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The Society, Health and
Development 14-19 Diploma

14-19 Specialised Diploma

Statement Content

Presented By the Health and Social Care

Diploma Development Partnership

June 2006

Purpose of this document

This document is the statement of content for the Society, Health and Development Diploma at levels 1, 2 and 3. It is the result of research and consultation undertaken by the Society, Health and Development Diploma Development Partnership (DDP) during Stage 1 of the Diploma design process. Its purpose is to present the current position of development, clearly and consistently in support of partnership working with awarding bodies in the development of the qualifications through to June 2007.

A common template has been adopted to ensure consistency in the presentation of the statements of content across all 14 lines of learning. This template has been developed in collaboration with the DfES, QCA, SSSA, Phase 1 DDPs and awarding bodies and it has been endorsed by the 14-19 Specialised Diploma Project Board.

This document will be used as a basis for the further development and refinement required by partners working together to develop qualifications during Stage 2 of the 14-19 Specialised Diploma Development process.

Acknowledgements

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- *DDP members*
- *Contributing employers and employer groups*
- *The Sector Partnership Project Team*
- *Sector Think Tanks*
- *Curriculum Advisory Board*

Contacts

More information about the content of this document can be obtained from:

www.skillsforhealth.org.uk

More information about the 14-19 Specialised Diploma can be obtained from the 14-19 Gateway at www.dfes.gov.uk/14-19/ or by contacting Diploma@qca.org.uk

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Part I - Introduction to the (Society, Health and Development)

1.1 Introduction to the 14-19 Specialised Diploma

The 14-19 Education and Skills White Paper (DfES: Feb 2005) set out the Government's proposals to improve secondary, further and higher education. Key to these changes is the introduction of specialised Diplomas. These will be available in fourteen lines of learning covering all sectors of the economy.

Purpose

The purpose of the Diplomas is to provide qualifications that will deliver an exciting, stretching and relevant programme of learning for all young people. Each Diploma will have pathways to accommodate a wide range of aspirations. They are being designed to appeal to the most capable students preparing for the most demanding university courses, to students who would engage better with the innovative diploma approach than with existing provision, and to students planning to enter the workforce directly from their diploma studies.

Diplomas will give young people a real alternative to traditional learning styles by offering an imaginative, high quality blend of general education and applied learning. Diplomas will take a young person wherever they want to go, whether that is to further or higher education or to the world of work.

Above all, specialised Diplomas will help young people of all abilities to realise their potential. Students need the education to thrive in a constantly changing global economy; the Diploma brings together employers and educators to help prepare students for life and work.

What will Diplomas look like?

Diplomas will be available at Levels 1, 2 and 3. In terms of workload and achievement, Level 1 will be equivalent to 4-5 GCSEs and Level 2 to 5-6 GCSEs (A*-C), while Level 3 will be equivalent to 3 A-levels. Diplomas at all levels will incorporate:

Principal learning - this will develop knowledge, understanding and skills relevant to a broad economic sector, using realistic contexts and leading-edge sector relevant materials.

Additional/specialist learning - this will allow learners to tailor their programme according to their interests and aspirations. This may include further specialisation, or complementary studies.

Generic learning - this will ensure that all Diploma students cover common generic skills which are relevant to successful learning and future employment. This includes personal learning and thinking skills, an extended project and maths, English and ICT. This generic learning will often be embedded across the Principal Learning of the Diploma.

Diplomas may contain GCSEs or A-Levels or units from them, where these are relevant, along with applied learning that will provide young people with first hand experience and insight into the world of work and a broad based understanding of one or more sectors.

1.2 The Diploma Development Partnerships (DDPs)

Employers, through Diploma Development Partnerships (DDPs), are in the lead in designing the Diplomas. DDPs are led by Sector Skills Councils (SSCs) and bring together representatives of the key stakeholders on whose collective action the Diploma depends. They each include employers, representatives from education (school, Further Education, Higher Education), QCA, DfES and the relevant Sector Skills Councils.

The Diploma Development Partnerships operate as a collective team to help ensure the success of the Specialist Diploma, in particular they:

- Offer strategic guidance for the project;
- Act as a sounding board;
- Bring cohesion to the differing needs of stakeholder communities;
- Endorse key deliverables.

The members of the Partnerships will also:

- Provide insight into and moderation of the views of the communities they represent;
- Provide access to networks within their own communities;
- Support communications and promotional activities.

Key stakeholders for Diploma development include:

- **Employers**
- **Higher Education** (University senior executives (VC / PVC); Heads of relevant departments; HE Academy Subject Centres; admissions tutors; UCAS; QAA; HEFCE)
- **Schools and Colleges** including 14-19 Pathfinders, CoVEs and specialist schools (Schools; 6th form colleges; Further Education Colleges; Association of Colleges; Specialist Schools Trust; Local Education Authorities; Association of Learning Providers; Lifelong Learning UK; other training providers)
- **Others including DfES; QCA; awarding bodies** (including the Federation of Awarding Bodies); trade and professional bodies; private training providers; Sector Skills Councils.

This document is the position statement presented by the, Health & Social Care DDP. It has been endorsed by the members of the DDP and will form the basis of qualification development during stage 2 of the Diploma development process, which will be undertaken by awarding bodies and DDPs working in partnership. It is anticipated that the contents of this document will be subject to further refinement and iteration as the qualification develops.

The Qualifications and Curriculum authority (QCA) is working on the design principles and standards for the Diplomas and will be responsible for accrediting the Diplomas prior to them becoming available to be taught by schools, colleges and other providers.

1.3 The Society, Health and Development Diploma

Vision

The DDP have agreed the overall vision for the diploma:

The intrinsic value of all human beings, throughout life, is at the heart of the Society, Health and Development Diploma. It provides a unique opportunity to bring together the health, social care, children's and community justice workforces within one qualification.

This will enable young people to:

- gain specialised knowledge, skills, attributes and work related learning
- make an informed choice on
 - progression through diploma levels
 - their future direction within these sectors
 - future training
 - higher education employment
- develop transferable generic skills (personal learning thinking and also functional English, Mathematics and Information Communication Technology)
- become capable, competent global citizens with high aspirations

Name

The name which has been agreed by the DDP is the *"Society, Health and Development"* Diploma. This name more truly reflects the diverse nature of the breadth of sectors covered by this diploma and there was limited consultation with young people. The term "Health & Social Care" has been used during the development of the first release of the diploma content and learning outcomes. It was the one used in the White Paper and was adopted as a default mechanism although the DDP recognised early on in the design process that this was not appropriate.

The DDP will use *"Society, Health and Development"* throughout the Stage 2 developments.

Purpose of the Society, Health and Development Diploma

The DDP are highly supportive of the specialist diplomas and see substantial benefits to all young people, schools and employers

- Benefits for young people:-
 - high quality applied learning educational offering that will support young people if they choose to continue in the sector(s)
 - young people will be aided to make the right choices for their learning and career from the basis of being well informed about the sector(s)
 - motivation for young people who prefer applied learning to the tradition academic route – giving the applied learning route equal status
- Benefits for Schools/colleges:-
 - Continuing to engage young people with learning post 16
 - Building better partnership with employers
 - Improving their knowledge and skills base across the sectors
- Benefits for employers
 - Alignment of education to meet employer needs – whilst developing transferable skills and options for progression for individuals
 - Long-term recruitment and retention benefits
 - Better partnership working with schools/colleges

The Society, Health and Development Diploma has been designed to provide all young people with a context for their learning. This context covers the health, social care, children's and community justice workforces. In England, these workforces cross statutory, independent and voluntary sectors and represent the largest number of employers. The opportunities for progression for young people are vast and the diploma offers them a range of learning that will lead to an informed choice at each decision point.

The Society, Health and Development Diploma will ensure that employers understand what knowledge, skills and attributes a young person has attained for each level of the diploma because not only have they been involved in its design but the principal learning is mandatory. There is clarity about the content which is mapped to National Occupational Competences, the Children's Common Core and other relevant employer recognised standards.

The Society, Health and Development Diploma embeds the personal learning and thinking skills that are sought, not only by all employers, but also by Higher Education Institutes, these are generic skills that will provide a sound foundation for any pathway a young person chooses to take at each decision point.

The Society, Health and Development Diploma complies to common standards across the 14 lines of learning that will eventually offer a complete suite of employer led Specialised Diplomas. Young people will be able to transfer between these diplomas because of agreed identifiable consistencies.

The Society, Health and Development Diploma offers all young people the chance to tailor their learning by offering them free reign to the options they want to pursue in additional specialist learning, limited only by available provision. In addition there are pathways within Level 3 that will allow young people to begin to tailor their learning to either health, social care, children and young people or justice.

Young people are at the centre of the Society, Health and Development Diploma, the combination of mandatory and personal choice provides a motivational and individualised qualification.

Specialised Diplomas will be designed to the following principles of inclusion. This will ensure that the specialised diplomas deliver a world-class inclusive and flexible learning experience through a blend of general education and applied learning.

Each diploma will provide:

- *a motivating and accessible blend of general and actively applied, practical learning for all eligible learners*
- *coherent and motivating programmes that can also cater for the diverse needs of individual learners.*
- *equality of access to different opportunities for all learners to explore the sector*

Part II – Principal Learning Outcomes and Content

Introduction

The learning outcomes for each of the three levels are contained in this section of the report. The generic principal learning is mandatory at all three levels.

Each level has a range of learning themes that will be used as a basis to develop the units for the Society, Health and Development Diploma with support from partner awarding bodies.

Each learning theme is introduced by a paragraph that describes its purpose.

Each learning theme has a development note which captures employer input from various consultations, these range from clarification of content to delivery and assessment suggestions. They will be used to support the development of the qualification in Stage 2.

Level 1 – all the principal learning themes are generic and mandatory

Level 2 – 10 of the principal learning themes are generic, 4 are specific to either health, social care, children and young people, or community justice contexts and all are mandatory

Level 3 – 7 of the principal learning themes are generic and mandatory, 15 principal learning themes are described but these will be available as choices for young people as additional specialisms.

The work experience placement for Level 3 is a compulsory component.

Learning Outcomes for Level 1

Principal Learning

- 1.1 The sector context
- 1.2 Principles and values
- 1.3 Partnership working
- 1.4 Communication and information sharing
- 1.5 Health, safety, security and risk
- 1.6 Health, wellbeing and lifestyle
- 1.7 Addressing needs
- 1.8 Human growth and development

Learning Outcomes for Level 1

Principal Learning

1.1 The sector context

This theme applies to the sectors covered by the Diploma. These sectors include health, social care, the children and young people's workforce, and the justice sector. The aims of the learning outcomes are to develop an awareness of the purpose, structure and practical workings of these sectors.

