engagement. • Pair activity: Identify legislative and/or policy constraints. • Tutor-led activity: Discuss methods of overcoming challenges, and what challenges may be present in the future.
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Impact on children and young people who do not attend school <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss legal and regulatory requirements of children and young people, then discuss the consequences for family/carers. • Group activity: Discuss the wider moral and ethical issues around school attendance, e.g., 'punishment' of parents, children as carers, etc. • Individual activity: Consider how you may approach non-attendance.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Specific reasons that may mean non-attendance of a child or young person <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss most common reasons a child or young person may not attend school. • Whole-group activity: Discuss strategies to support a child or young person who is not attending for a specific reason, e.g., hospitalisation, custody issues, inability to get to school, exclusion, caregiving, legal status, etc. • Tutor-led activity: Discuss methods for supporting attendance when dealing with a specific reason, e.g., responsibilities of school, local authorities, social service, and parents/carers.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Short-term impacts on children and young people who do not attend school <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Overview of short-term impacts. Pair activity: Using the internet and other sources, research and provide feedback about short-term impacts on a child or young person's cognitive, social and behavioural development, educational attainment and employment opportunities. Group activity: Using information gained from the pair activity, explore key impacts and potential implications for the child or young person. Individual activity: Develop notes from learning for own assessment activity.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Medium- and long-term impacts on children and young people who do not attend school <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present an overview of medium- and long-term impacts. Pair activity: Using the internet and other sources, research and provide feedback on medium- and long-term impacts on a child or young person's cognitive, social and behavioural development, educational attainment and employment opportunities. Group activity: Using information gained from the pair activity, explore key impacts and potential implications for the child or young person. Individual activity: Develop notes from learning for own assessment activity.
Session 14	LO1, LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Tutorial Preparation for assessment activity Use of reflections Review of LO1, LO2, and LO3 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Provide a summary of social work in educational environments. Tutor-led activity: Identify key learning, role of professionals, methods of support and impact on children and young people. Tutor-led activity: Give feedback on performance and provide support for future learning.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • How to support children and young people with mental health needs in educational environments, reflection on service provision <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss ways to support children and young people with mental health needs in educational environments. Reflect on service provision and existing provision locally and/or nationally. • Individual activity: Identify and share feedback on organisational professional values, principles and beliefs. • Pair activity: Investigate the limitations of existing service provision locally and nationally. • Group activity: Discuss the role of the social worker working with mental health needs in educational environments.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • How to support children and young people with mental health needs in educational environments, changing needs <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss the changing needs of children and young people in society. • Pair activity: Research and present the range of mental health needs with which a child or young person may present. • Individual activity: Consider your role as a social worker in an educational environment. What are the current and future challenges regarding working with mental health needs?
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Enabling children and young people with mental health needs to achieve in educational environments <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss mental health needs including, but not limited to, anger, self-harm, anxiety and panic attacks, bipolar disorder, suicidal feelings, body dysmorphic disorder, depression, eating problems, panic attacks, phobias and stress. How we can support these needs? • Group activity: Consider how changes to educational policy and working practices support children and young people with mental health needs. • Pair activity: Consider the importance of a multiagency approach in helping children and young people with mental health needs achieve in educational environments.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Risks to child or young person as a result of mental health needs <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss exclusion, isolation, suicide and self-harm, and their prevalence in modern society. How these risks can be identified and managed effectively? Group activity: Discuss the implications of the attainment of children and young people with mental health needs in educational environments. Pair activity: Explore effective ways of supporting children and young people after risks have been identified.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Ensuring your practice is meeting the needs of each child and young person <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss the need to recognise that each child and young person has a unique style of learning, communicating, building relationships and making decisions, and of enabling the child or young person and their parents/carers to be part of the decision-making process. Pair activity: Explore ways of highlighting the child or young person's strengths and capabilities, building on what you've learned about person-centred care and support. Individual activity: Consider own professional practice and ways to improve. Group activity: Consider the role of professionals in meeting the needs of each child and young person, and what methods are most effective.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> End-of-unit assessment and evaluation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Review of learning, feedback on individual questions Group activity: Discuss key learning and future needs. Individual activity: Develop final assessment activity.

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 43 Managing Budgets in Care Services

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Managing Budgets in Care Services	Tutor:	
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Unit Number:	43	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the context of the funding of social and community care services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine the systems involved in the management of financial resources in social or community care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Prepare a budget for an area of need in community or social care practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Conduct a review of budget planning and strategies used in developing budgets	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Overview of unit • Familiarisation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss overall aims of unit and assessment activities. Encourage debate about current knowledge and have students make notes on discussions. • Group activity: Discuss types of budgets managed in own organisations and the ways they are maintained and monitored. Discuss key personnel and draw comparisons. • Individual activity: Observe how budgets are funded and managed in own practice.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring need for income in different practices • Sample activities: • Tutor-led activity: Encourage ideas of how income may be needed in different areas of community and social care. Highlight key points. • Pair activity: Explore different needs via the internet and media reports. Identify most common needs for income and whether income is sufficient. • Group activity: Discuss findings and collate an overview of major areas where income is needed and why this may be. Give feedback in class discussion. • Individual activity: Research the need for income from a national perspective.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring factors that give rise to need for funding <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Explore the findings from the last session and from student research on the need for income. • Group activity: Using research and findings from the previous session, identify key factors that give rise to the need for income. • Pair activity: Using examples identified from research obtained from the internet or other resources, identify reasons for rising funding needs in different areas, e.g., substance misuse and mental health. • Individual activity: Explore international factors and make comparisons with own country and its need for income.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring factors • Sources of funding <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Encourage debate about the factors researched and comparisons made with international context. • Group activity: Explore findings further and make judgements as to how the need has risen in other countries in comparison with own country. • Pair and then individual activity: Explore the sources of funding available for general issues and then explore for individual issues. Assess the impact of funding, e.g., whether it is sufficient to meet current needs. Where possible, compare with international models of funding.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Sources of funding • Means testing, legislation and funding <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss current findings of factors and models, and draw comparisons. Highlight key findings. • Group activity: Examine the concepts of means testing and assess the suitability of such models, then compare with other grants and schemes for set contexts. • Pair activity: Research legislative frameworks that govern use of funding.
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Examining pressures in funding to meet individual needs <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Stimulate discussion about funding in own organisations and how it meets individual needs and service provision. • Group activity: Debate each other's organisations and funding, and how they meet needs. Discuss thoughts and highlight common features. Try to identify list of top 10 commonalities and draw comparisons. • Individual activity: Develop notes for assessment activities and observations in own practice and local area.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Examining short- and long-term planning and budgeting requirements <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Tutor-led discussion, introducing functions of financial planning and forecasting at the organisational level. Group activity: Using set context, debate the need for forecasting at an organisational level and how this feeds into individual long-term and short-term planning. Individual activity: Research financial planning in own organisation. Explore types of long- and short-term planning, and how they are managed in terms of meeting needs.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the sources of funding <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Give presentation on the need for funding streams, where they are sourced and who pays for them. Group activity: Research various funding schemes, e.g., community grants and capital funding. Individual activity: Reflect on learning thus far. Research forms of funding available for different contexts and issues, and reflect on own organisation and types of funding sourced.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Budgeting requirements <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Encourage debate about the definitions of budgets and the forms they may take, e.g., estimating future needs and supporting the efficient running of a business. Group activity: List priorities to consider in the process of budget development. Discuss priorities and highlight key and common areas. Individual activity: produce list of key priorities for a budget for a project in own area of practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Importance of accountability in budgeting Value for money and requisite skills <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give presentation on the meaning of 'value for money' and its purpose. Pair activity: Draw up a list of ways you can ensure value for money when budgeting, e.g., bulk buying, comparisons between previous VFM and future costs, efficiency and overall cost savings. Group activity: Identify key skills needed for budget management.
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Processes and techniques of financial forecasting for budgets <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss reflections from previous session. Identify key skills for budget management and have students make notes. Group activity: Using case scenarios, create list of processes identifying budgeting requirements and procedures. Give feedback to whole group, drawing on key points. Individual activity: using notes from group activity, refine own project notes to include processes
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Reviewing budgets <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present types of reviews that need to be conducted and frequency. Group task: Using scenarios and notes from previous sessions, draw up a list of ways a budget can be reviewed and how frequently this should occur. Give reasons for choices. Individual activity: Reflect on notes from previous session and relate to observations of own practice.
Session 13	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of learning and assessment tasks <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Review learning and Q&A sessions for whole group and individuals. Pair activity: Work on assessment tasks and provide feedback to peers on points. Individual activity: Assess development activity.

