

BTEC Level 3 National in Health and Social Care

First teaching September 2017



Sample Marked Learner Work

External Assessment

**Unit 4: Enquiries into Current Research in
Health and Social Care**

In preparation for the first teaching from September 2017 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of Nationals BTEC Level 3 qualification.

What is Sample Marked Learner Work (SMLW)?

The following learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

Each question explores two responses; one good response, followed by a poor response. These responses demonstrate how marks can be both attained and lost.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Below displays the format this booklet follows. Each question will show a learner response, followed by comments on the command verbs and the content of the question. Tips may be offered where possible.

The appendix has attached a mark scheme showing all the possible responses that perhaps were not explored in the SMLW, but can still be attained.

The red box comments on the command verbs used in the question. Command typically means; to instruct or order for something to be done. Likewise, in assessments, learners are required to answer questions, with the help of a command verb which gives them a sense of direction when answering a question.

This box may choose to highlight the command verb used and comments if the learner has successfully done this, or not.

The green box comments on the content words and phrases. Content makes reference to subject knowledge that originates from the specification. Learners are required to use subject specific knowledge to answer the questions in order to gain maximum marks.

The comments may include:

- *Any key words/phrases used in the learner's answer.*
- *Why has the learner gained x amount of marks? And why/how have they not gained any further marks?*
- *Any suggestions/ ideas regarding the structure of the answer.*
- *If the answer meets full marks- why it is a strong answer? What part of the content has been mentioned to gain these marks?*



Tips offer helpful hints that the learner may find useful. For example:

- *Recommended length of the answer*
- *Reference to the amount of marks awarded*
- *General advice for the learner when answering questions*

You will need to refer to the appropriate specification alongside these sample materials.

The link below will direct you to the SAMs that this SMLW refers to.

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Engineering/2016/specification-and-sample-assessments/Sample-assessment-material-Unit-1-Engineering-Principles.pdf>

Article 2: Employment support for disabled people: investigating the relationship between investment and outcomes

Provide a list of the secondary sources you have used in addition to Article 2.

Good Response

Denscombe, M. (2014). The good research guide for small-scale social research projects. 5th ed. Berkshire: Open University Press

Disability Rights UK. (2013). Taking control of employment support. Online. Available. <https://www.disabilityrightsuk.org/policy-campaigns/reports-and-research/taking-control-employment-support> [25/7/17]

Dudovskiy, J. (2017). Case Studies. Research Methodology. Online. Available. <http://research-methodology.net/research-methods/qualitative-research/case-studies/> [25/7/17]

Department for Work and Pensions. (2013). Residential Training Provision. Independent Advisory Panel Report. Online. Available. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/225491/residential-training-provision-independent-report.pdf [28/7/17]

Equality Act. (2010). Equality Act 2010: Guidance. Online. Available. <https://www.gov.uk/guidance/equality-act-2010-guidance> [28/7/17]

Greig, R. Employment support for disabled people: investigating the relationship between investment and outcomes. National Institute for Social Care Research. Online. Available. https://www.ndti.org.uk/uploads/files/SSCR_4_page_summary_Phase_3.pdf [25/7/17]

Griffiths, F. (2009). Research Methods for Health Care Practice. London: Sage Publications

McLeod, S. (2014). The Interview Method. Simply Psychology. Online. Available. <https://www.simplypsychology.org/interviews.html> [25/7/17]

McLeod, S. (2007). Research Methods. Simply Psychology. Online. Available. <https://www.simplypsychology.org/research-methods.html> [25/7/17]

National Social Care Ethics Committee. (2017). Health Research Authority. Online. Available. <http://www.hra.nhs.uk/news/rec/national-social-care-research-ethics-committee/> [25/7/17]

Newton et al. (2012). Work Programme Evaluation. Department for Work and Pensions. Online. Available. <https://pure.york.ac.uk/portal/files/32116522/rrep892sum.pdf> [30/7/17]

Parckar, G. (2008). Disability Poverty in the U.K. Leonard Cheshire Disability. Online. Available. <http://www.scie-socialcareonline.org.uk/disability-poverty-in-the-uk/r/a11G00000017r3KIAQ> [30/7/17]

Snell, J. (2011). Employment prospects for young people with learning disabilities. The Guardian. Online. Available. <https://www.theguardian.com/public-leaders-network/2011/apr/13/employment-learning-disabilities> [1/8/17]

Sayce, L. (2010). The Sayce Review. Getting in, staying in and getting on. Disability employment support fit for the future. Online. Available.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/49779/sayce-report.pdf [1/8/17]

The UK Commission for Employment and Skills. (2011). Annual Report for Accounts for the year ended March 2017. Online. Available.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626229/UKCES_2016-17_web.pdf [1/8/17]

The command for this activity is to 'provide a list of secondary sources'.