- (i) Outline the overall purpose of each of the sectors covered by the Diploma.
- (ii) Identify the overall structure of organisations in two of the sectors covered by the Diploma.
- (iii) Describe the interface between different sectors for a given service.
- (iv) For a named community, list the organisations that work together to deliver services and improve the community, and outline the role of each of the organisations.

Notes:

1. References to the purpose of sectors may be found in, for example, mission statements, strategic documents, web sites.
2. Examples of given service may be mental health services, drug and alcohol services, children's services, education and out of school activities.
3. There is a wide range of organisations that may be working together for a specific purpose such as tackling crime and anti-social behaviour, or providing facilities for the children of working parents.

1.2 Principles and values

Principles and values underpin all of the work carried out in the sectors covered by this Diploma. Many of these principles and values are enshrined in legislation and codes of practice. The need to promote and practice values such as individuality, rights, choice, privacy, independence, dignity, respect and partnership is fundamental. As well as the need to support and value diversity and different cultures, and to recognise different belief systems.

- (i) Discuss the key principles affecting an individual's rights and responsibilities, and relate these to relevant legislation.
- (ii) Demonstrate an awareness of how equality and diversity can be promoted in the work of these sectors.
- (iii) Describe what confidentiality is, why it is important and the possible consequences of a breach of confidentiality.
- (iv) Identify key legislation, professional and organisational Codes of Practice relevant to each sector.

Notes:

1. Key legislation may include: Human Rights, equality of opportunity, race relations, age, victims, protection.
2. There are a wide range of principles and values that may not be mentioned explicitly in the statements above, but are still critical to working within the sectors covered by the Diploma. Deliverers will need to build on the principles and values listed above to give the learner a good awareness of what these principles and values are, and why they are important.

1.3 Partnership working

Partnership working is fundamental to delivering the services covered by this Diploma. It involves working with individuals from other agencies, as well as colleagues, team members and service users. These types of working arrangements vary from statutory requirements through to organisational and voluntary arrangements. However, they all have in common joint working for the improved delivery of services.

- (i) Explain what is meant by partnership working.
- (ii) List and describe three examples of partnership working.
- (iii) Describe the ways in which individuals receiving services contribute to and participate in partnership working.
- (iv) Describe the purpose of teams and explain the role of the individual within a team, and across teams.

Notes:

1. Examples of partnership working include Youth Offending Teams, community safety partnerships, connexions partnerships, children's centres, primary health care teams.
2. Individuals receiving services may be, for example, service users, families, children and young people, patients etc.
3. Applied learning may involve, for example, bringing police, school nurses, district nurses, surestart workers into classroom to discuss partnership working.

1.4 Communication and information sharing

Effective communication and information sharing is vital to the sectors covered by this Diploma. The learning outcomes contained within this theme are particular to the requirements of communication and information sharing in health, social care, justice and the children's workforce. They cover the range of individuals with whom communication will be necessary, as well as the different contexts of communication. They also cover record keeping and information sharing.

- (i) Identify the different methods of communicating with individuals of all ages.
- (ii) Give examples of barriers to communication and suggest ways to overcome these barriers.
- (iii) Demonstrate the various communication skills required for effective communication in the sectors covered by the Diploma.
- (iv) Demonstrate through gaining some elementary skills a non-verbal method of communication.
- (v) Summarise the purpose of record keeping and information sharing.

Notes:

1. Role play could be used to demonstrate the use of communication skills in a variety of situations. For example; techniques to handle someone that is shouting and being aggressive, or how to communicate with a person who has suffered a stroke, or how to interact with babies.
2. With regard to record keeping learners could develop an awareness of a variety of formats that are suitable for the individuals concerned, e.g. hand held notes, Braille, audio patient information.

1.5 Health, safety, security and risk

The health, safety and security of individuals is of fundamental importance when working in the sectors covered by this Diploma. Many of these issues also relate to the importance of assessing risks. There is a significant amount of legislation and policies that have been put in place to maintain health, safety and security, and awareness of these is important.

- (i) Identify key legislation and regulations that govern health, safety, security and risk.
- (ii) Give examples of up to three organisational policies with regard to health, safety, security and risk.
- (iii) Describe how to assess risks to self and others and what the implications are.
- (iv) List the main causes of infection and identify standard precautions to prevent infection and its spread.
- (v) Describe ways in which children, young people and vulnerable adults can be protected from harm and abuse.

Notes:

- 1. A school's organisational policy and procedures with regard to health, safety, security and risk might form the basis of a learning exercise.
- 2. Learners might carry out a health and safety audit in school, or as part of work experience.

1.6 Health, wellbeing and lifestyle

The health, wellbeing and lifestyle of individuals is key to the sectors covered by this Diploma. These factors have an impact on the way in which services are delivered, as well as the types of services that are required. They impact on the physical and mental wellbeing of individuals and therefore a good understanding of how such issues can be handled is important.

- (i) Identify activities that have a positive and negative effect on the health and wellbeing in childhood and throughout life.
- (ii) Explain the ways in which the health and wellbeing of individuals can be assessed.
- (iii) Describe the social factors that can have an influence on the health and wellbeing of communities.
- (iv) Describe how the health and wellbeing of a community or population might be managed through reference to a specific example.

Notes:

- 1. Examples of activities might include diet, smoking, alcohol use, sport etc
- 2. Communities may be geographically based or geographically dispersed but aligned to particular lifestyles and beliefs.
- 3. Social factors might include crime and the fear of crime, socio-economic, settings (e.g. rural, urban), ethnicity, housing.

1.7 Addressing needs

Many of the services delivered in the sectors covered by this Diploma involve addressing the needs of individuals and families. This is usually achieved through a cycle of assessment, planning, implementation and review. The learning outcomes within this theme should develop an awareness of the cyclical nature of service delivery, and help the learner to understand the importance of this process.

- (i) Identify the breadth of individual needs in terms of emotional, intellectual, mental, physical, developmental, social and spiritual needs throughout life.
- (ii) Outline how information on the conditions and circumstances of individuals requiring and/or receiving services is obtained.
- (iii) Describe three examples of interventions, including a medical intervention, a behavioural intervention and a developmental intervention, and any expected outcomes of these interventions.

Notes:

1. Interventions are many and varied, and have a whole variety of purposes across the sectors covered by this Diploma. The learner will need input on the diverse range of interventions that are used, and those that are aimed to improve, maintain or monitor factors for the individual.
2. The sectors covered by the Diploma include health, social care, the children and young people's workforce, and the justice sector.

1.8 Human growth and development

Human growth and development is essential in all sectors covered by this Diploma. The learning outcomes contained within this theme build a basic awareness of pre-nata, child, young person and adult development.

- (i) Identify key developmental aspects of physical, intellectual, emotional and social development across the lifespan.
- (ii) Describe the normal baseline measurements for health and how these are measured.
- (iii) Explain the importance of play for child development.
- (iv) Identify life events and the impact for individuals and families.

Notes:

1. Baseline measurements may include: weight, height, BMI, BP and pulse.
2. Life events may include childbirth, transition, marriage, divorce, bereavement, retirement etc.

Learning Outcomes for Level 2

Principal Learning

- 2.1 Principles and values
- 2.2 Partnership working
- 2.3 Communication and information sharing
- 2.4 Personal and professional development
- 2.5 Health, safety, security and risk
- 2.6 Safeguard and protect individuals
- 2.7 Infection prevention and control
- 2.8 Health, wellbeing and lifestyle
- 2.9 Addressing needs
- 2.10 Human growth and development
- 2.11 Causes and impact of offending behaviour
- 2.12 Supporting children and young people's development
- 2.13 Health care services, procedures and medication
- 2.14 The social care model

Learning Outcomes for Level 2

2.1 Principles and values

Principles and values underpin all of the work carried out in the sectors covered by this Diploma. Many of these principles and values are enshrined in legislation and codes of practice. The need to promote and practice values such as individuality, rights, choice, privacy, independence, dignity, respect and partnership is fundamental. As well as the need to support and value diversity and different cultures, and to recognise different belief systems.

- (i) Define diversity, equal opportunities, culture and belief systems.
- (ii) Define and explain what is meant by the following: values, individuality, rights, choice, privacy, independence, dignity, respect and partnership.
- (iii) Explain the importance of equality and how it can be promoted.
- (iv) Explain the key principles concerning an individual's rights and relate these to relevant legislation.
- (v) Recognise inappropriate behaviour and describe ways in which it can be challenged.
- (vi) Explain the main principles of key legislation and the links with policies and professional Codes of Practice in line with each sector.
- (vii) Profile the diversity in your local community.

Notes:

1. Examples of inappropriate behaviour may be drawn from the learners experiences at school, college, in the workplace or through work experience.
2. Key legislation relates to: Human Rights, equality of opportunity, race relations, age, victims, protection.

2.2 Partnership working

Partnership working is fundamental to delivering the services covered by this Diploma. It involves working with individuals from other agencies, as well as colleagues, team members and service users. These types of working arrangements vary from statutory requirements through to organisational and voluntary arrangements. However, they all have in common joint working for the improved delivery of services.

- (i) Explain what is meant by partnership working and how it differs from team working.
- (ii) Examine the interface between different sectors through reference to two specific service areas.
- (iii) Describe two examples of partnership working and the features of these.
- (iv) Evaluate the potential barriers to successful partnership working.
- (v) Evaluate the ways in which individuals receiving services are involved in partnership working.
- (vi) Identify two separate sector developments (one of which must be legislative) and describe how these will influence the delivery of services.

Notes:

1. Examples of partnership working include Youth Offending Teams, community safety partnerships, connexions partnerships, children's centres.
2. Individuals receiving services may be, for example, service users, families, children and young people, clients, patients etc.
3. Applied learning may involve, for example, bringing police, school nurses, district nurses, surestart workers into classroom to discuss partnership working.
4. Sector developments may be described as changes within the delivery of services brought about as a result of new legislation, new management approaches, changes in technology, organisational re-structuring etc.

