

**Level 3 – Principal Learning (Wales)**

Specification (7418)

Assessment 2010 onwards

AQA

City &  
Guilds

# **SOCIETY, HEALTH AND DEVELOPMENT (WALES)**





# Society, Health and Development (Wales)

## Level 3 Principal Learning

**Specification (7418)**  
**Assessment 2010 onwards**

This Principal Learning specification should be read in conjunction with:

- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning

This specification will be published annually on our website ([www.diplomainfo.org.uk/PLQ-Wales.asp](http://www.diplomainfo.org.uk/PLQ-Wales.asp))

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH  
or you can download it from our website ([www.diplomainfo.org.uk/PLQ-Wales.asp](http://www.diplomainfo.org.uk/PLQ-Wales.asp))

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# 1 Introduction

## 1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Principal Learning is a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Principal Learning at one point of contact.

## Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Principal Learning support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Principal Learning Support Teams.

- **Service**

AQA-City & Guilds Principal Learning is administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Principal Learning, we look forward to welcoming you.

## 1.2 Why choose the Principal Learning in Society, Health and Development?

The Principal Learning in Society, Health and Development introduces learners to the work, values, attributes and attitudes of the sectors who care for and support individuals, families, groups, communities and society. These are: Community Justice, Health, Children and Young People's Workforce and Adult Social Care.

Through a coherent blend of general education and practical applied learning, learners will develop their understanding of the importance of the work of the sectors and develop the skills, attitudes and approaches to enable them to meet their own aspirations and successfully work with and for others in the community and society in general. This Principal Learning will also raise their awareness of the range of rewarding career opportunities that exist across the sectors.

Learners taking the Principal Learning in Society, Health and Development will also:

- have the opportunity to progress into work-based training, or further and/or higher education
- develop Essential Skills Wales and Wider Key Skills
- produce a project which complements the Principal Learning and/or support progression.

## 1.3 How do I start using this specification?

Before you can start using this specification, you must check that your organisation has successfully applied through the Department for Children, Education, Lifelong Learning and Skills (DCELLS) to offer the Welsh Baccalaureate.

Effective provision of the Welsh Baccalaureate must be through Consortia/Network collaboration that may include schools, colleges, employers and work based training providers. There must be a minimum of two partners per application and applications must be completed by 14–19 Network Co-ordinators per Local Authority Area.

For further information, please contact **[DCELLS.Enquiries@wales.gsi.gov.uk](mailto:DCELLS.Enquiries@wales.gsi.gov.uk)**

- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at:  
**[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How do I find out more?

### Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Principal Learning will have 24-hour access to answers to the most commonly-asked questions at:

**[www.aqa.org.uk/rn/askaqa.php](http://www.aqa.org.uk/rn/askaqa.php)**

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

### Contact your Principal Learning Support Team

You may also contact the Principal Learning Support Team for your region. Please check current details on: **[www.diplomainfo.org.uk/PLQ-Wales.asp](http://www.diplomainfo.org.uk/PLQ-Wales.asp)**

Principal Learning Support Teams have particular expertise in:

- supporting centres and consortia on their applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

### Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are available on our website **[www.diplomainfo.org.uk/PLQ-Wales.asp](http://www.diplomainfo.org.uk/PLQ-Wales.asp)**

If you require further information call us on 08700 242466 or email us at: **[diploma-events@cityandguilds.com](mailto:diploma-events@cityandguilds.com)**

### Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Principal Learnings. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1036 or email: **[eos@aqa.org.uk](mailto:eos@aqa.org.uk)**

The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see: **[www.aqa.org.uk/regional\\_officer.php](http://www.aqa.org.uk/regional_officer.php)**

## 2 Specification at a glance

### 2.1 The Welsh Baccalaureate Advanced Principal Learning at a glance

| Core Certificate  | Options  |
|---|--|
| <p>To achieve the overall Welsh Baccalaureate at Advanced level, learners must:</p>   | <p>To satisfy the options requirements, learners must undertake external qualifications approved on the NQF and/or QCF equivalent to 720 GLH.</p>  |
| <p>1 achieve three of the six skills at Level 3, one of which must be ESW Communication, Application of Number or ICT, together with the other three skills at Level 2.</p>   | <p>For example:</p> <ol style="list-style-type: none"> <li>Two GCE grades A – E</li> <li>NVQ Level 3/BTEC National Certificate/Level 3 QCF Diploma sized qualification (480 GLH)</li> </ol>  |
| <p>2 attain level 3 for an Individual Investigation arising from an aspect of the Core (20 hours).</p>  | <p><b>or</b></p>   |
| <p>3 show satisfactory completion of the curriculum requirements of the Core as detailed below. The hours are notional:</p> <ul style="list-style-type: none"> <li>Wales, Europe and the World (WEW) – 60 hours on four elements covering political, social and economic and cultural issues and a 20 hour language module</li> <li>15 hours of a ‘Team Enterprise Activity’</li> <li>Personal and Social Education (PSE) – 30 hours and 15 hours of ‘community Participation’</li> <li>Work-related Education (WRE) – 30 hours of ‘Working with an Employer’.</li> </ul> | <p>3 Principal Learning Level 3 (540 GLH)</p> <p><b>and</b></p> <p>Extended Project Qualification (120 GLH)</p> <p><b>and</b></p> <p>Any approved external qualification(s) at NQF/QCF Level 3 equivalent to or a minimum of 60 GLH.</p> |
| <p><b>Total 250 notional teaching hours</b></p>   | <p><b>Total 720 GLH</b></p>  |

## 2.2 Level 3 Principal Learning in Society, Health and Development at a glance

- all 6 units are compulsory

### Unit 1 90 GLH

#### **The sectors within Society, Health and Development in context (Wales)**

Internally assessed

### Unit 2 90 GLH

#### **Principles and values in practice in the sectors covered by Society, Health and Development (Wales)**

Externally assessed

### Unit 3 90 GLH

#### **Partnership working in practice in the sectors covered by Society, Health and Development (Wales)**

Internally assessed

### Unit 4 90 GLH

#### **Why effective communication and information sharing are vital in the sectors covered by Society, Health and Development (Wales)**

Internally assessed

### Unit 5 90 GLH

#### **Personal and professional development in practice in the sectors covered by Society, Health and Development (Wales)**

Internally assessed

### Unit 6 90 GLH

#### **How the sectors covered by Society, Health and Development protect individuals and society from risks (Wales)**

Externally assessed

## 3 Principal Learning

### 3.1 Essential Skills Wales and the Wider Key Skills in Principal Learning

#### Skills in applied learning

A unique and central feature of Principal Learning (PL) is the requirement that at least 50% must be completed in an applied or work-related context. This means that learners must actively engage with the curriculum they are studying, putting theory into practice and working cooperatively with other learners, with their teachers, and with people from outside the classroom. They should learn in a range of contexts and environments, carrying out investigations and active enquiries, learning through doing and relating their learning to job roles.