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Preparing budgets <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss the contents of a budget and how to develop plans. Group activity: Draw up a list for a planning template. Get feedback and develop final template. Individual activity: Complete draft of a plan using templates.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Preparing budget plan <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss outlines for the plan and its contents. Group activity: Share feedback. Discuss key ideas and make notes of salient aspects. Individual activity: Develop a draft of the plan that expands on previous version.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Contents and priorities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Individual tutorials. Discuss development of plans, identify gaps and provide suggestions for research, skills and knowledge development. Group activity: Support peer work in developing contents, e.g., comparisons with old budgets, hidden costs, staffing requirements and physical resources. Individual activity: Develop own plans and gain feedback from own organisation.
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Making the business case <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present budget compilation—is it realistic? Discuss contingency arrangements. Individual activity: Assess plan using SMART targets to assess suitability, practicality, risks, contingency arrangements, etc. Individual activity: Develop work for assessment tasks. Make observations of and gain feedback from own practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review learning from LO3 and how this can be incorporated to planning for presentation <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activities: Examine peer plans and provide feedback and suggestions on areas to develop and highlight in presentations. • Individual activity: Consider contingencies for expected and unexpected changes on planning. • Group activity: Debate contingencies and make notes of others' contingencies. • Individual activity: Develop own presentation using feedback and reflections.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Analyse effectiveness of reflection as a tool • Impact and reviewing strategies <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discussion - Encourage debate and reflection of learning and ways that the unit helps progress students' careers. Support development and efficiency of practice and provision. • Group activity: Establish the need for regular review and ways it can be achieved. • Pair activity: Practice presentations and review of own performance and its impact on practice and provision. • Individual activity: Develop a presentation for the final session, reflecting on learning, observations and feedback from practice.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Presentations • End-of-unit assessment <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Presentation. • Group activity: Give feedback on presentations and provide information on how they can be developed. • Tutor-led activity: Support development of final presentation. • Individual activity: Develop presentations, present to own organisation and gain feedback. Reflect on feedback to include in CPD plan and record.

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 44 International Social Work and Community Development

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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Higher National Diploma in Social and Community Work

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	International Social Work and Community Development	Tutor:	
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Unit Number:	44	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Examine the history, organisation and legislative context of international social work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore the societal and ethical context of international considerations in social work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explain comparative social work theory and practice in its international context	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Analyse the relationship between community development and international social work practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and LOs • Assessment requirements • Defining international social work and community development <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Outline unit expectations and assessment activities. • Tutor-led discussion: Define international social work and community development, use this to explore student experiences, current roles and aspirations to evaluate groupings and activity groups. • Group activities: Consider what is meant by international social work and community development. • Pair activity: Consider and discuss own experience relevant to international social work and/or community development in the workplace, and share with the group. Are there gaps? Has the idea of international social work been represented in your work experience? Why/why not? Do you think this is relevant and why?
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring international social work, context <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Provide a more detailed overview of international social work and community development— that is work that encompasses those aspects of the profession that address practice or policy issues that affect more than one country. • Pair activity: Consider social work within the context of globalisation. • Group activity: Explore interaction between processes of globalisation and the development of social welfare at the national level, as well as social work and community development locally. • Tutor-led discussion: Integrated perspectives approach
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • The history of international social work <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Identify the origins of international social work practice. • Tutor-led discussion: Changing policy agendas and how we have arrived at this current situation • Pair activity: Identify the growth in service-user involvement and the implications it has for future practice. • Tutor presentation: Service-user involvement and widening participation

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> The social and political history of international social work <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Provide an overview of the changing policy agendas and transitions in welfare policy and delivery. Pair activity: Using internet/other sources, research and present an opinion on how the rise of the professionalisation in social work practice may have influenced international social work and community development. Tutor-led discussion: Neoliberal politics and the influences on international social work and community development Pair activity: Consider how evidence-based practice may have influenced international social work and community development.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> The role of international institutions <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: To include the work of 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), and local social work organisations/agencies that work in partnership/support the work of these international bodies. Whole-group discussion: Importance of international institutions in supporting international social work and community development Pair activity: Compare and contrast international organisations. How does the work of these institutions impact social work/community development at the local level? Identify gaps in provision/support.
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Legislative underpinnings to international social work <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Provide an introduction to Universal Declaration of Human Rights, 1948; European Convention on Human Rights, 1950; European Convention on the Exercise of Children's Rights, 1996. Whole-group activity: Using legislation, identify how it supports international social work and community development. Pair activity: Research and identify specific national legislation, e.g., Children and Families Act 2014. Tutor-led discussion: Provide feedback on pair activity and additional legislation that may be relevant.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> The societal and ethical context of international social work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Contemporary challenges facing social work and social welfare in a diverse society Pair activity: Identify different traditions of social welfare (influenced by legislation, historical development and social attitudes). Group activity: Explore what is meant by 'culturally competent social work'. Tutor-led discussion: Social welfare today
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Addressing diverse challenges in multi-cultural social work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Identify and provide feedback on how oppression and social exclusion may influence practice. Group activity: Explore welfare reform and the implications for the individual, families/carers, professionals and organisations. Tutor-led discussion: Human rights—implications for practice, legal and ethical basis
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> How ethical frameworks for social work practice address contemporary challenges <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Empowerment and liberation of people Group activity: Consider ways to promote social justice and social change locally and nationally. Pair activities: Identify what is meant by problem-solving in human relationships. Tutor presentation: Theories of human behaviour and the impact of engagement with services

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<ul style="list-style-type: none"> • Topic(s): • Promoting the right to participation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Promoting the right to participation while respecting the right to self-determination • Group activity: Have a discussion about the methods of challenging discrimination. • Individual activity: Consider how being professionally accountable can impact own practice.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Comparative social work theory and practice in its international context <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Social work practice approaches, commonalities and differences in terms of how societies marginalize certain groups of people • Whole group discussion: Community engagement • Tutor-led discussion: Social development
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Social work practice approaches <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Ecological approach, person-centred approach, task-centred approach, cognitive-behavioural approach and so on. • Pair activity: Explore approaches and consider their strengths and weaknesses. • Group activity: Develop mind-maps of the recovery and psychosocial models • Individual activity: Develop notes from your learning for your own assessment activity.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Comparative theoretical approaches <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Provide an overview of theories and compare with previous theoretical understanding. • Pair activity: Explore using the Internet and other sources, research one key theory, provide feedback about its key aspects, consider implications for practice. • Group activity: Theory into practice, challenges and opportunities • Individual activity: Develop notes from your learning for your own assessment activity.