2.3 Communication and information sharing

Effective communication and information sharing is vital to the sectors covered by this Diploma. The learning outcomes contained within this theme are particular to the requirements of communication and information sharing in health, social care, justice and the children's workforce. They cover the range of individuals with whom communication will be necessary, as well as the different contexts of communication. They also cover record keeping and information sharing.

- (i) Examine methods of communicating with individuals of all ages.
- (ii) Describe situations that have an impact on communication and how they can be handled effectively.
- (iii) Identify the similarities and differences in accepted terminology within different sectors, with different groups of people.
- (iv) Describe recording and reporting arrangements in a range of settings.
- (v) Describe how the confidentiality and security of records is maintained.
- (vi) Consider the risks involved in information sharing and how these can be minimised.

Notes:

1. Role play could be used to demonstrate the use of communication skills in a variety of situations. For example; techniques to handle someone that is shouting and being aggressive, or how to communicate with a person who has suffered a stroke, or how to interact with babies.
2. With regard to record keeping learners could develop an awareness of a variety of formats that are suitable for the individuals concerned, e.g. hand held notes, Braille, audio patient information.
3. Risks involved in information sharing may be risks to service users, risks to the optimum delivery of services (e.g. financial), risks to practitioners etc.

2.4 Personal and professional development

Individuals working in the sectors covered by this Diploma need to continually develop their own knowledge and skills, and reflect on how to improve their own practice. This is in order to keep up to date with key aspects of work within the sector and to ensure that good practice is maintained.

- (i) Evaluate ways in which practitioners develop and up-date their own understanding and skills.
- (ii) Explain how to assess your own knowledge and skills.
- (iii) Recognise the roles of other individuals in knowledge and skills development.
- (iv) Identify sources of information for professional development and the reasons why these are important.
- (v) Discuss the meaning of 'reflective practice' and how this is achieved for two different professional groups in the sectors covered by this Diploma.

Notes:

1. These learning outcomes relate to the development of knowledge and skills in the workplace and in professional roles.
2. Evidence based practice is also an important principle in a number of the sectors covered by this Diploma and this concept could be introduced to the learner through the theme of reflective practice.
3. The learner will need to be aware of the different ways in which individuals develop knowledge and skills through both educational and work based approaches.

2.5 Health, safety, security and risk

The health, safety and security of individuals is of fundamental importance when working in the sectors covered by this Diploma. Many of these issues also relate to the importance of assessing risks. There is a significant amount of legislation and policies that have been put in place to maintain health, safety and security, and awareness of these is important. Individuals need to understand how such legislation applies in the workplace and the actions that are necessary to maintain health, safety and security.

- (i) Describe legislation and regulations that govern health, safety and security.
- (ii) Discuss organisational policy and procedures with regard to health, safety and security.
- (iii) Identify the common responsibilities of an individual for health, safety, security and risk assessment in a given range of work settings.
- (iv) Explain how an individual's behaviour might affect the health, safety and security of others.
- (v) Explain the role of those who work with children, young people and vulnerable adults in establishing and maintaining a healthy, safe and secure environment.
- (vi) Identify a range of health emergencies and demonstrate the actions that are necessary.

Notes:

1. A school, college, voluntary context or work placement organisational policy and procedures with regard to health, safety and security might form the basis of a learning exercise.
2. Health emergencies might include illness or medical conditions, burns or scalds, injuries to bones, blockages of the respiratory system, shock etc.

2.6 Safeguard and protect individuals

Safeguarding and protecting individuals underpins the sectors covered by this Diploma. This learning theme is about the types of harm and abuse that may occur to individuals (including babies, children, young people and vulnerable adults) and the procedures that are in place to prevent such harm and abuse. The learning outcomes also consider the signs that may indicate that an individual is at risk of harm and where that harm may come from.

- (i) Describe legislation and regulations that govern safeguarding and protecting individuals.
- (ii) Discuss organisational policy and procedures with regard to safeguarding and protecting individuals.
- (iii) Describe why it is important to establish and maintain a trusting relationship with individuals and those who care for them.
- (iv) Describe why it is important to be alert to signs of potential harm and abuse and explain how to recognise them.
- (v) Explain why it is important to understand and follow local procedures for reporting and following up potential harm and abuse to individuals.

Notes:

1. Signs of harm and abuse may be changes in behaviour, failing to thrive, observable evidence, verbal or written complaints etc
2. Harm and abuse includes the effects of an individual being physically, emotionally, financially or sexually damaged, by others or self.
3. This theme is likely to be a hugely sensitive area for some learners and the delivery will need to take this into account in order to enable an understanding of these difficult issues.

2.7 Infection prevention and control

Infection prevention and control is of paramount importance in the sectors covered by this Diploma. This learning theme describes the need to have an understanding of the legislation, regulations and guidance that govern infection prevention and control, as well as the causes of infection and standard precautions.

- (i) Define infection, and describe systemic infection and localised infection.
- (ii) Describe the main causes of infection (including the role of micro-organisms).
- (iii) Identify and explain standard precautions to prevent infection and its spread.
- (iv) Discuss food hygiene and the procedures that are necessary to maintain food hygiene.

Notes:

1. Examples of standard precautions include hand hygiene, personal protective equipment, and general cleanliness.
2. The use of two different institutional settings to explore these issues would help to achieve the breadth and depth of these learning outcomes. A school canteen might be one option, looking at how staff minimise risk etc, and a reception area in a health and social care setting may be another.

2.8 Health, wellbeing and lifestyle

The health, wellbeing and lifestyle of individuals is key to the sectors covered by this Diploma. These factors have an impact on the way in which services are delivered, as well as the types of services that are required. They impact on the physical and mental wellbeing of individuals and therefore a good understanding of how such issues can be handled is important.

- (i) Explain the activities which have a positive and negative effect on health and wellbeing.
- (ii) Assess personal health, wellbeing and lifestyle, and devise a personal health improvement plan.
- (iii) Explain the types of activities that can promote health.
- (iv) Plan and carry out an activity that promotes health and wellbeing.

Notes:

1. These learning outcomes could be used to cover health issues with regard to individuals and populations.
2. Examples of activities might include diet, smoking, alcohol use, sport etc

2.9 Addressing needs

Many of the services delivered in the sectors covered by this Diploma involve addressing the needs of individuals, families, groups and communities. This is usually achieved through a cycle of assessment, planning, implementation and review. The learning outcomes within this theme should develop an understanding of the cyclical nature of service delivery, and help the learner to appreciate the importance of this process.

- (i) Explain the breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs,
- (ii) Explain three examples of assessments that may be used (e.g. clinical, developmental, rehabilitation) and the information sources that inform these assessments.
- (iii) Explain three examples of interventions that are designed to meet individual and/or community needs and any expected outcomes of these interventions.
- (iv) Describe the importance of involving individuals receiving services and significant others in decision making.

Notes:

1. Specific examples may include older people, carers, children, young people etc who require specific services and/or interventions.
2. Interventions are many and varied, and have a whole variety of purposes across the sectors covered by this Diploma. The learner will need input on the diverse range of interventions that are used, and those that are aimed to improve, maintain or monitor factors for the individual.
3. The sectors covered by the Diploma include health, social care, the children and young people's workforce, and the justice sector.

2.10 Human growth and development

Human growth and development is relevant to all sectors covered by this Diploma. The learning outcomes contained within this theme develop an understanding of pre-birth, child, young person and adult development. They also develop an understanding of the role of the sectors in supporting and/or monitoring human growth and development.

- (i) Identify the key physical, emotional, social and intellectual changes and developments across the life span.
- (ii) Describe life events for each life stage and the potential impact on growth and development.
- (iii) Identify the various methods of assessment or observation used to monitor normal growth and development.
- (iv) Explain the role of the four sectors covered in this Diploma in supporting and/or monitoring these developments and changes.

Notes:

1. Life span applies from pre-natal through to the end of life.
2. Age ranges e.g. pre-natal, 0-7, 8-12, 13-19, 20-30, 31-50, 50-70, 70+

2.11 Causes and impact of offending behaviour

These learning outcomes develop understanding of the causes and impact of offending behaviour required for work within the justice sector. They cover the overall purpose and structure of the justice sector, as well as the patterns of offending behaviour and factors which increase the likelihood of offending. In addition, they encourage an understanding of the proactive work which is carried out to reduce crime and disorder.

- (i) Describe the purpose and overall structure of the justice sector.
- (ii) Evaluate different patterns of offending behaviour and explain the factors which increase the likelihood of offending and re-offending.
- (iii) Describe how Crime and Disorder Reduction Partnerships work to reduce crime and disorder in their areas.
- (iv) List the range of penalties that may be imposed on an individual as an alternative to a court appearance.
- (v) Describe the impact of crime on victims and witnesses and their need for protection, respect, recognition, information and confidentiality.

Notes:

1. Different patterns of offending behaviour may occur amongst males, females, young people, prolific offenders etc
2. Factors which increase the likelihood of offending may include substance misuse, unemployment, mental health problems, poor social networks and social exclusion.
3. Crime and Disorder Reduction Partnerships work by bringing together responsible agencies, the local community and other local agencies and organisations, to develop and implement strategies to tackle local problems.

2.12 Supporting children and young people's development

This learning theme is about supporting children and young people's development. It looks at the different areas of development that will contribute to a child or young person's growth and wellbeing. It also covers the different activities stimulating the development of children and young people, and the role of those who work with children and young people in supporting their development.

- (i) Describe the purpose and overall structure of the children and young people's workforce.
- (ii) Identify the key stages in a child and/or young person's physical and emotional development.
- (iii) Explain how to recognise signs that could indicate that a child and/or young person's development may be different from agreed norms for that age group.
- (iv) Explain how different phases in, or changes to, a child and/or young person's life can affect their physical or emotional development and may impact on their behaviour.
- (v) Explain how a child and/or young person's learning and development can be stimulated and enhanced through different experiences, including the importance of play.
- (vi) Explain the role of those working with children and young people in stimulating and supporting their continuing development and wellbeing.

Notes:

1. The children's workforce can be defined as people whose primary role is working with children and young people, their families and carers.

2.13 Health care services, procedures and investigations

These learning outcomes are relevant to work carried out with the health sector. The health sector spans public, private and voluntary organisations involved in delivering services to individuals. The learning outcomes apply to common conditions and the treatments that are used, and the impact of these conditions on individuals, carers and family. The learning outcomes also develop an understanding of the normal baselines for health and how these are measured.