The skills embodied in the three Essential Skills Wales (ESW) and the three wider key skills (WKS) are therefore integral to the delivery of Principal Learning (PL) at all levels and in all lines of learning. Principal Learning offers many opportunities to develop all six skills (ESW + WKS) that are required if a candidate is to achieve the Welsh Baccalaureate Qualification (WBQ).

To achieve the WBQ at Advanced level, learners must achieve three of the six skills at Level 3, one of which must be ESW Communication, Application of Number or ICT, together with the other three skills at Level 2.

#### Developing skills

The table below lists, in the first column, the skills that a learner must develop for the ESW or WKS in question. The second column suggests a PL context in which the skill would arise naturally and might be developed. It is important that, when developing an ESW skill, both the learner and the teacher pay close attention to the section in the standards headed 'In order to show that you are competent'. Similarly for the WKS, teachers and learners must study Part A. The third column in the table identifies the ESW or WKS component.

#### Portfolio evidence

If a learner is aiming to generate portfolio evidence in the context of a learning activity or assignment in PL, it is important to ensure that the requirements of the assignment match the evidence requirements of the skill qualification (ESW or WKS) in question, in terms of content and of presentation. A portfolio of evidence will often require more than one example of the skill, so teachers will need to identify other contexts and opportunities from the many that exist in the context of the WBQ as a whole.

The table below does not include details of these requirements. It is therefore essential that teachers are familiar with:

- the standards for ESW and the associated documents '*Amplification of Evidence Requirements*' (which includes guidance), and '*Mandatory Definitions*', which are available from <http://old.accac.org.uk/eng/content.php?mID=752>
- the standards for the wider key skills and the associated document '*The key skills qualifications and guidance: working with others, improving own learning and performance and problem solving – levels 1-4 2004*' (QCA 2004); order ref QCA/04/1294, downloadable from [http://www.qca.org.uk/qca\\_6462.aspx](http://www.qca.org.uk/qca_6462.aspx).

It is important to emphasise that candidates may develop these skills and/or generate portfolio evidence from anywhere in their learning programme. It is therefore not necessary, nor expected, that any one unit of Principal Learning should offer development and/or evidence opportunities for all the components of each of the six skills. Where opportunities to develop these skills and to provide portfolio evidence arise naturally in learning contexts, they should be pursued; learning and assignments should not be distorted to include the skills where they do not arise naturally.

## Essential Skills Wales

### Communication

The ESW standards aim to integrate the different aspects of communication (speaking and listening, reading and writing) and emphasise that communication should be purposeful. So, for example, the purpose of reading might be to inform discussion and/or writing, or a discussion might be part of a candidate's preparation for a piece of writing, all in relation to the purpose of the Principal Learning unit.

### Application of Number

The ESW standards emphasise that numbers must be applied and used for the purpose of tackling a problem or task. At Level 3, the standards are structured round the following process:

- Understand and tackle a problem → Collect and interpret data → Carry out calculations → Check results → Interpret results → Present findings → Reflect/review.

The problem should arise naturally in the context of the candidate's work for the Principal Learning unit.

For portfolio evidence at this level, the candidate must carry out at least one activity that shows their skills in the process as a whole, ie covering all three components of the unit.

### ICT

As with Application of Number, the ESW standards emphasise the importance of using ICT in context and for a purpose. The '*Amplification of evidence requirements*' specifically states that 'You must demonstrate your ICT skills in the context of these activities; demonstrating your skills in isolation cannot be used as evidence'.

Also similarly to Application of Number, the learner, while developing their ICT skills, is likely to focus on parts of the process and on specific skills, but they should always have the 'big picture' in mind and build towards seeing the process as a whole.

For the portfolio, the '*Amplification*' states that:

'You must carry out at least two activities that, overall:

- show that you can plan and carry through a number of different activities, one of which must be a complex activity covering ICT3.1, ICT3.2 and ICT3.3'.

While much of the portfolio evidence may be presented electronically and/or as printouts, it is essential that it shows the processes the candidate used to confirm their understanding of their task, to select, enter and develop information, and to present their work. This will normally involve drafting, revising, correcting, redrafting or reformatting the work. This is therefore an important aspect of developing ESW ICT, and the evidence submitted for assessment must include at least one complete draft with notes, annotations, highlighting, alterations etc. The final printouts, presentations etc are not, on their own, sufficient as evidence, though they must be included in the portfolio.

### The wider key skills

All three of the wider key skills require the candidate to learn and to demonstrate the process skills of:

Planning → Doing → Reviewing.

Each component of this process can be learned and developed separately, though portfolio evidence must cover all three components of the qualification in a single activity.

**Working with Others** at Level 3 requires that the example in the portfolio shows that the learner can work as part of a group or team made up of at least three people (i.e. the learner works with at least two other people). The learner must become conscious of and focus on their own skills and how they relate to others if they are to develop their ability to contribute effectively to a team project or activity. They must be able to review their work with others, identify factors that influenced the outcome and agree how to improve their teamworking skills for the future. The evidence in a candidate's portfolio must show their individual contribution to the work of the group.

**Problem Solving** is a skill that many younger learners do not at first recognise as a skill that, like other skills, involves learning and developing specialised techniques. The learner has to identify and analyse a problem (which must be individual to them, not a group activity), come up with different ways of tackling it and choose one, make a plan, follow it, and check whether the problem has been solved. They must then review their approach to problem solving. As with Working with Others, each phase can be focused on separately in the learning and development phase, but the portfolio requires two examples, each of which follows though all three components of the qualification.