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Social and community work organisations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: The work of Amnesty International, Council of Europe, UNICEF, ICSW, ENSACT and Save the Children Whole-group discussion: Discuss how these organisations can support the individual, professional, organisation and community. Tutor-led discussion: Engaging with organisations
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Embedding practice-based pedagogies <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: The importance of understanding and embedding practice-based pedagogies Individual activity: Identify how you could embed practice-based pedagogies, taking into account obstacles and opportunities. Pair activity: Investigate the importance of developing an ethical stance. Group activity: Discuss comparative social work theory and practice in its international context.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Relationship between community development and international social work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Origins and history of community development and the relationship between community development and international social work practice Pair activity: Research the emergence of community development strategies to tackle issues of inequality. Individual activity: Consider your role as a social worker and its links to community development.

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Aiming to achieve a better life through collective effort <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Mobilization for action, Youth and Women's Groups, Compensatory Education, Antipoverty strategies Group activity: Consider how change from movements to community development, social capital and social planning have impacted practice. Pair activity: Consider the benefits of building sustainable communities.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Theoretical approaches to community development <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Building on previous learning, consider international social and community development. Group activity: Professionals/users/communities as co-deliverers Pair activity: Consider urban regeneration, changing communities and changing needs.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Links between community development and international social work practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Key definitions, community work, social work, community development, local community development initiatives and national community development initiatives Group activity: Discuss how community development can support social work practice and vice versa. Tutor-led discussion: Development of community 'hubs' and health and wellbeing centres
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> End-of-unit assessment and evaluation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Review learning and provide feedback on individual questions. Group activity: Discuss key learning and future needs. Individual activity: Develop final assessment activity.

Pearson
Higher Nationals in
Social and Community Work

SCHEME OF WORK

UNIT: 45 Community Outreach and Support Work

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Community Outreach and Support Work	Tutor:	
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Unit Number:	45	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the scope of community outreach and support work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine the need for and benefits of outreach services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Assess the personal and professional skills and qualities required for community outreach and support work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review how safe practice in community outreach and support work is ensured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit content and assessments • Introduction to key terms <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Assess prior knowledge, define key terms of community support and outreach work, and give examples from current knowledge. • Group activity: Discuss the characteristics all outreach services have in common. • Individual activity: Identify three outreach services in your local community and analyse common characteristics.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Type of outreach work • Organisations <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Presentation - types of outreach work (domiciliary, detached and satellite). • Pair activity: Research examples of statutory and non-statutory organisations that provide each type of outreach service. • Group activity: Discuss the different statutory and non-statutory organisations and their purposes
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Roles and responsibilities of outreach services • Tools used in outreach work <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss the roles and responsibilities of outreach services (e.g. support and guidance, counselling, life skills, education, organising activities, companionship, and support with living). • Group activity: Referring to organisations and services identified in the previous two lessons, analyse the types of support offered and the roles and responsibilities of the organisations. • Group activity: Explore and discuss the effectiveness of different methods of outreach support, e.g., information leaflets, newsletters, dedicated events, advertising and physical resources specific to the programme.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Analysis of outreach services <p>Sample activities:</p> <ul style="list-style-type: none"> • Paired activity: Research, identify and prepare a presentation on the outreach service(s) assigned to you: <ul style="list-style-type: none"> ○ Statutory and non-statutory ○ Types: Domiciliary, detached and satellite ○ Roles and responsibilities: Support and guidance, counselling, life skills, education, organising activities, companionship and support with living ○ Tools used to offer support: Information leaflets, newsletters, dedicated events, advertising, physical support and resources • Group activity: Give presentation on findings from paired activity. • Whole class activity: discuss and review services, identifying examples of effective practice and gaps in provision
Session 5	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Need for outreach services <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Lead discussion on the need for outreach services, e.g., accessibility, mobile service, service user choice, service user control and isolation. • Pair activity: From own work experience, identify how outreach services have been used, and who accesses these services. Identify any characteristics. • Group activity: Define and identify disadvantaged, underrepresented and harder-to-reach communities that use outreach services. Discuss the challenges and risks associated with hard-line definitions/group categorisation in terms of person-centredness in service planning and delivery. Do we need to identify specific groups, why, and how can we avoid pigeon-holing, stereotyping and disempowering individual members of these groups whilst providing appropriate services?