- (i) Describe the purpose and overall structure of the health sector.
- (ii) Describe the normal baselines for health and how these are measured.
- (iii) Identify common conditions and diseases that can affect individuals at each life stage.
- (iv) Discuss the meaning and application of informed consent.
- (v) Describe the tests and investigations that may be carried out for a range of suspected conditions (e.g. spirometry, ECG).
- (vi) Explain the health care procedures and medications that are used for common conditions.
- (vii) Explain the potential health and social impact of conditions on individuals, carers and families.

Notes:

1. Normal baselines for health may include height, weight, blood pressure, pulse, peakflow etc.
2. The learner must identify a common condition for each life stage covering children, teenagers, adults and older people.
3. Common conditions may cover, for example, diabetes, cardiac conditions, cancer, renal conditions.

2.14 The social care model

This learning theme gives an understanding of the implementation of social care models and methods. These models and methods are aimed at achieving change, development and/or maintenance of life opportunities. A fundamental aspect of work in social care concerns balancing competing priorities, and the learner will need to develop a good understanding of how this is handled.

- (i) Describe the purpose and overall structure of the social care sector.
- (ii) Identify a range of social care models and methods to achieve change, development and maintenance of life opportunities.
- (iii) Examine how social care practice balances competing priorities.
- (iv) Identify models of supervision and support systems, and how these are used to improve practice.
- (v) Describe the ways in which practitioners can deal constructively with disagreements and conflicts within relationships.

Notes:

1. Competing priorities may be in terms of service users needs and the resources available, the various competing needs of service users and those who provide services, and the priorities with regard to different agencies needs.

Learning Outcomes for Level 3

- 3.1 The sector context
- 3.2 Principles and values
- 3.3 Partnership working
- 3.4 Communication and information sharing
- 3.5 Personal and professional development
- 3.6 Health, safety, security and risk
- 3.7 Safeguard and protect individuals

Additional Specialist Learning

- 3.8 Infection prevention and control
- 3.9 Health, wellbeing and lifestyle
- 3.10 Addressing needs
- 3.11 Supporting adults through transitions
- 3.12 Causes of, and responses to, offending behaviour
- 3.13 The impact of offending behaviour on individuals and communities
- 3.14 Supporting children and young people's development
- 3.15 Play and learning
- 3.16 Supporting children and young people through transitional processes
- 3.17 Health conditions and treatments
- 3.18 Nutrition and health
- 3.19 Promoting independence in Social Care
- 3.20 Group work in Social Care
- 3.21 Leadership and management
- 3.22 Ethical dilemmas, judgements and decision making in social care practice

Occupational Experience - Annex One

Occupational Experience (Mandatory)

Learning Outcomes for Level 3 - Principal Learning

3.1 The sector context

This theme applies to the context of the sectors covered by the Diploma and the services that are provided by these sectors. The learning outcomes are intended to develop an understanding of how services are delivered across the different sectors, and what this means in terms of the work that has to be achieved. There are many common issues across the diversity of these sectors and these require knowledge of the purpose, structure and practical workings of each of the sectors. In addition, an understanding of how these sectors work together to deliver overall outcomes is important.

- (i) Investigate different types of service provision across the sectors.
- (ii) Compare, contrast and report on the provision of services locally, regionally and nationally.
- (iii) Examine a given policy or reform, and analyse its impact on service provision, and its effects on people using the services.
- (iv) Investigate and explain the interface between different types of service provision in the four different sectors.
- (v) Evaluate the personal skills, attributes and qualities that are required in two different services.

Notes:

1. Sectors covered by the Diploma include health, social care, children and young peoples workforce, and justice.
2. The learner will need an understanding of the full scope of services, including statutory, private, voluntary and non-statutory provision.

3.2 Principles and values

Principles and values underpin all of the work carried out in the sectors covered by this Diploma. Many of these principles and values are enshrined in legislation and codes of practice. The need to promote and practice values such as individuality, rights, choice, privacy, independence, dignity, respect and partnership is fundamental. As is as the need to support and value diversity and different cultures, and to recognise different belief systems.

- (i) Explain the relationship between the rights and choices of individuals and the principles and values promoted by the workforce.
- (ii) Describe how legislation, organisational policies and codes of practice are designed to protect and promote the rights of individuals and groups.
- (iii) Analyse how key legislation, organisational policies and codes of practice impact on each of the sectors and the consequences to a range of individuals.
- (iv) Assess the relationship between diversity and equal opportunities, and how they impact on practice in each of the sectors.
- (v) Evaluate the balances and potential conflicts between confidentiality and disclosure of information.

Notes:

1. Key legislation relates to: Human Rights, equality of opportunity, race relations, age, victims, protection.
2. Learners could refer to a topical issue currently receiving media scrutiny for reference to a number of the above learning outcomes.
3. Examples of what happens when these principles and values are not adhered to within the sectors are a useful focus in the delivery of these learning outcomes.
4. The use of case studies is recommended for this learning theme.

3.3 Partnership working

Partnership working is a feature of all sectors covered by this Diploma and there are strong links between the sectors that require a partnership approach. Partnership working involves working with individuals from other agencies, as well as colleagues, team members and service users. These types of working arrangements vary from statutory requirements through to organisational and voluntary arrangements. However, they all have in common joint working for the improved delivery of services.

- (i) Explain the role, features and benefits of partnership working through applied examples.
- (ii) Analyse the key features and benefits of partnership working to individuals, service providers and communities.
- (iii) Critically examine the ways in which people who use services are central to partnership working.
- (iv) Explain statutory and non-statutory arrangements for partnership working.
- (v) Analyse how information is shared effectively through partnership working.
- (vi) Identify barriers to partnership working and explain how they can be overcome.

Notes:

1. Examples of partnership working include Youth Offending Teams, community safety partnerships, connexions partnerships, Crime Disorder Reduction Partnerships.
2. Applied examples should give the learner a good understanding of partnership working across all four sectors covered by this Diploma. This is likely to be in region of 3 or 4 detailed examples.
3. People who use services may be, for example, groups, families, children and young people, clients, patients etc.
4. Applied learning may involve, for example, bringing police, school nurses, district nurses, surestart workers into classroom to discuss partnership working.

3.4 Communication and information sharing

Effective communication and information sharing is vital to the sectors covered by this Diploma. The learning outcomes contained within this theme are particular to the requirements of communication and information sharing in health, social care, justice and the children's workforce. They cover the range of individuals with whom communication will be necessary, as well as record keeping and information sharing.

- (i) Explain different methods of effective communication with individuals of all ages and in a range of different circumstances.
- (ii) Describe barriers to communication and approaches that can be taken to overcome these barriers.
- (iii) Analyse the effectiveness of recording and reporting arrangements in a range of settings.
- (iv) Describe how the confidentiality and security of records is maintained, and the risks that may be present.
- (v) Explain why it is important to keep accurate records and what can and cannot be recorded.

Notes:

1. Effective communication must include verbal and non-verbal methods of communication.
2. Role play could be used to demonstrate the use of communication skills in a variety of situations.
3. Sector specific terminology (e.g. service user, patient) may be part of barriers to communication.

3.5 Personal and professional development

Individuals working in the sectors covered by this Diploma need to continually develop their own knowledge and skills, and reflect on how to improve their own practice. This is in order to keep up to date with key aspects of work within the sector and to ensure that good practice is maintained.

- (i) Explain what is meant by personal and professional development and how it impacts on the quality of a service.
 - (ii) Identify the key aspects of reflective practice and the theories and principles that underpin it.
 - (iii) Analyse the relationship between personal and professional development, and reflective practice.
 - (iv) Evaluate how personal and professional development, and reflective practice can support effective service delivery.
1. (v) Demonstrate how to develop a personal development plan with objectives that are specific, measurable, achievable and realistic (SMART) and how these link to organisational objectives.
- (vi) Analyse why and how research evidence is used to change practice.
 - (vii) Evaluate the roles and responsibilities of organisations to put in place infrastructure and processes to support personal and professional development.

Notes:

- 1. This theme is key to supporting transition into Level 4 or employment.
- 2. Infrastructure and processes may include life long learning, appraisals, IIP, CPD.

3.6 Health, safety, security and risk

The health, safety and security of individuals is of fundamental importance when working in the sectors covered by this Diploma. Many of these issues also relate to the importance of assessing risks. There is a significant amount of legislation and policies that have been put in place to maintain health, safety and security, and awareness of these is important. Learners need to understand how such legislation applies in the workplace and the actions that are necessary to maintain health, safety and security.

- (i) Explain legislation and regulations that govern health, safety and security by referring to a given range of work settings.
- (ii) Evaluate organisational policy and procedures with regard to health, safety and security by referring to a given range of work settings.
- (iii) Describe how risk assessments are carried out in two contrasting work settings.
- (iv) Explain how an individual's behaviour might affect others through reference to specific examples.
- (v) Define what is meant by conflict resolution and coping strategies, and describe how to use them in personal and professional situations.
- (vi) Evaluate the ways in which environments can be kept safe and secure for individuals, and the balance between risk and freedoms.
- (vii) Identify a range of health emergencies and demonstrate the actions that are necessary.

Notes:

1. Organisational policy and procedures with regard to health, safety and security might form the basis of a learning exercise.
2. Contrasting different work settings might be where a different range of factors need to be considered. For example, risk assessments for patients who are diagnosed with specific health conditions, risk assessment for individuals who are being released from custody into the environment and risk assessments for play environments all have distinctly different requirements.
3. Health emergencies might include illness or medical conditions, burns or scalds, injuries to bones, blockages of the respiratory system, shock etc.

3.7 Safeguard and protect individuals

Safeguarding and protecting individuals underpins the sectors covered by this Diploma. This learning theme is about the types of harm which may occur to individuals (including babies, children, young people and vulnerable adults) and the procedures that are in place to prevent such harm. The learning outcomes also consider the signs that may indicate that an individual is at risk of harm and where that harm may come from.

- (i) Identify key legislation and analyse the impact on professional practice working to protect and promote individuals safety, health and wellbeing
- (ii) Explain the importance of knowing and following organisational processes and procedures for safeguarding individuals, including recording and reporting procedures.
- (iii) Understand and explain the importance of establishing and maintaining trusting relationships with individuals and those who care for them, whilst maintaining appropriate professional boundaries.
- (iv) Analyse and describe the signs that an individual may be in danger or at risk of harm and abuse, and explain the steps that should be taken in such situations, taking into account complexity of formal and informal relationships surrounding the individual.