**Improving Own Learning and Performance**, like the other wider key skills, requires the learner to become consciously aware of how they learn and which ways of learning are most effective for them in different situations. Many learners will have used only one or two ways of learning hitherto and need to be introduced to other possibilities. They must take responsibility for improving their learning and performance, set targets for what they want to learn or do, make a plan with targets, follow the plan, reflect on and review their progress, establish what they have achieved, and agree ways to further improve their performance. Any of the learning outcomes in the Principal Learning unit could provide opportunities to develop IOLP skills, but SMART targets must be set that relate to the purpose of the unit. The portfolio of evidence must include at least one example that covers at least three targets. Overall, the evidence must show at least two different ways of learning.

## 3.2 Level 3 Units

### Level 3 Unit 1: The sectors within Society, Health and Development in context (Wales)

#### What is this unit about?

The purpose of this unit is for learners to present the findings of research that they have planned and carried out in appropriate ways for different audiences. In doing so, learners will further develop their planning and research skills.

This unit is of fundamental importance as learners will need to gain a thorough understanding of the work of the sectors in order to decide which of them they would like to pursue further learning or a career in. Key to this understanding is an appreciation of how policy and reform has shaped the way that each of the sectors have evolved over time to delivery first class services.

In this unit, and through looking in detail at Government reform and policies, learners will explore the answers to questions such as: What support and services the sectors of Children and Young People's Workforce, Health, Adult Social Care and Community Justice provide at a local, regional and national level? What do the third sector (voluntary organisations) do?

What difference does it make when voluntary organisations and other organisations work together to provide support to individuals and communities? What has been the impact of legislation and new policies on the provision of support and services?

Learners will have the opportunity to explore the answers to some of the above questions by speaking directly to people working in the sectors. They will be able to reflect on the work of the sectors in relation to the support and services they provide to individuals, families and communities, looking at the links and differences across the sectors.

#### Guided learning hours

This unit has 90 GLH assigned to it, of which 30 will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 129–136 of this specification.

## Content details

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   |
|---|--|
| 1 Understand the impact of legislation and policy developments on support and service provision | a explain how key legislation details responsibilities and roles across the sectors<br>b analyse the impact of recent reform and policy on people receiving services or support  |
| 2 Understand the links between different types of services provided across the sectors          | a compare the provision of support and services locally, regionally and nationally<br>b evaluate the role of the voluntary/third sector in the provision of support and services   |
| 3 Know how to carry out research into service provision within and across the sectors           | a select research methodologies<br>b describe planning techniques used for research  |
| 4 Be able to carry out research into the influence of policy and reform on the sectors          | a organise time, resources and actions required for research<br>b evaluate the influence of policy and reform on the sectors<br>c review progress against research plan<br>d present findings of research in relevant ways for different audiences |

3

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be met.

It is important that, through the Level 3 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must refer to, and use examples from, each of the four sectors where appropriate and relevant.

### Learning outcome 1: Understand the impact of legislation and policy developments on support and service provision

Key legislation:

- Crime and Disorder Act 2000
- National Health Service Act 2006
- Crime and Disorder Act 2000
- Care Standards Act 2000
- Children Act 2004
- Mental Capacity Act 2005
- Government of Wales Act 2006
- Commissioner for Older People (Wales) Act 2006
- Other more recent legislation as and when developed.

How legislation details responsibilities and roles across the sectors:

- by setting out the principles and values that must be adhered to
- by providing guidelines for behaviour such as confidentiality, partnership, collaboration and maintaining professional boundaries
- by setting out the operational framework within which professionals work such as integrating services.

Learners must understand how key legislation details responsibilities and roles across the sectors including how it details the personal, skills and attributes that are required for employment within and across the sectors.

A detailed knowledge of each piece of legislation is not required. Examples of current legislation should be covered in relation to the learning outcomes.

Impact of recent policy or reform on the service:

- positive impact: improved service; greater reliability of the service through improved delivery; greater confidence in the service
- negative impact: not budgeted for or costly to implement; need for urgent staff development which may impact on service provision in the short term; closure of an establishment which cannot meet the requirements.

Impacts on users of the service:

- improved service
- empowerment – a shift of power from service led to personalised provision
- opportunity to participate in decisions about service provision and delivery
- increased choice and confidence
- improved health and well-being
- improved quality of life.

Learners must understand in general terms how policy and reform impacts people receiving services or support before they undertake their research into a specific piece of policy.

Recent policies and reforms must be explored and learners must know the impact of such reforms and policies on service provision and support and how they affect the people who receive the support.

3

### **Learning outcome 2: Understand the links between different types of services provided across the sectors**

At this level learners must know the provision of support locally, regionally and nationally.

Local services:

- primary health care
- community hospitals
- general hospitals
- specialist clinics (diabetes/asthma)
- residential care/nursing homes
- day centres
- day nurseries
- children's centres
- youth clubs
- foster care
- neighbourhood support
- rehabilitation centres
- intensive support teams
- local authority social services
- home and community care provision.

Regional services:

- specialist hospitals
- strategic health authorities
- health boards
- Sure Start
- Probation Service
- Young offender institutions
- Specialist services supporting those with a range of disabilities eg: Guide Dogs for the blind

National services will include:

UK Government departments eg The Home Office; Ministry of Justice and those areas which have been devolved to the Welsh Assembly Government (WAG) eg education; health; local government; transport; planning; economic development social care; culture; environment; agriculture and rural affairs.

- 'Arms length' organisations eg National Blood Authority; Estyn; The Care and Social Services Inspectorate Wales (CCISW).

The nature of multi-disciplinary working and multi-disciplinary teams:

- broad principles of collaborative working
- the role of the lead professional
- how individuals and families are referred from one agency to another
- the effectiveness of multi-agency working in relation to the provision of a support service
- the problems practitioners can encounter in relation to differing priorities and values.

Learners must be able to identify significant differences in provision locally and regionally and the reasons for this.