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Disadvantaged, underrepresented and harder-to-reach individuals and communities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present a recap of communities. Individual activity: Identify an outreach service designed to target each of the disadvantaged, underrepresented or harder-to-reach communities identified in the previous lesson. Find at least one case study of an individual who has utilised the outreach service, and their experience of the service Group activity: Share research findings and discuss how the services identified meet the needs of the individuals within the communities identified. Review risks, identify ways to mitigate, raise awareness and challenge own personal assumptions that may impact the type/quality of service provided to an individual.
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Benefits of outreach services <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Make a mind map that shows the benefits and challenges of a given outreach service. Tutor-led activity: Discuss the benefits of outreach services to individuals, communities and organisations involved in working in communities. Group activity: Form small groups. Read and assess examples of outreach services provided by the tutor to analyse the benefits of the services to the service users, the organisations and the wider community.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Challenges and barriers to outreach services <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Define what a 'challenge' and a 'barrier' means in the context of outreach services. Individual activity: Research real-life case studies of challenges and barriers to outreach services from the perspective of the service user or the organisation. Group activity: Share findings from the individual activity. Tutor-led activity: Clarify types of barriers and challenges such as inaccessibility, service user resistance, prejudice and lack of professional awareness/competence, inadequate training, community resistance, lack of funding, lack of awareness of outreach services and the challenges of working in partnership. Individual activity: Reflect on own experience of work with individuals in communities targeted by specific outreach services and develop a short plan of how to improve own skills and awareness in providing appropriate outreach services to individuals.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO1, LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Recap session <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Students to highlight which topics require additional explanation and recap. Individual activity: LO1 and LO2 key topics quiz activity to complete. Tutor-led activity: Q&A session/discussion activity to clarify and consolidate learning.
Session 10	LO1, LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessment workshop Review of student progress on Assessment 1 <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: overview of assessment requirements. Review of academic requirements and submission format. Group activity: Open Q&A sessions to address general queries and concerns. Individual activity: Individual assessment development, one-to-one meetings for individual student queries and concerns
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Skills and qualities <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Define 'skill' and 'quality,' and the difference between the two in the context of the provision of outreach services. Group activity: Form small groups. Read job adverts/descriptions and/or outreach service information provided by the tutor. Analyse them to identify required skills and qualities for outreach workers. Group activity: Discuss the skills and qualities identified as important for outreach delivery, then rank them in order of importance.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Skills and qualities survey <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Give a recap of the skills and qualities identified in the previous lesson. Group activity: Form small groups. Design a survey for outreach practitioners/ organisations to establish the skills and qualities they see as required and most important. Individual activity: Phone, visit and/or email practitioners and/or outreach organisations to gather information.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> National Occupational Standards <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Small groups from previous session to present survey findings. Tutor-led activity: Discuss National Occupational Standards—what are they, and which ones are relevant to outreach work? Individual then paired activity: Explore the National Occupational Standards database to identify three standards relevant to outreach work, then form pairs to analyse the standards and identify the practitioner skills and qualities required.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Skills scan <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Recap types of outreach work along with their roles and responsibilities. Individual activity: Identify the top ten skills and qualities essential for outreach work, then conduct a personal skills scan by rating own ability in each. Adapt development plan from session 8 and set individual goals and targets to develop skill set. Pair activity: engage in a reflective discussion of each other's development plan, and provide feedback and support
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Legislation and policy <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Introduce aspects of legislation and policy related to community support and outreach work, e.g., 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, and Code of Conduct for Healthcare Support Workers and Adult Social Care Workers Group activity: Form small learning carousels. Progress around stations with information on legislation and policy, and make notes on how each impacts outreach work. Tutor-led activity: Discuss main points of legislation and policy with whole class.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Organisational processes and practices <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss how organisational processes can ensure safe practice in community outreach and support work. Tutor-led activity: Present an overview of possible relevant processes and how they assist, e.g., safeguarding, reporting, supervision sessions, internal policies, line management, and use and management of volunteers. Individual activity: Research the internal processes and policies at own work placement that support safe practice in outreach work.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Practitioner working practices and responsibilities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss 'Duty of Care' and how it is relevant to safe outreach practice. Group activity: Form small groups. Create a mind map that shows the actions and responsibilities of individual practitioners in ensuring safe working practices. Individual activity: Find real-world examples of case reviews or case examples of unsafe practice. Analyse what went wrong, and suggest what working practices could have ensured safer practice.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Challenges to safe outreach practice <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss situations that can make outreach work difficult, e.g., maintaining appropriate boundaries, working in individuals' homes, getting gifts from service users, social media contact and other ethical dilemmas Group activity: Form small groups. Read the ethical dilemmas provided by the tutor and analyse what the challenge is and why it could be unsafe. Then assess actions that need to be taken to ensure professional and safe conduct, and recommend actions to prevent it from occurring again. Prepare a verbal presentation to give to the whole group. Group activity: Presentations of dilemmas from the small-group activity

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO3, LO4	Topic(s): <ul style="list-style-type: none">Recap session Sample activities: <ul style="list-style-type: none">Pair activity: Students to highlight which topics require additional explanation and recapIndividual activity: LO3 and LO4 key topics quiz activity to completeTutor-led activity: Q&A session/discussion activity to clarify and consolidate learning.
Session 20	LO3, LO4	Topic(s): <ul style="list-style-type: none">Assessment draft review workshop Sample activities: <ul style="list-style-type: none">Tutor-led activity: Provide formative feedback for second assessment.Pair activity: Peer feedback on assessment and support to developIndividual activity: One-to-one support and to address queries and issues prior to submission.

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 46 Global Contexts of Community Development

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Global Contexts of Community Development	Tutor:	
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Unit Number:	46	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the international context of community development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore the differences in the development of communities in the 'global north' and the 'global south'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Discuss how global approaches to community development impact on community development within countries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Explain the central role that local participation plays in supporting international community development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit overview, assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Discuss requirements for units, outline content for Learning Outcomes. • Tutor-led discussion: Engage in debate on what students want to achieve by completing this unit. Make notes on salient aspects for future use (placing context in delivery). • Group activity: Reflect on Unit 8: Community Development – Principles and Practice, draw up a list of key terms that define community development. • Tutor-led discussion: Encourage debate to list and draw out common themes. Discuss ideas e.g., long term process of structural and societal transformation—differentiate between structural and societal change. How is society comprised, influenced and so on. • Individual activity: Own research into community development, the wider society context in other areas e.g., health, wellbeing, education and economics.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Theoretical approaches to community development <p>Sample activities</p> <ul style="list-style-type: none"> • Tutor-led presentation: Recap perspectives on community development, encourage debate about how society can influence different aspects of community development. • Pair activity: Explore the notion of community development and community cohesion. Explore the notion of social, human and financial capital (Putnam, Coleman and Bourdieu) and how these influence the structure and function of society. • Group activity: Draw on findings and assess impact in own country compared to another country (e.g., United States)—the need to travel for work, dispersion of families and community life and dependency of elderly on public services. • Individual activity: Research ideas on forms of capital and explore ways that communities have dispersed and cohesion has broken down, explore forms of services individuals seek in their own and other areas.