Good response: The learner must demonstrate ability to undertake literature searches surrounding the issue, produce a bibliography in an appropriate format and include all sources searched, even if not included in their answers.

Good response:

- The learner has demonstrated a thorough literature search on the issue
- The learner has included a range of sources including books, internet sites, organisations, news articles and official government documents.
- The learner has referenced sources appropriately, in this case using the Harvard Referencing System.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626229/UKCES_2016-17_web.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/49779/sayce-report.pdf

<https://www.theguardian.com/public-leaders-network/2011/apr/13/employment-learning-disabilities>

<https://www.disabilityrightsuk.org/policy-campaigns/reports-and-research/taking-control-employment-support>

Poor response:

- The learner has made some attempt to reference sources used in their literature review.
- The learner has not used a range of sources in their bibliography.
- The learner has not followed an appropriate format of referencing in their bibliography.
- The learner has not included all sources used in their responses to questions.



Use an appropriate and consistent format of referencing in the bibliography and your answers to questions.



Use a range of secondary sources; try to include books, internet, official documents etc.



Include all sources used during your research – keep a list whilst you research.

Question 1

What research methods are referred to in this article, and other articles you have researched, about this issue?

In your answer you should include:

- other methods of research that have been used to explore the issue
- the reliability of the research methods used

[Total marks for Q1-15]

There are a variety of research methodologies that have been used in this social care article considering the cost effectiveness of employment support (Greig, 2013), and other articles that have been researched on this topic. The article in question uses questionnaires, interviews and focus groups.

The questionnaires used in the article have been completed electronically by participants; they have received an email to complete the questionnaire which is a good way to gain lots of participants in a short space of time. It is a quick and easy method of data collection (Denscombe, 2014) which doesn't require the researcher to go out to collect data. Due to the questionnaires being collected electronically, this saves cost for the researcher and means that participants can complete the research in their own time, allowing researcher bias to be avoided because the participants won't feel worried and stressed about someone watching them complete the questionnaire. By using questionnaires, the researcher can gather different types of data. They are able to gather quantitative data which will allow them to get statistical evidence to support their research through responses that involve closed questions such as a yes/no response. It also allows the researcher to gather qualitative data because they can have extended responses in the questionnaire that require the participants to answer questions in the written form, elaborating their thoughts and opinions (McLeod, 2007).

The Sayce Review (2010) also used questionnaires in their research into employment programmes for disabled people. They gathered evidence from a range of professionals and service users to consider the benefit of these types of programmes. They considered the funding issues that arose from these types of programmes, similarly to the article in question. However, they went further with the research because it was a government led review of spending, access to work, and maintaining work. This meant that participants included people with disabilities and how the employment programme directly impacted upon their lives. This allowed results of the questionnaires and surveys implemented to be used not only to review the best ways to use funding available but also to consider the barriers faced by vulnerable individuals, gathering both qualitative and quantitative data. Due to the nature of surveys, participants were able to provide detailed data on their feelings of the work programmes and how they helped their lives. However, a downside of this is that set questions in questionnaires limit responses and due to the nature of their learning disabilities, participants could have struggled to understand the questions being asked.

Newton et al (2012) took this methodology further in their review of work programmes using longitudinal surveys that engaged with participants over a longer period of time. They surveyed participants six to nine months after starting the programme, and then again two years later. This type of data collection allows for a more detailed and accurate account of the success of employment support because it considers the progress of the programme from starting to seek employment support right through to maintaining employment and beyond (Newton, 2012). A survey may be a better measure of opinions than a questionnaire because it allows the researcher to gather more detailed information by mixing methodologies. It not only uses questions like a traditional questionnaire, but can verbally ask questions as well as considering responses to come to reasoned conclusions, unlike a questionnaire that takes the facts and produces statistical interpretation. This means that data can be used from this methodology to assess the success of work programmes, gathering statistical evidence of its success through how many individuals took part in the programme, continued and completed the programme. By doing this, cost-effectiveness can be measured to consider the need for additional funding. It is also able to consider qualitative data because it can assess how participants feel about the programme, what worked for them, what could be changed to improve it and how they would like to see things work for future participants of the programme.