Notes:

- 1. Signs of harm and abuse may be changes in behaviour, failing to thrive, observable evidence, verbal or written complaints etc
- 2. Harm and abuse includes the effects of an individual being physically, emotionally, financially or sexually damaged, by others or self.
- 3. This theme is likely to be a hugely sensitive area for some learners and the delivery will need to take this into account in order to enable an understanding of these difficult issues.

Additional Specialist Learning

3.8 Infection prevention and control

Infection prevention and control is of paramount importance in all the sectors covered by this Diploma. However, the learning outcomes at this level cover an in-depth study of the causes of infection and the use of standard precautions. They also cover the prevention and control of disease within communities and populations. As such, the content is likely to be more specialist than is required in all sectors covered by the Diploma.

- (i) Evaluate the main causes of infection.
- (ii) Define infection and colonisation, and the differences between the two.
- (iii) Distinguish systemic infection and localised infection.
- (iv) Identify and explain standard precautions to prevent infection and its spread, and describe a range of decontamination techniques.
- (v) Identify the roles and responsibilities of personnel in relation to infection prevention and control.
- (vi) Explain the procedures that are necessary to maintain food hygiene and how these may be affected in different settings.
- (vii) Analyse the importance of immunisations and vaccinations for the eradication of common diseases.
- (viii) Explain the differences between endemic disease and epidemics.

Notes:

1. Examples of standard precautions include hand hygiene, personal protective equipment, and general cleanliness.
2. This could be done in school e.g. in the school canteen and how they minimise risk etc. Why it is important not just to stop people becoming ill etc, but that effective control measures have a financial benefit (i.e. washing hand is cheaper than treating someone).
3. The learner should be encouraged to gain an understanding of the particular challenges to infection prevention and control within different institutions (e.g. care homes, domiciliary settings, hospitals, prisons and nurseries) and contexts (e.g. clean needle schemes for drug users, HIV positive person in an institutional setting).

3.9 Health, wellbeing and lifestyle

The health, wellbeing and lifestyle of individuals is key to the sectors covered by this Diploma. These factors have an impact on the way in which services are delivered, as well as the types of services that are required. They impact on the physical and mental wellbeing of individuals and therefore a good understanding of how such issues can be handled is important.

- (i) Compare and contrast factors which have a positive and negative effect on health and wellbeing.
- (ii) Assess and evaluate own health, wellbeing and lifestyle, and devise a personal health improvement plan.
- (iii) Evaluate the types of activities that can promote the health of individuals and populations.
- (iv) Evaluate risks to public health and the management of these risks.
- (v) Analyse the theories and methods of awareness raising for different purposes and different audiences (need to cover national and local campaigns).

Notes:

1. Examples of factors might include social class, geographical location, diet, smoking, alcohol use, sport etc.
2. For awareness raising the learner will need to consider why awareness raising is in place and what it is trying to change.
3. Comparisons of populations at a geographical level would be relevant, for example, comparing Kent to Stoke, or England to Italy.

3.10 Addressing needs

Many of the services delivered in the sectors covered by this Diploma involve addressing the needs of individuals, families, groups and communities. This is usually achieved through a cycle of assessment, planning, implementation and review. The learning outcomes within this theme should develop an understanding of the cyclical nature of service delivery, and help the learner to appreciate the importance of this process.

- (i) Evaluate the breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs, and the meaning of each with regard to specific examples.
- (ii) Explain how information on the conditions and circumstances of individuals requiring and/or receiving services is gathered in two different contexts.
- (iii) Compare and contrast the variation and types of interventions that are used across the sectors.
- (iv) Discuss the types of changes that individuals receiving services may experience and how this impacts on interventions.
- (v) Evaluate the roles and responsibilities of others (e.g. family members, carers, support workers, support groups, practitioners and professionals) in meeting an individual's needs.
- (vi) Discuss the importance of person centred approaches in addressing the needs of individuals.

Notes:

1. Specific examples may include older people, carers, children, young people etc who require specific services and/or interventions.
2. Interventions are many and varied, and have a whole variety of purposes across the sectors covered by this Diploma. The learner will need input on the diverse range of interventions that are used, and those that are aimed to improve, maintain or monitor factors for the individual.

3.11 Support adults through transitions

This learning theme is about identifying transitions in the lives of adult individuals and how such transitions can affect them. It introduces the learner to some of the ways in which those working with individuals, carers and families can support them through transitions.

- (i) Define the key transitions that can occur in the lives of individuals.
- (ii) Evaluate how the key transitions can impact on the development and wellbeing of individuals.
- (iii) Identify some of the benefits that individuals can experience during transitions.
- (iv) Analyse behavioural changes that indicate that individuals may be undergoing a transitions in their lives.
- (v) Evaluate the role and responsibilities of the four sectors covered by the Diploma in supporting individuals, carers and families through transitions.

Notes:

1. Transitions in the lives of individuals may include, for example, bereavement, child birth, illness, divorce, resettlement into the community, unemployment and parenthood.

3.12 Causes of, and responses to, offending behaviour

Having a good understanding of the causes of, and responses to, offending behaviour is essential to practitioners in the justice sector. This includes an understanding of the patterns of offending behaviour and the factors that increase the likelihood of such behaviour. It also includes an understanding of the types of interventions and penalties that may be put in place in response to offending behaviour.

- (i) Describe typical patterns of offending behaviour.
- (ii) Explain the factors that increase the likelihood of offending and re-offending.
- (iii) Evaluate the effectiveness of possible interventions aimed at addressing the factors which increase the likelihood of a person becoming involved in offending behaviour.
- (iv) Describe a range of penalties that may be imposed as an alternative to court appearances or a custodial sentence.

Notes:

- 1. Patterns of offending behaviour may be amongst males, females, young people, prolific offenders, different social and ethnic groups.
- 2. Factors may include substance misuse, unemployment, mental health problems, poor social networks and social exclusion. The learner should also appreciate that offending behaviour can occur when no such factors are present, and that the presence of these factors does not necessarily lead to offending behaviour.
- 3. Interventions may include, for example, counselling, training and employment, accommodation and community engagement programmes.
- 4. Penalties may include, for example, reprimand, final warning, community punishment orders etc.

3.13 The impact of offending behaviour on individuals and communities

Many practitioners working in the justice sector require an in-depth understanding of the ways in which offending behaviour impacts on individuals and communities. This theme covers the impact of offending behaviour as well as approaches for dealing with offending behaviour. It also covers the ways in which victims and witnesses are supported.

- (i) Explain the ways in which offending and anti-social behaviour can affect individuals and communities.
- (ii) Describe how individuals and communities can work positively to reduce the fear and impact of crime.
- (iii) Describe the impact of offending behaviour on victims, direct and indirect, and the needs of victims.
- (iv) Explain the processes, procedures and organisations that support witnesses.
- (v) Evaluate the decision making processes, risk assessment and planning that takes place prior to the release of an offender back into the community.

Notes:

- 1. Needs of victims include protection, recognition, respect, information and confidentiality.
- 2. Decision making may involve; Parole Board, Youth Offending Teams, Probation Service, Resettlement Team, Impact on victim/family.
- 3. Communities can be affected by offending and anti-social behaviour through the loss of community spirit and amenities, effect of postcode on insurance, litter, graffiti and vandalism.

3.14 Supporting children and young people's development

This learning theme is about supporting children and young people's development. It looks at the different areas of development that will contribute to a child and young person's growth and wellbeing. It also introduces learners to the concept of different activities stimulating the development of children and young people, and the role of those who work with children and young people in supporting their development.

- (i) Describe the expected range of development patterns for children and young people, from 0 – 18 years.
- (ii) Evaluate how development in children and young people may differ from the expected patterns and explain why.
- (iii) Analyse and describe the skills that are required to monitor and observe the development of children and young people and why they are important.
- (iv) Evaluate how demonstrations of positive and negative behaviours of adults can influence the development of children and young people.
- (v) Analyse and explain the ways in which children and young people learn.
- (vi) Explain why it is important to communicate with others, including parents, carers and colleagues about the development patterns of children and young people, whilst maintaining confidentiality.
- (vii) Evaluate the importance of providing a range of stimuli and activities in promoting and supporting the development of children and young people.

Notes:

- 1.

3.15 Play and learning

The learning outcomes cover the area of children and young people's play and learning. They look at the principles and values that underpin play work, the contribution that play makes to all areas of learning and the play needs that children and young people may have.

- (i) Evaluate the principles and values that inform and underpin all work in play work settings and explain why they are important.
- (ii) Evaluate the importance of play to all areas of development of children and young people.
- (iii) Analyse the range of individual play needs that children and young people have and describe the kinds of play spaces that can be used to meet the different needs.
- (iv) Explain why it is important the children and young people are enabled to manage risks during play and describe how this can be encouraged within the boundaries of maintaining the safety and wellbeing of individuals.
- (v) Analyse the kinds of barriers to access including physical, cultural and attitudinal that could prevent or discourage children and young people from participating in the play provision and explain how these barriers can be minimised or removed.

Notes:

1. In teaching and learning it should be noted that the age range of young people who are studying for the Diploma are still learning through play themselves.

3.16 Supporting children and young people through transitional processes

This learning theme is about identifying transitional processes in the lives of children and young people, both physical, social and emotional and how that can affect their behaviour and development. It considers changes to their environment, changes in the important people in their lives, and changes in their educational development such as moving from nursery school to primary school. It also introduces the learner to some of the ways in which those working with children, young people and their families/carers can support them through the transition process.

- (i) Define the key transitional processes that can occur in the lives of children and young people from 0 – 18 years.
- (ii) Evaluate how the key transitional processes can impact on the development and wellbeing of children and young people.
- (iii) Identify some of the benefits that children and young people can experience during transitional processes from 0 - 18.
- (iv) Analyse behavioural changes that indicate that children and young people may be undergoing a transitional process in their lives.
- (v) Evaluate how those working with children and young people can support them through transitional processes.

Notes:

1. In teaching and learning it should be noted that the age range of young people who are studying for the Diploma are still going through transitional processes themselves.

3.17 Health conditions and treatments

This theme gives an understanding of body systems, and the types of conditions and diseases that can affect these body systems. It also covers the types of investigations and treatments that may be used. The learner will need to develop an understanding of these issues in relation to two main body systems.