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Theoretical approaches, continued, and defining an international context <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss ideas on forms of capital, compare ways that community in own areas have brought about a need for services to support community development. Tutor-led discussion: Engage in debate about the reasons why community development initiatives are needed and how society meets current needs, identify how these affect society and economic growth. Tutor-led discussion: Encourage debate on defining international development, e.g., how global economic, political, environmental and social forces are reshaping the world. Individual activity: Make notes on own learning for future use when drawing comparisons from international models.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Communities from macro to micro Examining definitions in different communities and how principles and values are reflected in the purpose of different community development activities <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Explore macro approaches, e.g., social structures of a society, population or culture, as well as governance through legislation (where laws came from and reasons why) and national community initiatives. Tutor-led discussion: Draw on key ideas and highlight points that encourage students to reflect on micro approaches focusing on individual groups and families and how the macro level impacts these micro approaches. Pair activity: Develop and collate notes from learning from previous sessions. Group activity: Draw up factors for micro approaches, using observations in own practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> The ways that principles and values are reflected in the purpose of different community development activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Recap learning from previous sessions and discuss how society is defined and regulated or controlled. Group activity: Explore one or two of the principles and values and compare how they are reflected in own society and another society, using set information provided, such as, how choice is given to individuals in own country and one other, e.g., where the rights of people with disabilities, or women's rights may not be taken into account, or forms of safeguarding and equality. Individual activity: Explore principles and values and research ways they are applied in different countries, make notes on the impact on societies and community development.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Introducing LO2 and outcomes Recap on learning from LO1 and how it feeds to LO2 Defining globalisation, global north and global south <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Draw on learning from LO1, encourage debate about how different countries approach forms of community development; explore their needs and how they compare to students' own country. Pair activity: Research the idea of global north and global south, note key points. Whole-group discussion: Drawing on findings, compile a short presentation on the difference between global north and south providing examples with a focus on inequalities; present findings to the whole group and debate. Individual activity: Make notes for development of own tasks and observations in own practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Different approaches to community development: Top-down and push-back <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Draw on ideas from previous session on the differences between global north and south, discuss the ways that approaches have been adopted to bring about community development; discuss the concept of power in imposing norms and ways of supporting individuals. Group activity: Use scenarios with different countries (north and south) and explore the ways that global organisations operate and the position of power; compare these to own country. Group activity: Use the previous scenarios, look at the idea of push-back approaches, where ideas are shaped by local people not imposed by others, and compare it with top-down approaches. Individual activity: Make notes for assessment activities.
Session 8	LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the concept of globalisation on communities and community development Consequences and processes of globalisation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Draw on activities from the previous session and discuss the top-down and push-back approaches; ask students to consider consequences of these approaches and the concept of globalisation. Group activity: Research globalisation, its meaning and typical countries, organisations and models that have contributed to globalisation; compile examples and key ideas. Tutor-led discussion: Explore concepts and engage in debate regarding impact of globalisation on communities and their development e.g., value of labour, employment, businesses and services, family life, community cohesion and independence, environment (pollution, overcrowding) and structural inequalities Individual activity: Development of assessment activities integrating observations from own practice.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Root causes and underlying factors that affect underdevelopment <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Explore learning from the previous session and draw on key points of consequences and processes of globalisation; ask students to consider causes of underdevelopment. • Pair activity: Research the idea of colonialism and its impact on decolonisation in ensuring sustainability. • Tutor-led presentation: Provide elucidation on underdevelopment, e.g., the Myrdal circular causation process. • Group activity: Drawing on research, explore reasons for underdevelopment within countries, e.g., poverty perpetuating poverty.
Session 10	LO2, LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Social policy, organisation and challenges on different welfare contexts <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Recap learning from previous session and root causes of underdevelopment and associated inequalities • Group activity: Research international welfare models and States e.g., the UK, France, Canada, India and Tanzania - have each group explore one country and compare it with own country. • Tutor-led discussion: Discuss findings and make notes. • Pair activity: Compare and contrast models of service delivery within different countries and models in own country. • Individual activity: Continue to research and compare and contrast, make notes for own assessment tasks.
Session 11	LO2	<p>Topic (s)</p> <ul style="list-style-type: none"> • Review of learning • Key indicators of growth and relationship to community development <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation: Use video to provide information on the definition of key indicators, demonstrating output and services provided within a country. • Group activity: Explore the ideas of GDP and GNP and how this helps understanding of a country's ability to provide community development initiatives that tackle poverty and inequalities. • Individual activity: Conduct own research into the effectiveness of different welfare models and the key indicators in defining and tackling poverty and inequalities.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic (s)</p> <ul style="list-style-type: none"> • Key indicators and welfare models • Assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Drawing on the previous session and own research, explore ways that key indicators of development could distort the actual economic status of countries, e.g., wealth may be derived from status and power and not as a result of underlying personal characteristics of individuals or groups. • Tutor-led discussion: Encourage debate about learning in unit, Q&A and outline assessment tasks. • Individual/group tutorials: Assessment activity development
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • LO3 and LO4 assessment activities • Recap from previous session • Comparison of global approaches <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Recap learning and assessment activities and provide LO3 and LO4. Review outcomes and expectations • Tutor presentation: Comparison of global approaches to tackling poverty and promoting shared prosperity for sustainability. • Group activity: Using set organisations/initiatives (e.g., World Bank, Department for International Development and infed.org), explore how they tackle poverty and projects; explore their impact. • Pair activity: Conduct further research on comparisons and use own experience and observations to inform, drawing comparisons with own country.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Using different models of social sustainability <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Recap learning from Session 7 about top-down and push-back approaches, exploring different models of social sustainability; provide one example. • Group activity: Explore different models of social sustainability in own and one other country's community-based organisations (CBOs), draw up a list identifying the key features of how they effect change at the micro level. • Individual activity: Conduct own research and produce notes for assessment activities.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3, LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring the concept of solidarity and how it is achieved • Collaborative movements • Theories and change models <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Exploring the concept of solidarity and what it means in terms of community development, provide feedback and highlight key points. • Pair activity: Research collaborative movements, e.g., World Trade Organization. • Tutor-led presentation: Introduce the notion of change models and how they are used to effect change in different organizations. • Individual activity: Conduct own research and relate to own context in community development.
Session 16	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring theories and change models <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Review individual research from previous session on change models in own practice and research similar work in other organisations, and compare and draw on key features. • Tutor-led discussion: Engage students' in debate related to research and group discussions, explore issues of community development practices between global north, global south and own country. • Tutor-led discussion: Recap on learning with Q&A. • Individual activity: Compile notes for assessment tasks, observations and developing ideas for community development in own practice and how this can have an impact from a global perspective.

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • LO aims • Areas of community development <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Discuss the purpose of identifying areas of community development at a global level to apply to local situations. • Group activity: Using a set context (e.g., poverty and economic sustainability, health and wellbeing, security, freedom from abuse, environmental sustainability and protection), explore global areas of focus for community development and create a list of comparisons with own country regarding how they can be applied locally. • Tutor-led discussion: Provide feedback and highlight key points. • Individual activity: Draw on learning and make notes relevant to the end-of-unit assessment; make observations regarding own practice and research.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Identifying appropriate activities to support development of global solidarity <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Develop ideas for community events and activities for bringing about positive change and relate it to a global context. • Tutor-led discussion: Provide feedback to the whole group exploring different areas and highlight key points. • Individual activity: Draw on learning and make notes relevant to the end-of-unit assessment, make observations regarding own practice and research.
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Involving others • Local action incentives <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Draw on learning from previous session and individual student research, highlight key points, encourage debate on the value of involving others and the impact this can have on supporting global solidarity. • Group activity: Using set context/scenarios and drawing on learning and activities from the previous session, utilise global theories and change models and apply them to local initiatives. • Tutor-led discussion: Encourage feedback and debate and highlight key aspects. • Individual activity: Conduct own research and refine notes for assessment activity.

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of learning• Feedback on student research• Potential impacts on development, own practice and provision• Tutorials <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Discuss own research and previous session's activity outcomes, draw comparisons and identify possible contribution of local community development activity contributing to global community development projects in comparator countries in the global south• Pair activity: Assess impact of activities on own country and future provision.• Individual activity: Assessment task completion

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Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 47 Sustainability Planning in Social and Community Care