However, by using this research methodology, the researchers may find that participants provide socially desirable responses (McLeod, 2007). They may agree that the system used to support disabled people into work is good and doesn't need changing because they think this is what the researcher wants to hear, rather than giving their own experiences. When we complete questionnaires, our thoughts and feelings become words on a piece of paper; they lose the meaning that was intended and people might complete them as a paper exercise feeling that the quicker they respond, the quicker it will be done and therefore they may not give detailed and totally honest responses.

The article also uses interviews to research different responses to offering employment support to disabled people. The interviews undertaken provide a representative sample (Griffiths, 2009) because the people asked to participate will be relevant to the research so the researchers will be able to gather rich, detailed data that will help them come to conclusions about the need for employment support and funding. It means that the information gathered from the questionnaires can be used to help explore the responses in depth, clarifying points more easily because the participant is in front of the researcher. There are standardised questions so that each participant has the same experience but the researcher can choose to use a structured, semi-structured or unstructured interview (McLeod, 2014) dependent on what they want to gain from the research. In this case it is likely that a semi-structured interview would be used. The researcher has a set idea of what they want to find out and so they will have pre-planned questions to ask the participants, but the flexibility to expand on the responses given to find out more information. This would be suitable for this research because they may be interviewing different types of people with different needs and abilities. For example, if they interview individuals with learning disabilities they may want to find out how effective the scheme is in helping them to find work (DWP, 2013), but when interviewing the employers they may want to know more about the overall cost effectiveness of the programme (Greig, 2013).

Interviews were also used by The Department for Work and Pensions in their Residential Training Provision Review (2013). This research considered how work programmes had helped people with learning disabilities to gain employment. The research interviewed Employment Advisors and the trainees to consider the success of the programme. Although not directly considering the cost-effectiveness on its own, this review and use of interviews demonstrated the need for further investment into employment support to create equality for those in a vulnerable position.

However, interviews undertaken by Greig (2013), Sayce (2012) and the Department for Work and Pensions (2013) are not always the best methodology to undertake in this kind of research. Interviews can be very time consuming and may create interviewer bias. For example, Greig's (2013) research focuses on effective funding for employment support for those with learning disabilities. When undertaking interviews the responses are unique and therefore difficult to compare to each other. One employer may have a very positive view of the system because it works well for them and their company, the model and approach suggested in the article may fit with their business easily. However, another employer who may have many employees may not feel that the model works for them and doesn't see how it is cost effective to employ those with learning difficulties due to the nature of their work. It can often be difficult to obtain reliable data from interviews because it is personal opinions and not always based on fact, in comparison to a questionnaire.

This article (Greig, 2013) also uses a form of focus group to gather data for the research. The researchers undertook fieldwork visits and learning networks that would enable them to gather data from a wide range of people involved in employment support for individuals with learning disabilities (Greig, 2013). Focus groups are used to discover how a group of individuals feel collectively about an issue, they gather qualitative data by investigating how successful the issue at hand has been which means they can gain the thoughts and opinions of those being directly affected (Griffiths, 2009). By using a focus group, the researchers can gather detailed information which allows a deep understanding to be gained with pre-prepared questions being changed and adapted to suit the needs of the group which saves time in comparison to interviews because the researcher is able to question lots of people in one go.

However, there are issues with this type of methodology. When using a focus group there could be irrelevant discussions that do not gain the information that the researcher wants, there could be disagreements that need to be managed by the researcher and the data gathered is difficult to analyse because there is so much of it. If participants have discussed a range of issues with employment support in depth, the researcher then has to transcribe this which is very time consuming, as well as analysing the information gathered. It may be that there are difficulties in gathering all the participants needed at the same time and some people may not be able to take part in the research due to this, which could mean vital data is not gathered to support the research.

Many methods have been considered in review of this article and other research evidence on the issue of cost effectiveness of employment support for individuals with learning disabilities. Questionnaires are nearly always used and appear to be a good starting point for research. They are simple to use and effectively implemented with a wide range of individuals. However, the interview process does appear to benefit this type of research more because it is able to gain more detailed information into a wider range of views on the issue in question.

The command for this question is 'What different research methods are referred to in this article'.

Good response: The learner is expected to explain the different research methodologies that are included in the article, and other articles from their own secondary research. They will be expected to demonstrate thorough understanding with evaluative judgments on suitability as well as providing conclusions on the reliability of these methodologies in the context of the article and other secondary research.

Good response:

The learner would achieve a mark that falls into Band four.