Learners must be able to recognise the interface between national, regional and local provision within a sector and between sectors. At this level, learners must look at different types of support and services provided by the sectors including the purpose and structure and common elements across the sectors. They must understand the different structures which have evolved in each sector to enable the sectors to deliver support and services.

Role of the third sector:

- Third sector national organisations eg NSPCC; Sense; MIND; MENCAP; NACRO.

### **Learning outcome 3: Know how to carry out research into service provision within and across the sectors**

Research methodologies:

Primary research methods

- observation and semi-structured interviews
- taking part in panels
- surveys
- using structured interviews and questionnaires.

Secondary research methods:

- Official statistics
- Official reports or policy documents
- Existing research.

Techniques and approaches required to undertake research:

- planning research with an awareness of the question being addressed
- developing a hypothesis
- a range of data collection techniques including undertaking a literature search
- devising effective questions
- observational techniques
- ethics of research techniques
- difference between primary and secondary sources
- analysis of data, information and observations
- difference between qualitative analysis and quantitative analysis
- presenting findings in a meaningful way
- evaluation of research undertaken to inform future practice.

#### **Learning outcome 4: Be able to carry out research into the influence of policy and reform on the sectors**

Techniques for organising time and resources needed for research:

- discussing with others
  - agreeing SMART objectives for the research
  - agreeing priorities
  - deciding on resources that might be needed
  - agreeing the research methods to be used
- recording information in a research plan or diary
  - deadlines
  - research methodologies that will be used.

Evaluating the influence of policy and reform through:

- group discussion, carrying out surveys/questionnaires/interviews with professionals and practitioners in the sectors
- taking an unbiased view
- looking at the influence from different perspectives.

Reviewing progress against plan:

- checking progress against plan on a regular basis through discussion with others
- self-review of progress against plan
- amending plan where necessary
- agreeing and re-forecasting timescales/deadlines through discussion with others.

Presenting findings of research for different audiences:

- writing up findings in an appropriate format
- adapting format of presentation as appropriate.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on page 129 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting (limited control)

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief. The objective and audience for the research must be clearly specified in the brief.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

The tasks set for this assessment must be sufficiently broad to allow individual learners to choose the policy or reform that they wish to research.

Current policies and reforms at the learner's time of study must be researched wherever possible.

#### Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task   | Evidence<br>The following must be provided:  | Acceptable formats   | LO/AC mapping     |
|--|--|--|-------------------|
| Plan research into how policy and reform has influenced service provision in the sectors | A plan or research diary which must include evidence of reviews and discussion with teacher/assessor.                        | Hardcopy or electronic   | 3a, 3b, 4a and 4b |
| Carry out research into the influence of policy and reform on the sectors                | Any completed questionnaires/surveys or records of interviews carried out<br>Record of methodology used and list of sources. | Hardcopy or electronic   | 1a, 1b, 2a and 2b |
| Present findings of research for different audiences                                     | Set of presentation slides or written report.  | Hardcopy or electronic copy of report or an audio/visual recording of oral presentation or a witness statement | 4b, 4c and 4d     |

## Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

### Time (limited control)

The assignment will take approximately 30 of the 90 guided learning hours available for this unit.

### Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assignment a real work-related purpose.

### Supervision (medium control)

Learners must be supervised when producing their research plans, preparing questionnaires or interview questions and when delivering presentations or writing up written reports.

Learners may carry out their research off site provided that regular monitoring is undertaken so that the work is seen at the developmental stage for example, questionnaires and interview questions and the plan for the research which will include who is going to be interviewed and when.

### Collaboration (limited control)

This unit is not suitable for team work.

## Weighting of learning outcomes

| Learning outcomes   | Marks     | Weighting   |
|---|-----------|-------------|
| 1 Understand the impact of legislation and policy developments on support and service provision | 21        | 23.3%       |
| 2 Understand the links between different types of services provided across the sectors          | 21        | 23.3%       |
| 3 Know how to carry out research into service provision within and across the sectors           | 12        | 13.3%       |
| 4 Be able to carry out research into the influence of policy and reform on the sectors          | 36        | 40%         |
| <b>Totals</b>   | <b>90</b> | <b>100%</b> |

## Assessment grid

### Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on page 134.

| Learning outcomes   | Band 1   | Band 2  | Band 3  |
|---|--|---|---|
|   | The learner has:   |   |   |
|   | 0 to 7 marks   | 8 to 15 marks   | 16 to 21 marks  |
| 1 Understand the impact of legislation and policy developments on support and service provision | <p>Explained in basic detail how key legislation details responsibilities and roles across the sectors, covering some aspects.</p> <p>Shown a basic analysis of the impact of recent reform and policy on people receiving services or support.</p>  | <p>Explained, in some detail, how key legislation details responsibilities and roles across the sectors, covering a range of different aspects.</p> <p>Shown an analysis of the impact of recent reform and policy on people receiving services or support.</p>   | <p>Explained comprehensively, how key legislation details responsibilities and roles across the sectors covering different aspects fully.</p> <p>Shown a fully developed analysis of the impact of recent reform and policy on people receiving services or support.</p>  |
|   | 0 to 7 marks   | 8 to 15 marks   | 16 to 21 marks  |
| 2 Understand the links between different types of services provided across the sectors          | <p>Compared the provision of support and services locally, regionally and nationally drawing limited conclusions.</p> <p>Evaluated the role of the voluntary/third sector in the provision of support and services in basic terms, showing limited reasoning.</p>  | <p>Compared the provision of support and services locally, regionally and nationally drawing some relevant conclusions.</p> <p>Evaluated the role of the voluntary/third sector in the provision of support and services showing some sound reasoning.</p>  | <p>Compared the provision of support and services both locally, regionally and nationally drawing relevant and detailed conclusions.</p> <p>Evaluated the role of the voluntary/third sector in the provision of support and services, showing a high level of reasoning.</p>   |
|   | 0 to 4 marks   | 5 to 8 marks  | 9 to 12 marks   |
| 3 Know how to carry out research into service provision within and across the sectors           | <p>Selected a few obvious research methodologies.</p> <p>Described, in limited detail, the planning techniques used for research.</p>  | <p>Selected some relevant research methodologies.</p> <p>Described, in detail, the planning techniques used for research.</p>   | <p>Selected relevant and well thought out research methodologies.</p> <p>Gave a thorough description of planning techniques used for research.</p>  |
|   | 0 to 12 marks  | 13 to 25 marks  | 26 to 36 marks  |
| 4 Be able to carry out research into the influence of policy and reform on the sectors          | <p>Organised time, resources and actions required for research with limited coherence.</p> <p>Evaluated the influence of policy and reform from different perspectives in limited detail.</p> <p>Reviewed progress against plan in basic terms, showing limited reasoning.</p> <p>Presented findings from research in minimal detail with limited relevance for the intended audience.</p> | <p>Organised time, resources and actions required for research with reasonable coherence.</p> <p>Evaluated the influence of policy and reform from different perspectives in good detail.</p> <p>Reviewed progress against plan making judgements which show generally sound reasoning.</p> <p>Presented findings from research which is mostly relevant for the intended audience and covering some aspects in detail.</p> | <p>Organised time, resources and actions required for research with thorough coherence.</p> <p>Evaluated in comprehensive detail, the relevant influences of policy and reform from different perspectives.</p> <p>Reviewed progress against plan making judgements which show a high level of reasoning.</p> <p>Presented findings from research in comprehensive detail with relevance for the intended audience.</p> |