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Sustainability Planning in Social and Community Care	Tutor:	
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Unit Number:	47	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the context of sustainability within social and community care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Discuss sustainability planning in relation to national community or social care services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Develop a plan for sustainable development to improve a local community or social care service	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Champion own sustainability plan to others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit, Learning Outcomes and assessment activities • Ideas on sustainability <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Present overview of unit, Learning Outcomes and assessment activities • Tutor-led activity: Discuss the meaning of 'sustainability,' drawing on ideas of what it means and how it can be achieved in different contexts, e.g., the economy and education, healthcare. • Pair activity: Using internet and library resources, research the meaning of 'sustainability' from a community development perspective. Explore approaches to achieving sustainability, purposes and identify examples of relevant initiatives globally and in home country • Individual activity: Research sustainability, exploring own organisation, or organisation related to own practice, and the ways sustainable development manifests.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Sustainability in own setting and transformation <p>Sample activities</p> <ul style="list-style-type: none"> • Tutor-led activity: Reflect on learning of sustainability, drawing on students' research and practice/experience. • Pair activity: Discuss the meaning of 'transformation' and how it can occur in practice. • Group activity: Using a case study scenario—models of care, independent living, etc.—discuss ways transformation can improve practice and provision. • Individual activity: Make observations in own setting and develop notes for assessment.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Legislative and regulatory frameworks for sustainable development <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Drawing on students' knowledge of legislative frameworks, discuss key concepts behind relevant legislation/policy, e.g., Care Act, Health and Social Care Act, and Sustainable Development Strategy. • Pair activity: Explore legislative and regulatory frameworks. • Individual activity: Make observations on practice and on own organisation's regulatory practice and procedures.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Ways that sustainability planning can support provision and practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Drawing on student knowledge of the benefits of sustainability planning, discuss how they can be applied in practice and provision. • Group activity: Using case study/scenarios, note key areas of benefit and social value that can be derived from sustainability planning. • Individual activity: Develop notes from sessions on benefits and social value, and apply to own practice in organisation.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Identifying areas that sustainability planning can be developed <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Gain ideas from the whole group on areas of sustainability. • Group activity: Using key topic areas, outline types of planning that can support, e.g., independent living, reablement, creativity in new models and workforce development. • Individual activity: Identify topic areas in own practice, use of learning in supporting development of sustainability planning
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Ability to meet needs and assessment activity <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Reflect on learning and contribution to assessment activity. • Group activity: Assess activity from Session 5 and identify the ability to meet service and individual needs, e.g., human and physical resources, skills and knowledge, and gaps in provision. • Individual activity: Develop notes toward assessment activity.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Outline LO2 and assessment requirements Methods and models <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Outline assessment requirements, reflect on learning so far, and give feedback on issues and questions. Pair activity: Use the internet, library or other resources to research methods used for sustainability planning at a national level, e.g., STP, identifying SDMP and good corporate citizen action planning. Group activity: Use Venn or other models to assess sustainability solutions. Tutor-led activity: Demonstrate the importance and use of theory of change models and other tools to identify and monitor use of resources that can improve efficiency.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring features of action planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Present areas dependent upon priorities, then identify priorities. Group activity: Explore the concept of action planning, e.g., baselines, areas of immediate savings and where systems need to be enhanced. Individual activity: Develop notes for assessment activities. Make observations on practice and get feedback from line manager and colleagues.
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Identifying goals and factors to include in action planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Encourage debate about factors to consider for checklists, highlighting key points. Group activity: Using a case study/scenario, develop an outline of goals, actions, employee involvement, other involvement, risk factors, and leadership and management of teams. Individual activity: Incorporate learning to develop assessment activities.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Tools and methods for measuring progress Reflections Assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Develop activities from the previous session to explore types of tools that can be used to plan and measure progress. Pair activity: Compare planning strategies used in different organisations, e.g., Local Authorities and local enterprise partnerships. Individual activity: Develop assessment activities and reflections.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring models to develop sustainability and transformation Developing own plan, introduction and outcomes for second assessment-related tasks <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Outline key outcomes and assessment goals. Present an overview of Learning Outcomes and explore the ways transformation or change management plans are devised. Pair activity: Research models and frameworks that can be used to define plans for sustainability. Identify specific issues. Individual activity: Research more models and frameworks. Make observations in own area of practice for sustainability planning.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Use of appropriate models for planning <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Reflect on research from the previous session and on student research. Group activity: Use case studies that give context to a sustainability development initiative to identify suitable frameworks and models from research. Individual activity: Develop models and refine own ideas for sustainability planning.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring key issues <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss the types of issues that can be explored for a sustainability planning exercise, drawing on students' own ideas from practice and research. Group activity: Develop an outline plan for sustainability using a set topic, e.g., health and wellbeing, care and quality, finance and efficiency, mental health, etc. Individual activity: Reflect on learning and revise plan.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring key issues and specific needs <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Reflect on key issues from the previous session and research. Help students develop plans that address specific needs, e.g., supporting individuals to manage own health, access to community programmes for hard-to-reach elderly persons, etc. Group activity: Consider specific issues at a micro level and how the development of a sustainability plan will support the bigger picture while meeting regulatory and individual needs. Individual activity: Develop an outline for a sustainability plan at macro- and micro-level detail, and justify the reason for such a plan.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Researching the need Identifying key methods and individuals Costs and savings <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Using information compiled to date, assess ways to research the need for a sustainability initiative, e.g., interviews, surveys, feedback and suggestion boxes. Identify the suitability of different methods in assisting the development of sustainability planning. Pair activity: With support from the tutor, assess each other's plans and provide feedback. Individual activity: Develop plans to incorporate ways of assessing need. Identify key individuals inside and outside the organisation that can support with funding and other resources.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Implementation of plans: Steps to bring about change and measuring change <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Reflect on learning so far and how students have developed plans. Discuss key points and support students as they help their peers. Discuss ways to measure and monitor change, and to adapt plans accordingly. Pair activity: Work on each other's plans to develop steps necessary to bring about change/development, e.g., assessing risk, identifying benefits, presenting to stakeholders, identifying key personnel to bring about change, and leadership and management of the project. Individual activity: Develop own plans to incorporate learning from the session.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Preparing for presentation and final Learning Outcome Championing own plan <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss learning so far. Reflect on development thus far and conduct Q&A session. Support development of plans with tutorials. Paired activity: Support development of plans and share ideas.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Reflections on learning Development of own plan <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss reflections on learning and experiences throughout the unit. Identify areas that need development regarding skills and knowledge as well as contributions to sustainability plans. Tutor-led activity: Support development of presentations and encourage paired working. Individual activity: Develop presentation and final assessment activity.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Identifying benefits and efficiency models for present and future Development of own plan Analyse effectiveness of reflection as a tool Group tutorial <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Reflect on the last session and the potential benefits of the plans on the organisation as well as on individual health and wellbeing. Pair activity: Reflect on learning and impact. Adapt plans if needed to demonstrate impact. Reflect on individual performances and create logs for reflective practice. Individual activity: Develop presentation.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Individual presentations Reflections Final review of learning for unit <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Give presentation. Group and tutor-led activity: Provide feedback to presentations. Individual activity: Develop presentation using feedback. Give presentation in own organisation, and develop final assessment for submission.

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Issue 1



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All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Transformation and Change Management in Social Care	Tutor:	
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Unit Number:	48	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Consider the factors that have driven recent changes in social or community care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Discuss components of transformation and change management within social or community care provision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Produce a change management plan relevant to own workplace setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess the effectiveness of the change management plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Unit introduction and expectations • Outline of learning outcomes and assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Discuss the aims and objectives of the unit and the assessment requirements. • Tutor-led discussion: Discuss and encourage debate on the current understanding and expectations of the unit. • Group activity: Debate the meaning of transformation and change management within each student's own work practice. • Pair activity: Create a list of ideas about where change and transformation can be evidenced in different areas of practice (related to subject specialism or elsewhere) to develop understanding of what transformation and change is and how it is interpreted. • Individual activity: Own observations in settings
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Drawing on student observations in settings • Factors driving change <p>Sample Activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Discuss students' observations of different forms of change and the transformation they can see in their own settings, highlight key areas for later use. • Pair activity: Make notes and highlight key features and reasons for change and transformation. • Group activity: Discuss factors that may have driven recent changes, focusing on political factors. • Individual activity: Conduct individual research on political factors and how they impact your own organisation.