- The learner has demonstrated a thorough understanding of a range of research methods used in the article, and other articles found from secondary research.
- The learner has provided a thorough understanding of data usage for this article, supported with secondary research, and judgments have been made on the suitability of the methodologies used.
- The learner has drawn conclusions on the reliability of methodologies used in both the article and secondary research undertaken.
- They have consistently referred to the article and secondary research, demonstrating the ability to conduct effective secondary research.
- The answer is well structured and consistent in its approach to answering the question, making reference throughout the response to the question asked as well as providing appropriate and accurate references.

The article uses different research methods including questionnaires, interviews and focus groups to find out the cost effectiveness of supported employment.

The article uses electronic questionnaires which are quick and easy to implement. They are sent online so the responses are easier to collect and it is less time consuming for the researcher because they don't have to go out and collect them all. It means that there is not as much pressure on the participant to complete the questionnaire in a set time like there would be if it was done by giving them out. By using questionnaires the researcher can get both qualitative and quantitative data because there can be a mix of open and closed questions which allows for different kinds of analysis to be done on them.

Newton et al (2012) used a form of questionnaires in their research into work programmes. They used surveys which allowed them to collect data over a longer period of time - from six months to two years. This is good because it means they got an overall view of how well the programme worked for participants. This might be better than what Greig (2013) did because a survey lets you use different methods combined to get more data.

Interviews were also used in this article. There are lots of different types of interviews that can be used but all of them allow a researcher to find out lots more detail than a questionnaire. They are face to face so the researcher can ask more questions to make sure that they understand what the participant is saying, they give rich and detailed data and are flexible because time limits are taken away.

Focus groups were also used by the researcher in this article. Focus groups get a group of participants together and ask questions about the research so that they can get an overall picture of the feelings of the group. This means that more information can be gathered and the points made can be clarified by the researcher. When Sayce (2010) used focus groups they were part of a scrutiny group of professionals to gather information from lots of different professionals. They discussed information from lots of different organisations who were taking part in employment programmes for disabled people to find out if they were useful, if money was being spent well and if anything needed to change.

These methods can be reliable for researchers because they can get lots of detailed information about the research, in this case finding out if supported employment is useful and cost effective and if using a set model in workplaces is helpful to the disabled people and employers.

Poor response:

The learner would achieve a mark that falls into Band one.

- The learner has provided a basic description of research method used in this article and some secondary research.
- The learner has limited evidence of data usage and points are often descriptive rather than explained.
- The learner has made reference to research methods from secondary research but this is superficial and descriptive.
- There is very little evidence of conclusions being drawn on reliability of the method used.
- The learner has structured their response appropriately but does not achieve more than Band one because the response does not include enough explanation, evaluation or justification.

TIPS!



Make reference to the research methodology used in the article and your own secondary research.



Give examples to support explanations.



Explain why the methodologies used are useful/not useful for this particular research.

Question 2

Why is it important to carry out research into this issue?

In your answer you should include:

- how far your secondary research supports the conclusions drawn in the article.

[Total marks for Q2-15 marks]

Carrying out research is vital in social care practice. It allows for evidence on a range of issues to be gathered; the success of work programmes can be evaluated and improvements made. It allows for knowledge on different issues to be expanded, establishes facts and collects different views and opinions from those directly involved.

This particular research into the cost effectiveness of employment support considers how the support is given to people with learning disabilities seeking employment. It assesses whether the right systems are in place to ensure the best use of funding and what more could be done to engage those with learning disabilities in meaningful employment. It demonstrates that evidence based models can be implemented effectively in a wide range of settings and highlights the decreasing amount of funding being provided by the government to support employment opportunities for learning disabilities.

The government set out a plan to get individuals with learning disabilities into employment and need to be able to evaluate the success of this. Through research this is possible; Greig (2013) has shown that using evidence based models when employing individuals with learning disabilities really works and can be more cost effective than not using this models. For example, statistics in the article suggest that by using the proposed model, 43% of individuals supported secured employment in comparison to 38% of individual services not using a model of supported employment.

Carrying out research into this issue allows for facts to be established. From the research undertaken it can be seen to be more cost-effective to use an evidence based model. Figures from Greig (2013) show that funding costs for employees with disabilities using this model were £366 - £2,281 in comparison to those not using an evidence based model with a cost of £165 - £10,000. These figures clearly indicate that money can be saved by companies following the approach set out in the article which in turn is an economical benefit to not only the companies involved, but to society. The government offer funding support to those working within the schemes to support employment for individuals with learning disabilities and therefore less money would need to be allocated to deliver this service.