## Guidance for delivery

Debates on current topics relevant to each of the different sectors will provide a useful starting point for this unit. Learners could consider issues receiving coverage in the news at the time and find out what Government policies and reforms are involved.

If possible, learners could be provided with or could carry out research into, current issues and case reviews. They could be encouraged to compare what is reported by whom and to think about and discuss the reasons for the differences (eg media to sell papers vs. services confidentiality/unable to give full details).

In order for learners to understand how multidisciplinary working deals with societal issues, case studies of real examples should be explored. Learners should be encouraged to explore why organisations working together has been useful and what has happened where there have been instances of organisations not working together, although these are more difficult to find as they are not always reported.

For the review of the provision of support services locally and regionally, a comparative study across the different sectors highlighting where there is effective provision may be an option.

It may be helpful to gain service user perspectives on services provided. Local authority workforce development teams should be able to help. Local third and independent sector organisations may be able to put teachers in contact with service users who are willing to speak and answer questions on service provision.

Learners could investigate in small groups the implementation of a new policy in one of the sectors in their local area and find out what changes have or have not happened as a result.

They could look at the National Policing Plan for Wales 2009-2012 or Fulfilled Lives, Supportive Communities – A Strategy for Social Services in Wales over the next decade (2007) and consider how many recent changes there have been in their local community because of the policy.

Speakers from national or local third sector organisations will be able to provide information about their work and visits to relevant organisations will be of interest. Third sector organisations are often keen to explain their purpose and activities, as well as to provide opportunities for voluntary work which has the potential to be very relevant to this unit.

Learners could be encouraged to conduct web searches of national organisations to consider what these organisations can offer and their philosophy of care.

Examples of reform and policies that learners could research include:

- Every Child Matters Green Paper (2003) and in Wales Children and Young People: Rights To Action (2004)
- National Dementia Action Plan for Wales (2009)
- Working Together to Reduce Harm (2008)
- All Wales Youth Offending Strategy (2004).

Some of the concepts introduced in this unit are dealt with in greater depth in other units for example multi-disciplinary team working is covered in depth in Unit 3 Partnership working between the sectors. This may provide the opportunity for co-teaching of the units.

This unit also has links with:

- Level 3 Unit 3: Partnership working in practice in the sectors covered by Society, Health and Development (Wales)
- Level 3 Unit 4: Why effective communication and information sharing is vital in the sectors covered by Society, Health and Development (Wales).

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience.

A partnership approach should be adopted wherever possible with which the consortium has links, and of employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who may be able to take part in interviews with learners when they are carrying out research into the impact of a given policy or reform.

Valuable inspiration may be provided by discussions with relevant employers from each sector about the influence and impact that a particular policy or reform has had on their services in recent years.

Discussion with practitioners is one of the most effective ways for learners to understand the provision of services. Inviting speakers will be beneficial, as will visits to local organisations, particularly if learners are intending to interview or carry out surveys with practitioners to use in their assessment.

## Essential Skills Wales

### Level 3 Principal Learning in Society, Health and Development (Wales) Unit 1: The sectors within Society, Health and Development in context (Wales)

#### Essential Skills Wales: Communication

| Skill/s to be developed   | Suggested context  | Reference   |
|---|--|-------------|
| <b>Speaking and listening</b>   |  | <b>C3.1</b> |
| Understanding and responding to spoken language on a range of topics and in a range of contexts.  | a Formal face-to-face discussions with at least two other people about how policy reform has influenced service provision in the sectors.  | C3.1.1      |
| Speaking to communicate <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> <li>• complex instructions</li> </ul> on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts. | b A talk/presentation about service provision within and across the sectors.   | C3.1.2      |
| a Taking part in formal discussions with two or more other people<br>b Giving a talk/presentation of at least eight minutes.  |  | C3.1.3      |
| <b>Reading</b>  |  | <b>C3.2</b> |
| Reading, understanding and synthesising information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.   | Reading at least two documents about how policy reform has influenced service provision in the sectors in preparation for a formal discussion and writing a research diary.  | C3.2.1      |
| <b>Writing</b>  |  | <b>C3.3</b> |
| Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.  | Writing a research diary about how policy reform has influenced service provision in the sectors for the purpose of learning about research methodologies, techniques and approaches, organising time and resources, evaluating, reviewing, writing up notes and presenting findings in an appropriate format to an audience of practitioners within the sector. | C3.3.1      |