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Social care targets • Legal and ethical frameworks <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Explore students' own research and relationship between political factors and how they impact organisation. • Group activity: Sourcing information on social care targets and ethical frameworks (putting people first) • Pair activity: Develop ideas on how factors learned can impact your own organisation in transformation and change. • Individual activity: Observe and compare your own organisation's political and social care targets and how they are translated in practice, remark on their relationship to legal and ethical frameworks that may drive change.
Session 4	LO 1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Funding sources, issues and culture <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Debate the types of finance and funding available to support change and transformation in social care. • Pair and individual activity: Research types of funding available for different sources, assessing their suitability and sufficiency; identify factors that impact provision and practice. • Group discussion: Findings, highlighting key points
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Issues and culture that necessitate the need for change and transformation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Encourage debate on issues and culture that necessitate the need for change and transformation. • Group activity: Use case studies and scenarios (e.g., changes in lifestyle, developing technologies, mental health, policy and procedure and bullying), and research types of funding that can be used to support change—assess impact and risks. • Individual activity: Research issues in your own organisation

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Frameworks, policies, procedures and priorities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Discuss the importance of adhering to ethical, legislative and regulatory requirements. Group activity: Discuss each student's practices within their own organisation regarding priorities of working towards transformation and change, including anti-discriminatory practice and social justice. Pair activity: Develop case scenarios based on own experience— to illustrate different aspects of ways of working, policies and procedures; Present to group commenting on what changes you would recommend to more effectively support equality, diversity and inclusion in practice Individual activity: In your placement, complete observations of your and others' practice, making notes on areas of EDI reflected or missing from the practice engaged in/observed
Session 7	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring a global context Workforce factors <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Exploring a bigger picture to place change and transformation into the context of students' own country Group activity: Explore ideas, e.g., an aging workforce and a need for change, challenges associated with how staff from overseas are recruited and the support provided to them on arrival, appropriateness of training that currently exists to grow the overseas workforce e.g. aiding staff in adapting to culture, understanding and operating within appropriate frameworks and regulation Individual activity: Research professional regulation, and educational and other funding structures that support development and change.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Learning Outcome aims and objectives Defining transformation and change management <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor introduction: Learning Outcome and aims, how transformation and change management are defined and relate to social care practice Group activity: Draw up definitions of transformation and change, debate with whole group and highlight key points. Pair activity: Draw up examples of change management and transformation and highlight key differences.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Theories of transformation and change <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Discuss models and theories of change and transformation. Pair activity: Research various models (e.g., Tipton's, Kotter and Lewin models), assess the advantages and issues with these models in practical situations. Individual activity: Conduct your own research on the usefulness of these models in your own practice.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Change identification factors and political issues affecting change and transformation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Discuss each student's own research on models and how effective they are in practice. Pair activity: Use case studies and assess the suitability of frameworks and models. Pair activity: Identify key factors that initiate change, e.g., having ideas and vision, forward thinking, policy and process development. Individual activity: Discuss the factors affecting change and transformation plans, e.g., finance, structure and workforce.
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Barriers and other factors contributing to transformation and change <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: Reflect on Session 10 and how topics discussed contribute to affecting transformation and change management planning; examine other factors that affect transformation and change, e.g., individual's beliefs, values and resistance to change. Group activities: Identify key motivators for transformation and change. Tutor-led discussion: Highlight key areas, e.g., importance of effective leadership, reflection, expert knowledge and the importance of empowering others. Individual activity: Using observations in your own setting, identify key motivators and how transformation and change may be managed.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Review of learning for LO1 and LO2, reflections from Session 11 Assessment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led presentation: Drawing on student observations in settings, identify key motivators for transformation and change management. Group activities: Role-play/use scenarios, e.g., examples of leaders empowering individuals and those who do not, effective and ineffective leadership. Tutor-led presentation: Provide feedback on activities and the importance of managing transformation and change positively. Individual activity: Work on assessment task for project.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Aims and objectives for LO3 and LO4 Definitions and overarching objectives Planning for transformation or change <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussions: Discuss key aims and objectives for plans using case scenarios. Pair activity: Using popular concepts, develop a vision for change or transformation; create a small argument that communicates a vision for change. Tutor-led discussion: Discuss ideas students have conceived and highlight key points and features.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Preparing and structuring plans for transformation and change <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Need for plans and content of plans Group activity: Using a case study, develop a list of activities necessary for planning, e.g., figuring out timelines, workload and contingencies, infrastructure and budgeting. Group discussion: Highlight key points. Individual activity: Research areas in your own organisation for transformation and change.

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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> The importance and value of involving others <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Using case studies, assess how others can be involved and in what capacity and the value of empowering individuals requiring services. Pair activity: Develop plans from Session 14 and identify key individuals to involve and impact. Individual activity: Develop your own plan for transformation and change and how others will be involved.
Session 16	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Quality assurance and considerations for implementation of plans <p>Sample activities:</p> <ul style="list-style-type: none"> Group activities: Using case scenarios, develop quality assurance processes. Tutor-led discussion: Discuss as whole group and highlight key areas. Pair activity: Using plans developed, identify considerations, e.g., leadership, consistency, risk and safety and flexibility. Individual activity: Develop your own plans to incorporate learning from the session; provide feedback from colleagues and line managers.
Session 17	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Conflict resolution and monitoring progress <p>Sample activities:</p> <ul style="list-style-type: none"> Group activities: In threes, use a case study and scenario to role-play different forms of conflict and their resolution. Rest of group observe each role play and take notes. Tutor-led discussion: Discuss ways that conflict was resolved, highlighting key points; discuss the feelings of individuals in the situations Tutor presentation: the impact of conflict on the success of transformation and change plans, as well as on individuals, professionalism etc. Pair activity: Work on developing own plans, devising ways to monitor and adapt plans to meet changing needs. Individual activity: Develop plans for presentations and reports.

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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Aim of Learning Outcome and tutorials developing own plans <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Reflect on learning throughout the unit and its desired outcomes. Pair activity: Support and provide feedback on the development of individual plans. Tutorials: Individual and small group progress meeting to support the development of students' plans
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Analyse effectiveness of reflection as a tool Group tutorial <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion: Analyse the use of reflection as a tool for ongoing monitoring of the progress of a plan, and how it supports students' own learning and development, as well as organisational progression. Pair activity: Develop reflections on learning from the unit; how they have supported their own progress in developing their own plans and changes, and how students would have done things differently. Individual activity: Work on presentations.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Presentations and feedback <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Presentations Group activity: Provide feedback on presentations as to how they impact self and service, affect standards and demonstrate continuous improvement and future innovation. Individual activity: Develop work for a presentation in your own organisation and gain feedback; reflect on the impact of your own learning and its impact on service provision and demonstrate future innovation; prepare assessment activity tasks.