When effective employment support is offered, more people will remain in work, and as a consequence will be able to financially support their cost of living. At present the government makes payments to those with learning disabilities to support them to access a standard of living similar to those without learning disabilities. Between 2014/15, around £30 billion was used to support those with learning disabilities and not in employment, which suggests that with funding being allocated to employment support, the government would be able to make future savings on things such as housing and accommodation payments, with those having no choice at present but to seek support, being able to independently support their living costs.

The research from this article also has implications for the wider society. The more people that are in work in this country, the less funding that needs to be accounted for through the welfare system which enables funding to be redeployed to areas of need. There are many individuals in this country, including those with learning disabilities, living in poverty, and although this research will not solve all issues it will contribute to enabling more effective distribution of funds. More money could be focused on supporting those in financial need, education, and health and so on. The research also focuses on ways to effectively improve services. With almost half of employees with learning disabilities being supported through evidence based models (Greig, 2013), it clearly indicates that if more employers provided this system, more success would happen in the future.

The Sayce Review (2010) further supports this by suggests ways that the available funding can be used to maximise the success of employment support. The review stated 'People are 'disabled' by barriers to participation - from low expectations to inaccessible IT or the built environment' which suggests that society is not doing enough to ensure effective support is in place for these individuals. It offers support for the importance of this issue through suggesting that without a model for employment and the necessary changes to suit disabled people, the next generation of disabled people will also live in poverty and will still be unemployed. This is additionally supported by Parckar (2008) who found that disabled people are 'twice as likely to live in poverty than non-disabled people'. Further evidence to support this, and the use of employment support comes from data included in the Sayce Review (2010); employment rates for 2010 show that 47% of disabled people are unemployed in comparison to 77% overall unemployment. Although the gap is closing in these rates, it is not being done so quickly enough.

However, from the article (Greig, 2013), it is noted that the issue is being undermined where the data usage is concerned. There is a lack of understanding of the employment support programmes which results in official persons not taking the data and using it to show the successes as effectively as could be done. The individuals involved do not have a complete understanding of what works well within employment support and are not seeking out this information enough to make the required differences for it to be successful and completely embedded in culture and society. Newton et al (2012) further support the importance of carrying out research in this area suggesting there is a need for work programmes and further investment of this kind. From this research, success can be seen by 80% of those gaining employment stating that the job role they had gained was suited to their skills. This demonstrates the need for this type of programme; individuals are given the opportunity to make valued contributions in society with the required support and guidance from colleagues. The Department for Work and Pensions (2013) contributed to further evidence supporting the issue through research into residential training for those with disabilities. The findings suggest that there is a need for investment to employ disabled people with 'significant numbers of disabled people having directly benefitted from the holistic and intense nature' of supported employment.

Evidence gathered into the importance of this issue suggests that more needs to be done in order to support those living with learning disabilities to effectively seek and maintain employment. From the issues raised in the article, it is clear to see that research is playing a vital role in highlighting issues being faced with supported employment, the lack of funding, and understanding of the needs of both employers and employees to implement an effective model of support.

The command for this question is 'Why is it important to carry out research'.

Good response: The learner is expected to analyse the issue, drawing conclusions about the issue's importance. They are expected to provide examples of effects on individuals and wider society, supporting this with secondary research findings. The learner is expected to consider the relationship between the article and secondary findings, demonstrating a thorough understanding.

Good response:

This learner would achieve a mark that falls into Band four.

- The learner has analysed the issue's importance, providing relevant examples of the effects on individuals and the wider society.
- The learner has supported their analysis with findings from secondary research consistently.
- The learner has explained secondary research findings and the relationship to the issue and article, demonstrating a thorough understanding of the relationship between the two.
- The learner has used an appropriate structure for their answer, referencing consistently throughout.

It is important to carry out research to see if support is effective because it means that the researcher will have more knowledge on the issue and can find out about different opinions.

This research looks at how support is given and whether the right systems are in place. It means that the researcher can say what more needs to be done to help people and how money can be spent better in the future. The article says that less money is being given to support this issue so maybe the researcher can get the government to see that the money is needed and better ways to spend it.

It affects the people gaining employment because it means that they will feel better being in work and be able to support their self instead of relying on other people. For wider society it means that less money will be spent supporting these individuals so that more money can be spent on other things in the country. It also means that more people are working which is good for all of society.

The Sayce (2010) review shows that more disabled people are likely to live in poverty than people who don't have a disability. So without using a model of employment more disabled people will remain unemployed and the future generations won't have a chance to gain employment either. The Department for Work and Pensions (2013) also found that more people with learning disabilities are living in poverty but shows that the people who have taken part in their programme have gained employment and can live a life where they can support their self financially so it is important that the issue is researched more to make sure that people can live full and happy lives.