- (i) Describe the anatomy and physiology of two main body systems.
- (ii) Using the two main body systems chosen, identify common conditions and diseases that can affect individuals.
- (iii) Analyse and evaluate the health and social impact of these conditions on individuals, carers and families.
- (iv) Describe the types of investigations that may be carried out for a range of suspected conditions of the two body systems chosen.
- (v) Explore and evaluate the types of treatments that may be carried out for a range of suspected conditions of the two body systems chosen.

Notes:

1. Body systems include, for example, respiratory, cardiac, reproductive, nervous, circulatory, digestive and endocrine.
2. Treatments may include medical approaches as well as alternative and complementary therapies.
3. Delivery could include holding an alternative and complementary therapies event and/or visits.

3.18 Nutrition and health

This theme develops the learners understanding of nutrition and its impact on health. The learner will need to have a good understanding of what is meant by 'a balanced diet'. The learner will also need to be able to compare and contrast geographical, cultural and religious variations.

- (i) Explain what is meant by the term a 'balanced diet'.
- (ii) Analyse the reasons why individuals may not follow 'balanced diets' and the consequences of this.
- (iii) Compare and contrast geographical, cultural and religious variations in diet.
- (vi) Explain what is meant by the term 'therapeutic' diet and give examples.
- (v) Identify and analyse government policies, local and national campaigns that target diet and nutrition.

Notes:

1. Reasons why individuals may not follow a balanced diet may include, for example, health disorders or diseases, socio-economic circumstances, psychological and educational.
2. Geographical could include, for example, Mediterranean diets, Inuit diets.

3.19 Promoting independence in Social Care

Promoting the independence of individuals is a key principle in Social Care. The learning outcomes in this theme cover the methods, issues and complexities of enabling individuals to promote and maintain their independence.

- (i) Explore how social care workers support individuals to improve or maintain their independence and preferred lifestyle.
- (ii) Identify the challenges and dilemmas for the social care worker in balancing the wishes and preferences of the individual, against those of families, carers, and communities.
- (iii) Examine how social care workers assist individuals to promote and maintain their social, spiritual, emotional and physiological wellbeing and independence.
- (iv) Identify the conflicts and limitations that may exist in service provision, discrimination and/or resource limitations.
- (v) Explore and evaluate the role of social care workers in helping individuals access other support to promote independence and wellbeing.
- (vi) Explore and evaluate areas of discrimination, or limitations which might restrict individuals achieving their needs and preferences.

Notes:

1. Promoting independence takes place across a range of settings in social care, for example, domiciliary, residential and supported housing.

3.20 Group work in Social Care

Group work is an essential component in some areas of social care. This theme is designed to enable the learner to identify and explore a range of group work concepts and theories, and understand how these are used within the social care setting.

- (i) Identify and explore the principles of effective group work.
- (ii) Compare and contrast a range of group work theories, models and practices, including identifying barriers and effective group techniques.
- (iii) Analyse own behaviour in groups and identify personal strengths and weaknesses.
- (iv) Develop an action plan to improve own contribution to group work.

Notes:

- 1. Delivery may include the learner participating in group work over a period of time.
- 2. The learning outcomes contained in this theme also apply and are transferable to other sectors covered by this Diploma.
- 3. Group work might focus on, for example, substance misuse, anger and conflict management, restorative processes, parenting skills, dementia/orientation.

3.21 Leadership and management

The learning outcomes in this theme apply to leadership and management theories and the application of these theories in the sectors covered by this Diploma. Leadership and management are different concepts that are complementary, and together are valued in all of the sectors covered by this Diploma.

- (i) Explore a range of leadership and management theories.
- (ii) Identify and discuss the issues and implications of applying these theories within the context of one of the sectors covered by this Diploma.
- (iii) Identify your own preferred leadership and management style, reflect on the implications and impacts of this in one of the sectors covered by this Diploma.
- (iv) Consider your strengths and weaknesses in terms of management and leadership, and identify and draw up an action plan for development.

Notes:

- 1. Delivery could include using web based self analysis tools, psychometric products, group activities - with an awareness of the limitations (e.g. cultural or gender bias) of these approaches.

3.22 Ethical dilemmas, judgements and decision making in social care practice

This area is critical to practice in social care. It aims to support the learner to examine how judgements and decisions are made in the social care context and identify ethical issues facing people working in social care.

- (i) Identify and explore a variety of different judgement and decision making theories, concepts and models.
- (ii) Identify ethical approaches and influences on decision making and judgement and explore the issues and tensions for social care workers.
- (iii) Discuss what ethical practice in social care is, and examine whether this differs between services and service user groups and the other sectors covered by this Diploma.
- (iv) Compare and contrast two different models, theories or concepts, and critically analyse their application and appropriateness of use within the social care sector.
- (v) Critically evaluate professional codes of practice against one organisation's policies and procedures, and examine how these enable/support social care workers to carry out their role and duties in practice.
- (vi) Consider your own approaches to judgment and decision-making, and how you deal with ethical dilemmas, and identify what implications this could have for you working in social care.
- (vii) Reflect on and identify your strengths and weaknesses, and develop a plan to address your areas of weaknesses and develop your strengths.

Notes:

1. Tensions for social workers supporting people to make choices may include; legal, moral, cultural, belief, society, individual, group etc.

Occupational Experience (Mandatory) - Placement

Occupational experience is a mandatory component of the Diploma. Occupational experience refers to work placements in the sectors covered by this Diploma. Work placements could include voluntary work.

Learners will need to:

- Agree the objectives of the occupational experience jointly with their learning mentor.
- Complete a minimum of 20 days in total on placement – in two of the four sectors covered by this Diploma.
- Apply the Learning Themes covered in the Diploma.
- Complete a diary, log book or reflective handbook whilst on placement.
- Describe and identify their strengths and weaknesses whilst on placement, and develop a personal action plan to overcome or further develop areas of weaknesses.
- Reflect on and review their own performance on placement using the personal action plan.
- Demonstrate their interpersonal skills.
- Evaluate the placement in terms of benefit to self and the placement.

Part III - The Structure of the Society, Health and Development Diploma

This section of the position paper considers the structure of the Society, Health and Development Diploma in the context of the structure of the fourteen specialised diplomas. Clearly from the perspectives of assessment, quality assurance, standards, comparability, and implementation it will be necessary to ensure consistency for the diplomas. This is equally important for young people to easily move across and between diplomas.

Consistency is particularly important where the structure is concerned. QCA has issued general guidance on this aspect of specialised diplomas. The detail is being refined in partnership with the employers and awarding bodies as the impact of the principal learning content, on the components and structure, is better understood.

In this section of the report the text that appears in italics has been agreed by SSDA and QCA. The remaining text is specific to the “Society, Health and Development” Diploma.

In some parts of this section the DDP has suggested recommendations about the future work that is required as part of stage 2.

3.1 The Components of the Society, Health and Development Diploma

Other	Level	Principal Learning (mandatory)	Additional Specialist Learning
National Curriculum Entitlement	1	8 Generic Integrated Themes	Young Person - Free Choice Including: 15 Society, Health And Development L3 Options (L2 Stretch)
	2	10 Generic Integrated Themes 4 sector specific Themes	
	3	7 Generic Integrated Themes	
Personal Learning Thinking Skills For Society, Health And Development Functional Maths, English and ICT Project Work Experience Placement (Mandatory in Society, Health And Development at L3)			

3.2 Rules of Combination

The specialised diplomas are composite awards. This means that the components and how they are combined will need to be defined. Rules of combination will need to be developed that satisfy the regulatory rules for the assessment and awarding of the diploma, not just for each of the fourteen lines of learning but also that address the issue of consistency of standards across and between the diplomas. The regulatory requirements will be used that apply to all external qualifications and include validity, reliability, comparability, minimal bias and manageability.

The DDP, within the Society, Health and Development Diploma, have agreed a number of principles that will have impact on how the other components are combined.

At all levels the Generic Principal Learning is mandatory. This is to support the views of employers in all the sectors that the learning undertaken about this “industry” should allow potential employers to know and understand what has been covered by young people completing this qualification.

At Level 3 the Occupational Experience Work Placement is a compulsory component.

Beyond these notions of “mastery” the DDP are broadly supportive of the need for compensation and stretch across the Award.

Recommendations

The DDP and SPPT continue to work with the awarding bodies, SSSA and QCA to complete the details of these rules of combination as consistency issues are resolved. (June 2007)

The DDP and SPPT continue to work with the awarding bodies, SSSA and QCA to establish the exact allocation of guided learning hours that will be agreed during the qualification development process (June 2007)

3.3 Additional and Specialist Units

A learner will be awarded a L3 Diploma in Society, Health and Development if they complete successfully the mandatory units of principal learning and the occupational experience plus the required number of additional or specialist units.

The additional specialist units may be selected entirely from units developed specifically for the Society, Health and Development diploma. However, it is proposed that learners may also be able to select units/modules from relevant GCE AS/A2 levels and other existing qualifications. This may, in fact, be necessary for those who wish to enter some HE courses for which science based qualifications are a pre-requisite.

Some learners may not require specific scientific knowledge but may have an interest in completing a relevant science based unit. Similarly, a learner may have an interest in completing a unit from another AS/A2 subject area such as Sociology, Psychology, Child Development or Applied Society, Health and Development.

Examples of relevant AS/A2 modules may include:

'Medical physics', 'Actions & development of medicines' and/or 'The healthy body' (all from AQA Applied Science Double Award)

'The individual and society' from OCR AS/A2 Sociology

'Psychology and Crime' and/or 'Psychology and Health' from OCR A2 Psychology

'Crime and deviance' and/or 'Education: wealth, poverty and welfare' from AQA Sociology

'Child care practice' and/or 'Working in care organisations' from Edexcel Advanced VCE in Health and Social Care

The above suggestions are indicative only. Units from other qualifications or complete qualifications could be incorporated into the additional specialist units. For example, this may be in First Aid or counselling etc or may provide an opportunity for 'stretch' by using Level 4 units from existing qualifications.

Some HEI's may want more "traditional" science type content for some courses i.e. they may want a candidate to have completed an entire A2 in, say, Chemistry or Biology.

The underlying principle in the Society, Health And Development Diploma is that a young person will have a considerable amount of freedom to choose what they wish to study, however the need for accurate employer led Information and Guidance will be essential if a young person is not to make inappropriate choices

3.4 Research Skills in the Society, Health and Development Diploma

In addition projects should be supported by underpinning research skills relevant to each diploma level. Higher education programmes of learning that are sector relevant require young people to use research skills and it is an area in which entrants struggle to achieve. Progression into higher education would be supported by developing these skills within the diploma and the project component is likely to provide a vehicle for the learning. The development of research skills is one which could be offered as "stretch" for within L3 as a L4 unit.