| <b>Essential Skills Wales: ICT</b>  |  |                  |
|---|--|------------------|
| <b>Skill/s to be developed</b>  | <b>Suggested context</b>   | <b>Reference</b> |
| <b>Using ICT systems</b>  |  | <b>ICT3.1</b>    |
| Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.   | Using ICT to produce a research diary while researching how policy reform has influenced service provision in the sectors.   | ICT3.1.1         |
| Using ICT independently to carry out the activity efficiently and effectively.  |  | ICT3.1.2         |
| Following safe, healthy and secure working practices at all times.  |  | ICT3.1.3         |
| <b>Finding, selecting and exchanging information</b>  |  | <b>ICT3.2</b>    |
| Planning how to find the ICT-based and non ICT-based information required.  | Finding, selecting and exchanging ICT-based information and non ICT-based information relevant to accessing the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their research and accessing suitable software applications and images as appropriate. | ICT3.2.1         |
| Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.  |  | ICT3.1.2         |
| Entering, saving, communicating and exchanging ICT-based information to suit the purpose.   |  | ICT3.1.3         |
| <b>Developing and presenting information</b>  |  | <b>ICT3.3</b>    |
| Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of:<br>a text<br>b tables<br>c images<br>d numbers<br>e records. | Developing and presenting ICT-based information for the purpose of producing a research diary in the form of text and/or tables and/or images and/or numbers and/or records for an audience of practitioners in the sector.  | ICT3.3.1         |
| Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.  |  | ICT3.3.2         |

## Essential Skills Wales: Application of Number

| Skill/s to be developed  | Suggested context  | Reference   |
|--|--|-------------|
| <b>Understanding numerical data</b>  | Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.  | N3.1        |
| Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.   | Identifying, analysing and describing the task of researching the influence of Government and policy reforms on the work of the sectors using primary and secondary data, planning how to tackle it and collecting relevant data from a range of sources.  | N3.1.1      |
| Planning how to tackle it.   |  | N3.1.2      |
| Collecting relevant numerical data and information from a range of sources to meet the purpose of the task.<br><br>Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set. |  | N3.1.3      |
| <b>Carrying out calculations</b>   |  | <b>N3.2</b> |
| Choosing and using appropriate methods to get the results needed and justifying the methods used.  | Choosing and using appropriate methods and carrying out calculations to get the results needed in the task by comparing sets of data from primary and secondary sources to compare distributions, using measures of average and range, and estimate mean, median and range of grouped data.  | N3.2.1      |
| Using the data and information obtained to carry out calculations relevant to the task to do with:<br>a amounts or sizes<br>b scales or proportion<br>c handling statistics<br>d using formulae.   |  | N3.2.2      |
| <b>Interpreting results and presenting findings</b>  |  | <b>N3.3</b> |
| Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.  | Presenting and explaining results about the influence of Government and policy reforms on the work of the sectors to an audience of practitioners within the sector in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justifying ways of presenting methods and findings. | N3.3.1      |
| Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.   |  | N3.3.2      |

## Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

| Skill/s to be developed   | Suggested context   | Reference    |
|---|---|--------------|
| <b>Planning work with others</b>  | Working in a group or team to investigate the implementation of a new policy in one of the sectors in their local area and find out what changes have or have not happened as a result. | <b>WO3.1</b> |
| Agreeing realistic objectives for working together and what needs to be done to achieve them.       |   | WO3.1.1      |
| Sharing relevant information to help agree roles and responsibilities.                              |   | WO3.1.2      |
| Agreeing suitable working arrangements with those involved.   |   | WO3.1.3      |
| <b>Seeking to develop co-operation and checking progress towards agreed objectives</b>              |   | <b>WO3.2</b> |
| Organising and carrying out tasks efficiently to meet responsibilities.                             |   | WO3.2.1      |
| Seeking effective ways to develop cooperation including ways to resolve any conflict.               |   | WO3.2.2      |
| Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.   |   | WO3.2.3      |
| <b>Reviewing work with others and agreeing ways of improving collaborative work in the future</b>   |   | <b>WO3.3</b> |
| Agreeing the extent to which work with others has been successful and the objectives have been met. |   | WO3.3.1      |
| Identifying factors, including own role, in influencing the outcome.                                |   | WO3.3.2      |
| Agreeing ways of improving own work with others in the future, including interpersonal skills.      |   | WO3.3.3      |

### Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

| Skill/s to be developed   | Suggested context  | Reference    |
|---|--|--------------|
| <b>Setting targets using information from appropriate people and planning how these will be met</b>                               | Carrying out research using different methodologies, techniques and approaches. Learning how to organise time and resources, evaluating, reviewing, writing up notes and presenting findings in an appropriate format. For example, while researching service provision within and across the sectors. | <b>LP3.1</b> |
| Seeking information on ways to achieve targets, and identifying factors that might affect plans.                                  |  | LP3.1.1      |
| Using this information to set realistic targets and identify clear action points.   |  | LP3.1.2      |
| Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.                              |  | LP3.1.3      |
| <b>Taking responsibility for own learning, using the plan to help meet targets and improve performance</b>                        |  | <b>LP3.2</b> |
| Managing time effectively to meet deadlines, revising the plan as necessary.  |  | LP3.2.1      |
| Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.     |  | LP3.2.2      |
| Reflecting on progress, seeking feedback and relevant support to help meet targets.   |  | LP3.2.3      |
| <b>Reviewing progress and establishing evidence of achievements</b>   |  | <b>LP3.3</b> |
| Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome. |  | LP3.3.1      |
| Identifying targets met and gathering evidence of achievements.   | LP3.3.2  |              |
| Consulting appropriate people to agree ways to further improve performance.   | LP3.3.3  |              |

## Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

| Skill/s to be developed  | Suggested context   | Reference    |
|--|---|--------------|
| <b>Exploring a problem and identifying different ways of tackling it</b>   | Tackling the problem of how to deal with a negative impact of recent policy or reform on the service. | <b>PS3.1</b> |
| Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved. |   | PS3.1.1      |
| Selecting and using a variety of methods to come up with different ways of tackling the problem.                       |   | PS3.1.2      |
| Comparing the main features and risks of each approach, and justifying the method to be used.                          |   | PS3.1.3      |
| <b>Planning and implementing at least one way of solving the problem</b>   |   | <b>PS3.2</b> |
| Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.                    |   | PS3.2.1      |
| Putting the plan into action, effectively using support and feedback from others to help tackle the problem.           |   | PS3.2.2      |
| Checking regularly progress towards solving the problem, revising the approach as necessary.                           |   | PS3.2.3      |
| <b>Checking if the problem has been solved and reviewing own approach to problem solving</b>                           |   | <b>PS3.3</b> |
| Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.            |   | PS3.3.1      |
| Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.         |   | PS3.3.2      |
| Reviewing own approach to problem solving, including whether other approaches might have proved more effective.        |   | PS3.3.3      |

## Suggested learning resources

### Books

Hucker, K. (2001). *Research Methods in Health Care and Early Years*. Published: Heinemann Educational Publishers. ISBN: 978-0435401689.