Poor response:

The learner would achieve marks that fall into Band one.

- The learner has provided basic descriptions of the issue with superficial conclusions about the issue's importance.
- The learner has provided some examples of the effects on individuals/wider society but these are basic and tend to be descriptive.
- The learner has included basic descriptions of secondary research in their response.
- The learner has structured their answer in a consistent format but it lacks detail and explanation.

TIPS!



Consider how the issue affects individuals and the wider society.



Use your secondary research to support the points made.

Give justified reasons why research is important in social care practice.

Question 3

You are planning to carry out further research into the provision of health services for individuals with breast cancer. What will you need to consider when planning this research?

In your answer you should refer to:

- the article
- your own secondary research

[Total marks for question 3-15 marks]

Further research into this area would need to combine both original methodologies from the article and other types of methodologies highlighted. A combination of questionnaires, interviews and case studies could be used to expand this research further. Ethical considerations need to be looked at in light of the need to follow these guidelines to ensure participants are safe and free from harm, the data is used appropriately and confidentiality is maintained.

The original research used questionnaires and interviews which gathered lots of useful data that could be used to assess the issue effectively. However, to expand on this research, case studies could also be used. Case studies were used by The Department for Work and Pensions, highlighting individual cases considered in the implementation of work programmes. This would benefit the research because case studies allow for information to be recorded over a period of time which gathers rich, detailed data and allows for a longer period of analysis rather than a snapshot of evidence (Dudovskiy, 2017). This methodology allows for groups and individuals to be considered through observations and interviews which can be used to build a picture of the effectiveness of employment support over a period of time. Case studies provide more qualitative data and can include a range of data gathering techniques such as action plans, diaries, official reports, professional views, the opinions of family and work colleagues, which together provide strong evidence of the benefits of supported employment because they consider all areas of the issue as opposed to just the cost-effectiveness of a programme being used.

The issue with using case studies as a methodology for data collection is the generalisability of this methodology. It is very unique and individual to the person or group of people and therefore, unless it was used to measure the success of employment programmes for those with and without learning disabilities, would only be able to measure the success of work programmes for the individuals involved in the research. It is also a very time consuming method and would require lots of resources, time, and effort on the part of the researcher, unless organised in such a way that it could be focused on different individuals playing an active role in the research.

It would be possible to also use focus groups as a methodology, alongside questionnaires whilst combining the services offered in supported employment. For example, involving the workplace, the employee and the relevant staff from the NHS as a multi-disciplinary approach could prove successful. This could be done by setting up review meetings as focus groups for relevant individuals to attend and assess the progress of the employee, considering set topics and improvement strategies on a regular basis. Alongside this, the individuals involved could also complete questionnaires on a regular basis to discover individual opinions of supported employment and the benefits that it is having for those involved in the programme.

Whilst planning and undertaking further research, it is important to take into account ethical considerations. Ethical considerations ensure the wellbeing of all involved in research. For this particular issue the values set out by the National Social Care Ethics Committee (2017) would need to be considered.

It is essential that when undertaking any research, confidentiality is maintained so long as the safety of participants does not come into question. Due to the nature of this research, the participants could include the employees, the employer, colleagues, family, friends and relevant NHS staff.

Informed consent from most participants would be gained to make sure they understood the nature of the research, how the data would be used and why the research was being done. However, the issue does involve individuals with learning disabilities and therefore informed consent may not be possible for these participants because they have to have a full understanding of the research and their learning disability may not allow this. In this case, consent would need to be gained from a legal guardian of the individual.

When planning further research, it would also be important to consider how the data collected is used. It needs to be very clear how statistics will be interpreted, that the research is reliable and valid; a researcher cannot start to analyse data from a point of view that has not been outlined in the proposal and all participants need to be aware and have access to any data collected that directly involves them. It needs to show findings from all perspectives, whether this is a positive view of supported employment or not.

Ethical considerations have to also include and take into account who the research is aimed at, why it is being done and who is funding it. For example, the original issue (Greig, 2013) was funded by the National Development Team for Inclusion and therefore they have a vested interest in the research and supporting their own objectives. It would be important to not only consider research findings from an inclusive view of those with learning disabilities but for people in wider society and the impact that it has on the country as a whole.

Research skills also need to be considered when planning future research. Time management and data collection needs to be realistic. A researcher needs to ensure that they have timescales in place, that the research will not go over a set time period and that enough evidence can be collected to justify the research taking place. They need to be able to achieve objectives set and not have too broad expectations on what can be achieved.