Pearson

Higher Nationals in

Social and Community Work

SCHEME OF WORK

UNIT: 49 Working with Individuals who have Experienced Trauma

For use with the Higher National Diploma in Social and Community Work

First teaching from September 2018

Issue 1



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HIGHER NATIONAL DIPLOMA IN SOCIAL AND COMMUNITY WORK

SCHEME OF WORK

Programme Title:	Higher Nationals in Social and Community Work	Level:	5
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Unit Title:	Working with Individuals who have Experienced Trauma	Tutor:	
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Unit Number:	49	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Examine the potential emotional, physical, cognitive, behavioural and developmental reactions to trauma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Investigate how the effects of traumatic events influence strategies in working with affected individuals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Analyse approaches and risk management when working with trauma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess how supporting individuals and groups who are living with trauma can impact on the worker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to unit and Learning Outcomes • Assessment requirements • Defining working with individuals who have experienced trauma <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Outline unit expectations and assessment activities. Explore student experiences, current roles and aspirations to evaluate groupings and determine activity groups. • Group activity: Explore trauma and traumatic events. • Individual activity: Research emotional, physical, cognitive, behavioural and/or developmental reactions to trauma.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Exploring definitions of trauma in social and community work practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Use the internet to research definitions of trauma in social and community work practice, then compare different definitions. • Tutor-led activity: Provide feedback and highlight the importance of understanding different interpretations of trauma/traumatic events. • Group activity: Use case studies to consider how trauma can be experienced and/or defined by different individuals. • Individual activity: Develop notes from learning for own assessment activity.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • The potential emotional, physical, cognitive, behavioural and/or developmental reactions to trauma <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Using information gained from the previous session and from student research, compile a list of the potential characteristics of the potential reactions to trauma. • Tutor-led activity: Provide feedback and lead a whole-group discussion on key aspects. • Pair activity: Assess the potential developmental consequences for individuals of different ages/stages. • Tutor-led activity: Discuss responses to traumatic events.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploring the potential physical reactions to trauma <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Outline potential physical responses. Pair activity: Use the internet or other sources to identify engagement in self-injurious behaviours, substance use disorders, disordered eating, sleep disturbances, etc. Present feedback to group. Tutor-led activity: Discuss connections to trauma, including adverse childhood experiences (ACEs) and chronic health conditions. Then discuss aims and objectives for Activity 1.
Session 5	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Working with individuals who have experienced trauma <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss variables in working with individuals who have experienced trauma. Group activity: Share own experiences from workplace/placement of working with individuals who have experienced trauma. Individual activity: Explore the impact of social factors that may have contributed to experiences. Pair activity: Reflect and discuss the role of resilience.
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Understanding of cultural, social, historical, gender and sexuality issues <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss how culture, social issues, sexuality, gender, disability etc., can present additional needs that must be considered. Discussion on intersectionality of personal characteristics and impact on marginalised individuals' experiences in wider society Group activity: Using scenarios and/or role-plays, consider the importance of empowerment, voice and choice. Tutor-led activity: Discuss the importance of acknowledging individuals' circumstances and understanding their histories.

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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Implications of health-harming behaviours <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Review learning, then lead whole-group discussion on what are considered health-harming behaviours. • Individual activity: Research and provide feedback on the prevalence of alcohol use, drug use, violence, sexual behaviour, incarceration, smoking and poor diets in your community. • Group activity: Give feedback on individual activities and reflect on the increase of health-harming behaviours.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Engaging reluctant individuals <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Consider why individuals may not want or be able to engage. • Group activity: Discuss scenarios that consider challenges in striking a balance between exercising social work authority and empowering/right to choose. • Individual activity: Consider and get feedback on innovative ways you could engage a reluctant individual. • Tutor-led activity: Discuss how involuntary service users may need support and encouragement to engage.
Session 9	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Trauma-informed approach <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss approaches that recognise and respond to the signs and symptoms of trauma in individuals, families, staff and others involved with the organisation. • Group activity: Considering own workplaces/placements, explore how organisations can respond to the signs and symptoms of trauma in individuals, families, staff and others involved with the organisations. • Pair activity: Discuss the skills that a professional can develop and use. • Tutor-led activity: Discuss the organisational need to integrate knowledge about trauma into policies, procedures and practices.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Interrelation between trauma and symptoms of trauma, e.g., substance abuse, eating disorders, depression and anxiety <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Present key aspects and research of interrelation between trauma and symptoms of trauma. • Group activity: Use scenarios to explore strategies that help manage risk. • Individual activity: Conduct own research into the interrelation between trauma and symptoms of trauma.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Models of support for working with individuals who have experienced trauma <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Introduce models of support. • Pair activity: Conduct research and provide feedback on individual models, e.g., their strengths, weaknesses, etc. • Group activity: Discuss how the models of support could be utilised in practice, and the challenges of utilisation • Tutor-led activity: Discuss approaches to intervention.
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Managing risk: Legislative framework <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss the purpose of legislative frameworks to manage risk. • Pair activity: Use the internet and other sources to explore policies and procedures designed to keep individuals safe. • Group activity: Use information gained from the paired activity to explore key legal and practice requirements. • Individual activity: Develop notes from learning for own assessment activity.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Managing risk: In practice <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss how intervention is fully integrating knowledge about trauma into policies, procedures and practices. Group activity: Use scenarios to identify how professionals can identify and manage risk in practice. Tutor-led activity: Discuss how to recognise the impact that trauma may (or may not) have had on the risk situation. Individual activity: Reflect and get feedback on how you can protect the aspirations and capacities of individuals to take risks.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Tutorial Preparation for assessment activity Use of reflections <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Provide a summary of approaches and risk management when working with trauma. Group activity: Identify key similarities and differences between different approaches. Pair activity: Provide feedback on performance and support for future learning.
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Potential impact on the worker of working with individuals who have experienced trauma <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led activity: Discuss the role of reflection in promoting self-awareness and self-care, and the strategies students can use to develop practice and provision. Individual activity: Reflect on own practice when considering your feelings and emotions when working with traumatised individuals, and the importance of self-care. Pair activity: Compare experiences and consider the stress that the worker may experience in the short, medium and/or long term.

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Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Vicarious trauma <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss the impact of physical, emotional, psychological, and spiritual exhaustion resulting from chronic exposure to challenging situations. • Group activity: Using stress models, look at your individual levels of stress and consider the long-term exposure to stressful and upsetting situations. • Pair activity: Consider strategies to support the worker.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Fatigue and burnout: Implications for the worker <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss taking on some of the physiological, psychological and emotional consequences of abuse. • Group activity: Explore the agencies, professionals and others in one area of practice that can create a multidisciplinary team that provides feedback on key areas roles and responsibilities. Identify the signs and symptoms of fatigue and burnout. • Pair activity: Use scenarios to consider the wider implications on the individual with whom you are working, colleagues, the organisation etc.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Strategies to support the worker <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Discuss developing an understanding of a range of strategies to protect and promote your own wellbeing. • Group activity: Use scenarios to identify what is good and meaningful reflective supervision. • Pair activity: Explore ways you can informally support your co-workers.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">Developing and practicing self-care in practice. <p>Sample activities:</p> <ul style="list-style-type: none">Tutor-led activity: Discuss strategies to reduce stress, thereby maintaining and enhancing short- and longer-term health and wellbeing.Pair activity: Explore ways of separating work and home lives as much as possible. Provide feedback to group.Individual activity: Create a self-care plan.Group activity: Consider the obstacles to self-care, and develop strategies that can overcome or minimise obstacles.
Session 20	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">End-of-unit summary, assessment and evaluation <p>Sample activities:</p> <ul style="list-style-type: none">Tutor-led activity: Conduct a review of learning and provide feedback on individual questions.Group activity: Discuss key learning and future needs.Individual activity: Develop final assessment activity.