Recommendations

The range of Additional and Specialist Units will be generated in partnership with the Awarding Bodies and endorsed by the Health & Social Care DDP.

Employer led IAG of a high quality should be developed on how the choices made for additional and specialist learning might impact on future directions in the Society, Health and Development Diploma sectors

Develop research skills learning outcomes at level 4 and integrate into the diploma

3.5 Health and Safety

DDPs will collaborate towards the development of a single set of health and safety learning outcomes to support Diplomas across all lines of learning. The following principles will shape the development on shared learning outcomes in this area.

- Learning outcomes will be based on the draft Basic Hazard Awareness unit prepared by the Health & Safety Qualifications Advisory Group. This is a knowledge-based unit to be included in the Health & Safety Suite of National Occupational Standards. The unit is designed to be of particular use for young people to raise their ability to identify and understand 'Hazards' in preparation for work experience and beginning employment.*
- DDPs will build more specific risk awareness into Diplomas as required by the needs of the sector.*

Additional and specialist learning should:

- Be organised under the separate categories of additional (to support breadth) and specialist learning (to support depth)*
- Offer further guidance on including the use and treatment of non-NQF provision within the Diploma, particularly the implications for grading the qualification.*
- Articulate where Level 4 modules might form part of the offer*
- Show the links between Principal Learning themes and Additional / Specialist learning and where progression is supported*

3.6 Generic Learning

The components that are incorporated into Generic Learning are functional maths, English and ICT along with the personal learning thinking skills (PLTS) and the extended project at all three levels.

Skills Profile

Evidence to show that activities related to planning and reviewing learning is needed in order for a learner to obtain the Diploma. QCA is working on various models of evidencing this achievement.

PLTS

The development of the skills embodied in the PLTS by young people has been identified by both employers and HEIs as one of the main areas for added value in taking this Award. It is the one area that recurs throughout all the employer consultations and is notoriously difficult to assess.

A considerable amount of work has started on integrating the PLTS to the principle learning outcomes. The PLTS have been mapped to the Society, Health and Development Employability Framework and the health sector Knowledge and Skills Framework. Preliminary work has been carried out to embed PLTS skill development within an early version of the Principal Learning which showed that for some of the learning outcomes there is a comfortable fit. However the pace of development of the PL LO has outstripped that of PLTS embedding so that they require additional attention, as the three examples illustrate:

1. Whilst Independent Enquirers does not seem to figure in the mapping of the employability skills and characteristics it is present in the themes and LOs e.g the sector context (1.1 and 3.1) which seems to involve research and the exploration of issues, even at level 1. This applies to other themes at levels 2 and 3 such as 2.11, 2.14, 3.1, 3.3)
2. Creative Thinkers are implicated in a number of the themes e.g. 3.10, 3.14 etc and could be more explicit
3. Effective Participators could be important within e.g. 2.6 - especially in the aspects to do with influencing others and making the case for action in relation to issues of concern

The approach of the Society, Health And Development Diploma is to embed the PLTS within the Principal Learning, however as the main effort across all five lines of learning has been to focus on employer led principal learning, the integration of the PLTS has not been the main priority. A renewed effort to give the PLTS some concentrated attention is required now that the PL Release 1 is available. This is particularly true at level3. It is a key component of L3 diplomas in particular (the rest of the curriculum will be addressing PLTS as well for L1 and 2 so there is more opportunity for young people to generate evidence of acquired skills) though the opportunities within the diploma need to be clearly identified and integrated at all levels.

There is an expectation developing across stakeholder groups, that, whatever else is developed as part of the Society, Health And Development Diploma, PLTS needs to be absolutely central and obvious within the learning themes and even in the learning outcomes, i.e. not mapped in, but a key component and differentiator of this new type of award, alongside the project. That means being overt within the learning outcomes, assessment and delivery guidance.

Recommendation

To undertake the work required to take a further look at the additional opportunities to integrate PLTS into the LOs. It would also be valuable to explore how best to express the guidance for each theme. It may be that the PLTS could form something of an organising framework for delivery.

Functional Skills

The functional skills include English, Mathematics and Information Communication Technology (ICT). The decision supported by the DDP is that the functional skills must be achieved at Level 2 to achieve an overall Society, Health and Development Diploma at Level 2. Within the National Curriculum the functional skills will become part of the relevant subject GCSE.

The Sector Skills Councils are currently working with DfES on the applicability of these skills in the context of the sector area.

Within the Society, Health and Development Diploma development there has been concentration on the content of the principal learning rather than the functional components so further work is required, particularly to seek agreement on what the appropriate level is for Level 3.

Recommendation

To work on a definitive statement for the Society, Health and Development Diploma to incorporate into Release 2 document at the end of October. This will include guidance on Level 3 requirements which may differ for different pathways within the line of learning.

Personal Learning and Thinking Skills

Personal, learning and thinking skills (PLTS), together with the functional skills of English, maths and ICT, equip the learner for further successful learning and employment. These skills are widely applicable and are an important aspect of the learner's programme.

PLTS are organised into six groups of skills [independent enquirers, creative thinkers, reflective learners, team workers, self-managers, effective participators] which captures the skills for managing self; managing relationships with others; and managing own learning, performance and work.

Diploma Development Partnerships will embed PLTS appropriately in the content, teaching and learning expectations in each line of learning at each level during the process of qualification development.

Planning for and achievement in PLTS can be part of planning and reviewing activities, which in turn, can be documented in the Skills Profile.

Functional Skills in English, Mathematics and ICT

The achievement of each of the functional skills in English, mathematics and ICT is a requirement for achievement of the Diploma:

- at level 1 for the level 1 Diploma*
- at level 2 for Diplomas at Level 2 and 3*

Guidance will identify where in the Diploma there are likely to be opportunities to apply functional skills.

Assessment of functional skills will be determined by other development work being taken forward by QCA.

Projects in the Society, Health and Development Diploma

The Society, Health and Development Diploma is being developed with four other employer led diplomas in the first phase but there will be 14 available in total. The extended project is a common component and is one of the areas that there needs to be a consistency in the approach. The first five lines of learning have agreed to support the following approach.

Within the Diploma, at all levels, all learners will be required to carry out a project, where:

- learners will be able to design a project within set parameters*
- projects will allow for diversity of outcomes and evidence, including those from collaborative work*
- projects will be internally assessed using a combination of methods, and externally moderated. Clear rules will ensure the authenticity of learners' work*
- guidance will promote the design of innovative, but realistic projects, including work-based examples, to help ensure the project is valued as a positive, challenging and useful learning experience.*

The following principles should also be considered when designing projects

- projects will support and complement the applied nature of the Diploma*
- projects should reflect the culture and character of the world of work for the line of learning*
- assessment should take account of the business culture of the line of learning being undertaken*

The Extended Project

QCA is currently consulting on the draft criteria for Level 3 projects to be used to complement general programmes and for use within the development of projects within the specialised Diploma.

At present the feedback from QCA's on-line consultation shows overwhelming support for an Extended project that is of AS size or 180 glh.

In September, trials of the extended project will commence, after which there will be more information available about the implications of the size of the level 3 extended project.

Draft criteria have been prepared for projects within specialised Diplomas at Level 1 and 2. They could also exist as stand alone units. Qualification status has not been conferred on these criteria.

The recent research into other qualifications with projects at this levels suggests that a size of 60glh, is preferred. This size would provide opportunities for learners to demonstrate other generic skills including developing their project through a work-experience context.

Recommendation

Further work is undertaken to define the extended project at each level, for health, social care, justice, working with children and generic contexts. This might include learning theme mapping.

3.7 Applied Learning

A minimum level will be set for the applied learning aspect of the Principal Learning. This component is concerned with the application of knowledge and skills to relevant work tasks, problems and situations.

The Society, Health and Development Specialised Diploma has applied learning as a feature. It is the application of knowledge and skills to the health, social care, children and young people or community justice contexts. Assessment should, therefore, support the experiential learning cycle through context.

In particular, applied learning experiences will:

- o develop specific learning about the world of work in health, social care, the children's workforce and community justice
- o *Be planned and reviewed as an integral part of learning and clearly linked to relevant learning outcomes, content and where appropriate, to the assessment criteria defined in the learning specification.*
- o *Provide learners with the opportunity to develop relevant knowledge and understanding, practical competence and personal and employability skills reflecting the changing needs of employers.*
- o ensure that each learner has a meaningful and relevant experience appropriate to the level being studied.
- o provide learners at level 2 with the opportunity to gain work related experience in a context relevant to health, social care, the children's workforce and community justice (ideally placements should occur in a setting appropriate to this diploma, however where work placements in the sectors are not possible learners will be expected to relate their learning to the diploma principal learning)
- o provide learners at Level 3 with placements in at least two of the four sectors within this diploma and will be assessed through a compulsory occupational experience work placement within the overall qualification

Recommendations

The SPPT will work with the awarding bodies to specify the Level 3 occupational experience work placement specification including its assessment

The SPPT will work with the awarding bodies to ensure that the assessment of work related learning is integral to the themes within the principal learning

Lessons learned from existing successful partnerships (through the Young Apprenticeship, Increasing Flexibility Programme, Aimhigher and local good practice) will be shared; for example, pupil log books, work placement traffic light. Health & safety issues and policy guidance

The SPPT will work with partnerships to ensure that the employer issues concerning placements are taken into consideration during planning. (For example; the need to spread placement opportunities across the academic year to address capacity issues, local employers cannot find all the placements for the Society, Health and Development diploma entitlement students during two weeks in June.) The involvement of the voluntary sector will be encouraged to support placement provision

There will be evaluation of the provision and quality of the work related learning component of the diploma from 2008

In particular, applied learning experiences will:

- *Develop specific learning about the world of work in the line of learning in which the learner is principally involved.*
- *Provide opportunities for learners to apply their learning in a relevant sector-specific context.*

The following draft standards on work experience will be considered further during the development of qualifications:

Students will need to show how they:

Prepare for and plan their work experience by:

- *confirming the purpose and aims of work experience and how it fits within their Diploma learning*
- *finding out about the provider, the sector, employer expectations and the nature and range of work to be experienced*
- *identifying the main learning outcomes that they can achieve, including generic skills, and how these relate to other parts of the Diploma*
- *recording learning from work experience and, where appropriate, methods for assessing learning*

Actively engage in work experience activities, for example by:

- *showing their understanding of and meeting health and safety requirements*
- *completing a variety of tasks at an appropriate level of challenge, to the required standard,*
- *working cooperatively with others where appropriate*
- *using constructive feedback and support to inform their progress and develop relevant knowledge and skills*
- *recording their learning showing examples of their achievement and development.*

Review work experience by:

- *reflecting on the experience and consolidate learning for example through de-briefing discussions and through activities that demonstrate their learning*

- *relating the experience to other parts of Diploma content, and to career aspirations*
- *evaluating achievements, including where and how generic skills have been applied to particular tasks, problems and situations*

3.8 Issues of Impact

Assessment strategies and grading

The QCA have advised ministers on the assessment and grading of the diplomas and a response is due shortly.