Finally, problems that could arise during the research need to be considered in the planning stages. Things such as a lack of engagement of participants, the inability of participants to express their views and attendance at interviews or focus group session, whether questionnaires will be completed and so on. With the issue relating to participants with learning disabilities, it may be the case that they will not always understand the questions being asked or how to express their thoughts and feelings so that they are accurately understood. To overcome this, researchers may need to gain support from a specialist in that particular area of disability. This may help because they will be able to help them phrase questions in a particular way prior to starting the research. They may also advise the use of an advocate to support the participant through any of the research as necessary; this may be a professional or a family member/colleague who they are close to and trust. It is important that the participants understand what is being asked of them and this will help to ensure the research is not only overcoming issues prior to undertaking research, but also meeting ethical requirements consistently.

When planning future research, it is important that a researcher considers all outcomes and problems that may arise prior to starting the research. By considering the skills they will need, the participant abilities and needs, ethical considerations and the methodologies that will be undertaken, the researcher is ensuring that they are prepared to deal with any problems that may arise during the research.

The command for this question is 'What areas would you need to consider when planning further research'.

Good response: The learner is expected to provide rationalised suggestions of research methods that could be used to further the research, justifying these methods throughout their answer. The learner should consider planning and ethical issues that are important in research, as well as practical problems that may arise in research.

Good response:

This learner would achieve a mark that falls into Band four.

- The learner has provided rationalised reasons for research methods that could be used to further the research, drawing on secondary research to justify these methods.
- The learner has demonstrated why these methods would be suitable, offering clear reasoning.
- The learner has considered detailed planning considerations with a thorough analytical approach.
- The learner has included a detailed account of ethical considerations for future research which demonstrates a thorough understanding of a range of issues that could arise.
- The learner has considered a range of practical problems that could arise in future research in a wider context, with judgements on the importance of these considerations being fully supported.
- There is clear structure to the response with a consistent and effective approach to making judgments that are fully supported through explanations.

There are lots of areas that need to be considered when planning more research in this area. Different methods could be used, such as case studies. Ethical considerations, research skills and practical problems would also need to be considered.

The Department for Work and Pensions (2013) used case studies where they recorded information over a period of time that allowed them to gather rich and detailed data about how the residential training programme worked. This then allowed them to have lots of qualitative data which is good because then the article could find out more information about the issue and whether it is cost effective. They could use lots of different things like diaries, notes, official reports and professional views to build a picture of the success of work programmes.

Ethical considerations should be thought about when planning research because it means the researcher maintains confidentiality of the people involved because they shouldn't be able to be identified from the research. The data that is collected should link to the research and so the researcher shouldn't be collecting anything else if it doesn't relate to the cost effectiveness of supported employment.

Also, planning further research means that the researcher has to think about the time they have, who would help them and be able to know what is fact and what is opinion. This is important because if they try to research too much in one go they will run out of time and maybe not get enough information which means that the researcher won't find out what they needed to know. It also needs to be factual because the people that the research is being done for don't need to know about opinions. If they want to know if money is being spent in

Poor response:

The learner would achieve marks that fall into Band one.

- The learner has provided a basic description, with limited rationale of research methods that could be used to continue the investigation.
- The learner makes reference to ethical issues, planning considerations and practical problems but this is limited and superficial.
- The learner provides basic judgements on the importance of the issue but these are not supported.
- The learner has structured their response in a relevant format but there is not enough detail or evaluation included to be awarded more marks.

TIPS!



Explain your reasons for using different research methodology in future research.



Make judgments on the importance of ethics, planning and practical problems in relation to future research in this area.



Justify the points you make in as much detail as possible.

Question 4

What are the implications of research for the provision of social care services when supporting individuals with learning disabilities to seek and maintain employment?

In your answer you should refer to:

- the article
- your own secondary research
- implications and recommendations

[Total marks for question 4-20]

Research is used to support and develop practice in social care. It enables practitioners to engage with the individuals that they work with to make services work for them, providing them with the best possible care and life chances. When researching into supported employment there are implications for provision and practice.

Greig's (2013) research demonstrates ways that supported employment improves an individual's prospects. By securing employment, an individual with learning disabilities will improve their life chances because they are able to work to become independent and earn their own money which may allow them to do more things with their time, live more independently or have experiences that they may otherwise not have. For the individual it means that they will have increased opportunity because by gaining experience in the workplace, it may allow them to progress further than they thought possible, achieving goals and setting their self targets. This increased opportunity is likely to raise their self-esteem and confidence which will improve their ability to meet new people, interact and develop relationships outside of their immediate friends and family.