Bryman, A. (2004). *Social Research Methods*. Published: Oxford University Press. ISBN: 978-0199264469.

Bell, J. (2005). *Doing your Research Project: A Guide to First Time researchers in Education, Health and Social Science*. Published: Open University Press. ISBN: 978-0335215041.

### Journals and magazines

Community Care magazine: October 2005 article entitled “How to work in multi-disciplinary teams” Related to St Christopher’s Hospice.

(Available on line from CC web site [www.communitycare.co.uk](http://www.communitycare.co.uk))

### Websites

- Welsh Assembly Government [www.wales.gov.uk](http://www.wales.gov.uk)
- The Children’s Commissioner for Wales [www.childcomwales.org.uk](http://www.childcomwales.org.uk)
- The Older People’s Commissioner for Wales [www.olderpeoplewales.com](http://www.olderpeoplewales.com)
- CCISW [www.wales.gov.uk/cssiwsuite](http://www.wales.gov.uk/cssiwsuite)
- Prison Reform Trust [www.prisonreformtrust.org.uk](http://www.prisonreformtrust.org.uk)
- Mind [www.mind.org.uk](http://www.mind.org.uk)
- Mencap [www.mencap.org.uk](http://www.mencap.org.uk)
- Sense [www.sense.org.uk](http://www.sense.org.uk)
- National Society for the Prevention of Cruelty to Children [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Carers Wales [www.carerswales.org](http://www.carerswales.org)
- Children First [www.wales.gov.uk/topics/childrenyoungpeople/childrenfirst/?lang=en](http://www.wales.gov.uk/topics/childrenyoungpeople/childrenfirst/?lang=en)
- Funky Dragon [www.funkydragon.org](http://www.funkydragon.org)
- The Victoria Climbié Inquiry [www.victoria-climbié-inquiry.org.uk/](http://www.victoria-climbié-inquiry.org.uk/)  
This contains all the information from Lord Laming’s enquiry. It is painful reading but highlights failures of services to work together.
- Every Child Matters [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)  
Government initiative aiming to give every child access to the support they need to be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being, regardless of their background or circumstances. There is useful information on this site however, although much is relevant to Wales, the information does need cross checking to WAG Policy. Learners need to understand that in Wales we have our own WAG policy – Children and Young People: Rights To Action (2004)
- Research in Practice [www.rip.org.uk](http://www.rip.org.uk)  
Research in practice web site gives ideas related to research in child and adult care.
- BBC [www.bbc.co.uk](http://www.bbc.co.uk)  
Keyskills section has helpful hints on research skills.
- Care Forum Wales [www.careforumwales.co.uk](http://www.careforumwales.co.uk)
- National Leadership and Innovation Agency for Healthcare (NLIAH) [www.wales.nhs.uk](http://www.wales.nhs.uk)
- Flanagan Report [www.guardian.co.uk/uk/2008/feb/07/politics.ukcrime1](http://www.guardian.co.uk/uk/2008/feb/07/politics.ukcrime1)  
Sir Ronnie Flanagan’s main recommendations from the Review of Policing across the UK

- Social Care Information & Learning Services **[www.scils.co.uk](http://www.scils.co.uk)**

The resources listed in this section are intended to be examples and is not an exhaustive list.

AQA-City&Guilds will also publish suggested learning and teaching resources on its website:  
**[www.diplomainfo.org.uk/PLQ-Wales-SHD.asp](http://www.diplomainfo.org.uk/PLQ-Wales-SHD.asp)**

The DDP (Diploma Development Partnership) website for Society, Health and Development  
**<http://shd.skillsforhealth.org.uk>** contains useful learning and teaching resources that consortia may find helpful in the delivery of the Principal Learning. This includes:

- A compendium of applied learning materials
- Work-related learning guide.

## Level 3 Unit 2: Principles and values in practice in the sectors covered by Society, Health and Development (Wales)

### What is this unit about?

The purpose of this unit is to enable learners to assess how principles and values are articulated in practice in the sectors. Welsh Government policy is centred upon building caring, sustainable communities and transforming the way services work with the people of Wales. The personalisation agenda places the person accessing services at the heart of all services recognising that the individual is the 'expert'. To do this, those working in all four sectors in Wales have to respond to everyone in way which respect diversity, respect each individual and uphold the principles and values of the sector in which they work.

As with Level 1 and 2, this unit underpins all the other units at this level by stressing how principles and values are crucial to the work of the sectors. At Level 3, learners will be introduced to how workers in the sectors balance the need to maintain individual rights, promote equality and value diversity. This is key because learners will be expected to demonstrate these behaviors and attitudes in their work experience and if they wish to progress to employment in any of the sectors in the future.

Learners will have an understanding of Welsh Assembly Government policy drivers and understand the impact the Dignity Agenda or 'Designed for Life' will have upon the way people work. They will explore answers to questions such as: Why is it important that people are given choice? What affect does this have on service provision in the sectors? They will understand the changes which place in attitudes to enable the user of a service to be at the centre of decision making about their care and treatment and this impacts on service provision and delivery.

### Guided learning hours

This unit has 90 GLH assigned. Learners will sit an examination of 2 hours.