The view of those consulted during the development of the Society, Health and Development Diploma principal learning is that:

- assessment should be robust enough for the diplomas to have the necessary rigour required by HEI
- assessment should focus on around 50% of the learning in the applied context, for new qualifications, ie principal learning
- assessment should balance across the range of sectors covered within the diploma (fairness)
- to achieve the named diploma all principal learning must be achieved at the relevant level to achieve the award but that compensation rules might apply to other diploma components
- grading is essential but the learning transcript should be sophisticated enough to show all achievements, including “stretch”

Recommendation

The DDP and SPPT work in partnership to achieve a sensible assessment and grading approach to the Society, Health and Development Diploma which ensures quality delivery and consistency with the other diplomas

Delivery Strategies

The DDP are acutely aware that the implementation of the diplomas and the teaching and learning experience are fundamental to the quality of the qualification.

Recommendation

To work with partners stakeholders and the first five lines of learning to develop a delivery strategy in Stage 2.

In Stage 2 for the DDP take a lead in directing and quality assuring the process

Entry requirements

There is a need to define prior learning for those young people who opt to take level 2 or 3 of the Society, Health and Development Diploma without having achieved previous levels.

Recommendation

To identify the prior learning requirements for each diploma level

Progression routes

The importance of adequate employer approved and designed Information Advice and Guidance is considered critical to the success of the diploma.

Recommendations

The DDP is involved in the development of the Information Advice and Guidance development for the Society, Health and Development Diploma

The SPPT continue to develop this work for Release 2 of the diploma, in particularly developing a pictorial presentation of pathways into the range of sector opportunities at different levels

Languages

The focus of the approach for the Society, Health and Development Diploma is based on community languages and British sign Language. The rationale for this is that European languages are deemed to be less relevant in the context of the everyday working reality of working in health, social care, justice or with children. There is value in learning any language which can be accommodated in the additional learning. The language(s) chosen need to reflect demographic and employer based need. There is evidence that because of the relevance and obvious purpose to the learning (for example, Punjabi on wards with Punjabi speaking patients) young people develop relevant language skills, progress very quickly and develop considerable reflective and learning skills in the context of successful communication.

Any language learning can be integrated successfully into the specialist diplomas. In the context of the Health and Social Care Diploma it can be shown that some language and cultural learning can be integrated into the principal learning and PLTs, as well as discreet provision within the general learning.

Within Principal learning and PLTs it is envisaged that language components are accredited discreetly through existing language qualifications which, in turn, are mapped into the National Language Standards and the Common European Framework. More likely than not the accreditation of choice would be Asset Languages, the new national recognition scheme for languages, which allows assessment of individual skills in more than 20 languages. This makes it possible for tailored assessment in, say, speaking skills at a certain level, rather than the more traditional approach of examining all four skills (reading, writing, listening and speaking) at a particular level.

The following are some examples of how language and cultural learning can be integrated into the principal learning of the diploma. Additions are identified in italics and are meant to be illustrative in nature and purely act as examples. Some more work would be needed to agree

specific learning outcomes throughout the learning outcomes of the diploma at the different levels.

From PL LO 1.2 Principles and values of working with individuals:

This area of principal learning is a natural home for language and inter-cultural learning.

Discuss the key principles affecting an individual's rights and responsibilities and relate these to the relevant legislation. Consider factors that could act as barriers in terms of an individual's rights and responsibilities, such as lack of language skills, and a lack of awareness of cultural and religious differences.

Demonstrate an awareness of how equality and diversity can be promoted. Identify a demographically relevant language, such as Punjabi or Urdu, and demonstrate, through gaining some elementary skills in this language, how equality and diversity can be promoted in a very practical manner.

From PL LO 1.4 Communication and information sharing:

Communication skills clearly encompass a variety of methods of communication, both verbal and non-verbal. An awareness of communication needs for non-English native speakers within the contexts of the sectors will clearly contribute to an enhanced level of communication.

- Describe the different methods of communicating with individuals of all ages. Compile a range of phrases in your vocational sector that would enable you to start to communicate with an individual whose first language is not English or who uses British Sign Language for communication.

- Identify examples of barriers to communication and suggest ways to handle these barriers. Design a scenario where you employ strategies in another language to overcome these barriers.

The Society, Health and Development Diploma is being developed with four other employer led diplomas in the first phase but there will be 14 available in total. Language acquisition is one of the areas that there needs to be consistency in the approach. The first five lines of learning have agreed to support the following approach

- *DDPs will collaborate towards the development of a single set of language learning outcomes to support Diplomas across all lines of learning. The following principles will shape the development on shared learning outcomes in this area. Learning outcomes should be based either on the 'can do' statements of the government's national recognition scheme – the Languages Ladder – or on the revised national language standards.*
- *Sectors or lines of learning should seek to develop specific guidance to highlight the relevance of language skills for the job roles and contexts in which languages would be most likely to be used (e.g. in international trade, dealing with clients whose first language is not English, working with multicultural teams, etc).*
- *There is also a need to develop support materials in due course, to ensure appropriate contextualisation of the language learning and assessment to the sector.*
- *There should be work undertaken in due course aimed at encouraging the recognition of the wider skills of learning that are developed as part of learning a specific language and which are transferable to the acquisition of other languages.*

A planned programme of future work should be developed and supported that should address a range of issues, including the following:

- *“Levelness” (for example there may be a need to consider whether lower – or higher - level language units should be included in a Diploma at a specific level e.g. level 1 language units in a level 2 Diploma)*
- *Learners may need to consider developing a range of language skills (reading, writing, speaking, listening) at different levels, and possibly not all four skills. E.g. Level 2 Speaking and Listening, Level 1 Reading (no Writing)*
- *Consideration should therefore be given to making provision for learners with “spiky profiles”, in initial learning and in respect of progression*
- *Consideration should be given to the potential value of encouraging the acquisition of skills in several languages rather than mastery of a single language (e.g. Listening and Speaking Level 1 in 3 languages, to meet the job needs of a receptionist, while also offering, through the ‘learning to learn a language’ skills, the opportunity for the individual to progress to other skills/levels in the same languages, or to add still more languages at Level 1)*
- *How to achieve flexibility in approach to meet the diversity of needs across different sectors*
- *Contextualisation: essential for learner motivation and to support delivery*
- *School and Further Education teachers would need professional development to support delivery*
- *Development of relevant principles to support development, delivery, assessment and implementation*
- *The positioning of language ‘elements’, i.e. within principal, additional/specialist learning and/or generic learning*
- *Each line of learning could develop the contexts where language skills are utilised such as in the global market place (outward-facing, dealing with customers, clients, etc.) as well as in the workplace (inward-facing, dealing with a multilingual workforce).*

Recommendations

That some detailed work is undertaken to review the principal learning outcomes in the light of the implications of language use especially given the prominence of the importance of communication in the principal learning

Further work is supported to agree consistent learning outcomes on languages in the specialised diplomas.

Links with the National Curriculum and 14-19 Reforms

The DDP want further consideration given to the link with the wider 14-19 reforms and the national curriculum.

Recommendations

To identify the National Curriculum subjects links

To ensure links with the wider 14-19 reforms

How the Diploma seeks to encourage diversity

At the design stage, it is important to ensure that the demands of Equalities legislation are incorporated into the diplomas, for example, the Disability Discrimination Act (1995) and its subsequent amendments, The Race Relations Act (Amendment) 2002 and The Gender Equality Duties (April 2007). To meet the spirit of these Acts, the diplomas should promote equality in their design and implementation to reduce barriers to learning and assessment. The needs of the following groups of learners need to be considered:

- *Learners who use a range of approaches and resources to demonstrate knowledge and understanding. For example those with those with learning difficulties, sensory impairments, physical impairments and language communication difficulties.*
- *Those who will work at a different pace to most students, for example, the gifted and talented, or those with difficulties with communication, language or literacy, those with caring responsibilities and those with ill health.*
- *Those with different cultural requirements and understanding, for example by eliminating bias in terms of race, culture, and religion. Also by recognising the value of diversity and the benefits it offers the sector and all learners.*
- *Learners of either sex, for example by addressing stereo typing, providing positive role models and understanding that boys and girls may make different career choices that are based on socially constructed norms that are frequently unquestioned*
- *Learners working in different contexts, for example, those in residential institutions such as prisons or hospitals, those from different socio-economic circumstances, those with different amounts of existing social capital.*

The delivery of Diploma must be in environments free of prejudice and discrimination, where all learners can contribute fully and freely and feel valued.

Recommendations

The work necessary to undertake this is defined by the SPPT and done centrally by the SSDA with some financial support for diploma specific activity

Customer Services

These will not be embedded in the Principal Learning of the Society, Health and Development.

4 The Way Forward

There will be a period of consultation with employers and a wide range of stakeholders until the end of October 2006. The consultations will be used to refine the principal learning themes, the learning outcomes, enrich the content so that qualification units can be designed. It will be part of the process that ensures cohesion within the Society, Health and Development Diploma components and ensures consistency with the other four specialised diplomas being developed simultaneously in Phase 1.

This is the first of three phases that will result in 14 Specialised Diplomas, these employer led qualifications will form a national entitlement within education for 14-19 year old young people and the first five lines of learning will have to anticipate the likely consistency needs.

The DDP, together with the SPPT will continue to lead on the development of the Society, Health and Development Diploma. The following websites will be used to share and contribute to the latest developments:

www.skillsforhealth.org.uk

www.skillsforcare.org.uk

www.skillsforjustice.com

www.skillsactive.org.uk