The Department for Work and Pensions (2013) suggested the benefits of residential training for individuals with learning disabilities. By incorporating this programme into the work undertaken through supported employment, individuals with learning disabilities would be able to train and work as any other apprentice would, with assistance and guidance to enable them to become independent and competent at their job. As suggested by The Sayce Review (2010), by getting these individuals into work and working with them, training them and offering continued support, we are able to build a stronger workforce. Inclusion in society is really important to make sure that everyone has a chance to be successful and work to achieve their potential, with the combination of work programmes, funding and further research into new initiatives, and 'flexible tailored support from personal advisors' (Newton et al, 2012), it is possible to build a really successful model of supported employment.

The research also has implications for the wider society. With more individuals working, the economic status of the country is impacted. Less benefits will be required because more individuals who were previously unemployed will now be contributing to society, be more able to support their self and therefore will not be claiming certain benefits from the state. The government have made it a priority to get people with disabilities into work and therefore really need to ensure that they continue to provide funding for the type of schemes that enable individuals with learning disabilities to work and be successful. It needs to be organised, structured and supported by those that understand the needs of these individuals and priorities need to be set to ensure that supported employment continues to grow.

Snell (2011) suggests that 6.4% of people with learning disabilities are in paid employment; a significantly smaller number than would be expected. It has been found that £330 million is spent on Further Education for individuals with learning disabilities, with no skills gained at the end of the education offered. Money could be far better invested in a supported employment scheme for these individuals, having them in the workplace, training to undertake a job rather than spending time doing a range of courses that are not leading to anything.

However, in order for this to be successful, staff in the jobs taking these individuals must be trained and supported to work with learning disabilities. These individuals have needs that should be met on an individual basis, no two people are the same and this needs to be recognised. Support from social care practitioners in how to work with different individuals should be incorporated into the supported employment programme to give the best possible chance of success.

There needs to be a more joined up method of working for success in the supported employment programme. All the professionals discussed seem to be on their own, doing their job. Recommended changes could include Further Education Colleges, employers, Jobcentre staff and Social Care Practitioners coming together to work as part of a multi-disciplinary team to inform support and achievement of the individuals involved in the scheme.

Research into this area is essential in ensuring the needs of individuals with learning disabilities are met. By undertaking research, society is able to grow and develop, becoming more inclusive, allocating funding appropriately and making a more successful and economically sound country.

The command for this question is 'How can this research help social care professionals to support people with disabilities'.

Good response: The learner is expected to offer implications for the research for provision/practice demonstrating a thorough understanding of the issue in context and in wider society. The learner is expected to offer recommendations for change in relation to the article and secondary research, providing a rationale for these implications.

Good response:

The learner would achieve a mark that falls into Band four.

- The learner has provided reasoned implications of the research for provision and practice, making relevant links to secondary research.
- The learner has analysed these implications in a systematic way.
- The learner has demonstrated a thorough understanding of the issue and its context to the article, as well as wider research.
- The learner has provided a range of detailed recommendations for change which are justified and supported.
- The learner provides rationale for implications of the research consistently.
- The learner has structured their work in a consistent format that is logical and coherent, they demonstrate an excellent ability to communicate effectively providing detailed and accurate knowledge and understanding with references used appropriately and consistently.

Research can help social care practice to support employment for people with learning disabilities because it means that life chances of people are improved. They can go out and work which will build their self-esteem and empower them to lead fuller lives. The article shows that when people with learning disabilities are in work they have a better chance of being successful and it will raise their motivation to achieve.

It makes society better because there is more money being made through people working which is better for society because there is less pressure on the welfare system. This article shows that there is a need for structured employment and that money needs to be given to support people with learning disabilities to work.

If more support was given in the workplace for people learning disabilities, it would mean that employers would need training on how to help and the different people involved in their care. Lots of different people could work together to see how things were going. People who work in colleges could work with the employers and social care practitioners to see what the best way to support people with different learning disabilities would be, like in the Sayce Review (2010) where they had a scrutiny group of professionals.

Poor response:

The learner would achieve a mark that would fall into Band one.

- The learner has provided basic and generic descriptions of implications of the research for provision/practice.
- The learner has not linked the issue in the article to wider research.
- The learner has provided basic rationale for implications of the research but these are not supported and are superficial.

TIPS!



Give detailed examples of the implications of this research on provision and practice in social care.



Make sure links are made to your secondary research and further research that could be done.



Justify and evaluate the points that you make, making use of secondary research.