## Content details

| <b>Learning outcomes</b><br>The learner will:                                  | <b>Assessment criteria</b><br>The learner can:   |
|--|--|
| 1 Understand how principles and values underpin practice in the sectors        | a analyse how key legislation, organisational policies and codes of practice protect and promote individual rights and responsibilities<br>b assess how the choice and rights of people who access services affect service development and provision<br>c explain how equality and diversity influences practice within and across the sectors and settings<br>d evaluate ways to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity<br>e evaluate how potential conflicts between confidentiality and disclosure of information are managed |
| 2 Understand how legislative frameworks impact on practice in the sectors      | a evaluate how key legislation, organisational policies and codes of practice affect the practice of individuals working in the sectors at different levels  |
| 3 Be able to articulate own values and beliefs relating to work in the sectors | a analyse own values and beliefs in relation to work in the sectors<br>b reflect on opportunities and achievements in relation to experience of work in the sectors  |

3

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be met.

It is important that, through the Level 3 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must refer to, and use examples from, each of the four sectors where appropriate and relevant.

### Learning outcome 1: Understand how principles and values underpin practice in the sectors

How key legislation, organisational policies and codes of practice protect and promote individual rights and responsibilities in terms of:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership.

It is not necessary for learners to have a detailed knowledge of each piece of legislation. Specific examples of key legislation in practice in specific contexts across the four sectors must be looked at. Organisational policies and codes of practice should be examined in relation to all the sectors and must be up-to-date and relevant.

A list of legislation can be found in the Guidance for Delivery section on page x.

Explain how equality and diversity influences practice within and across the sectors and settings will include:

- the development of advocacy services to support vulnerable people facing important decisions
- use of interpreters in settings
- provision of food to meet different dietary requirements in school meals and care homes
- changes in terminology (eg first name instead of Christian name)
- the requirement for Equality Impact Assessment in public authorities, also known as an Impact, Needs and Requirement Assessment (INRA) – this is a way to make sure individuals and teams within public bodies such as a Council think carefully about the likely impact of policies or procedures, strategies, functions and services, to identify any unmet needs, and to provide a basis for action to improve services where appropriate
- choice to have a home birth
- assumptions no longer being made about the requirements of an individual based on stereotypical preconceptions
- recent changes to practice
  - outcomes based working
  - person-centred planning
  - direct payments and individualised budgets
  - leaving care support available until aged 24.

Learners must understand the influence equality and diversity in general terms such as how it affects policies and practices which are current at the time of teaching.

How the choice and rights of people who access services affect service development and provision:

- the personalisation agenda in the adult social care sector which transfers power from commissioner of services to the service user with providers of services acting as intermediary by giving users of the service Direct Payments and Individual Budgets
- rights under the Data Protection Act
- the choice agenda in the health sector
- Dignity in Care – this strategy aims to eliminate tolerance of indignity in health and social care services, focusing on services for older people and people with mental health needs.

Relationship between rights and responsibilities will include:

- legal rights/responsibilities – the right to life
- moral rights/responsibilities – the right to be treated with respect.

Learners must understand the tensions which may arise when protecting and promoting people's rights in the sectors. This includes:

- how the rights of carers can be protected when the rights of the cared for person are being exercised
- when the costs of meeting a need such as employing interpreters is not budgeted
- balancing rights versus responsibilities, protection from harm versus the right to take risks
- when a competent young person exercises their right to consent or withhold consent contrary to their parent or legal guardian
- the changing emphasis for those organisations working with offenders on public protection.

Ways to challenge discrimination and poor practice:

- direct challenges using assertive behaviours, communication and interpersonal skills
- reporting and recording incidents
- through the organisation's recruitment policy
- producing materials that will enable equality and diversity
  - using large font sizes in documents for people with visual impairments
  - promoting the use of the Welsh Language and culture
  - producing materials in different languages.

Learners will need to understand that all organisations within the sectors will have policies and procedures in place relating to equality and diversity issues and how these are used to challenge discrimination and poor practice.

How potential conflicts between confidentiality and disclosure are managed in the sectors:

- practitioners balance the right of the individual to confidentiality with their responsibility to disclose information when the individual may:
  - harm themselves
  - harm others
  - be involved in serious offending behaviour
  - be at risk of harm from others
- how a teacher balances their role and responsibility when a pupil discloses abuse or asks for help with a planned abortion and manages those situations
- the rights of sex offenders to anonymity versus the rights of parents to know about sex offenders living in the community.

How these conflicts are managed:

- guidance in policies and procedures
- codes of conduct
- training of practitioners
- legal responsibilities set out where abuse is suspected or serious offending behaviour is suspected.

Learners must understand how potential conflicts between confidentiality and disclosure are evaluated and balanced in settings in the sectors, and how these can be managed. They must understand there is a balance of interest/arguments that need to be considered in the context of confidentiality and disclosure of information.

### **Learning outcome 2: Understand how legislative frameworks impact on practice in the sectors**

Legislation covered in order to meet this learning outcome must be drawn from that which learners reviewed to achieve learning outcome 1 and may include recent legislation not listed as well as:

- Care Standards Act 2000 (updated 2005)
- Children Act 2004
- Offender Management Act 2007.

This learning must involve an examination of the roles and responsibilities of professionals and others as outlined in the legislation.

### **Learning outcome 3: Be able to articulate own values and beliefs relating to work in the sectors**

Values:

- embracing diversity
- recognising equality
- respecting other's rights, choice, independence, privacy , dignity and individuality
- celebrating diversity
- holding non-judgmental attitudes
- engaging in anti-discriminatory practice.

Beliefs:

- cultural
- religious
- personal.

analysing own values:

- writing down what their values were at the beginning
- undertaking a comparison of where they are now.

reflecting on opportunities and achievements will include:

- in relation to work experience
- their own skills and knowledge.

Techniques to reflect:

- review own experiences and practice with others through:
  - verbal discussion, self review/assessment
- constructively challenging self
  - values, beliefs and attitudes
  - ways of working
- seeking feedback from others eg colleagues, users of the service
- writing a summary of what has been learnt, achieved and what else needs to be done.

Learners must compare their own values and beliefs with those of the practitioners in the four sectors, connecting their own ideas and experiences with those of the practitioners and users of the services, identifying similarities and differences.

## Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

Duration: 2 hours

Assessment Type: Extended answer paper

Number of marks: 90 marks

| Learning outcomes  | Assessment criteria  | Marks     | Weighting   |
|--|--|-----------|-------------|
| 1 Understand how principles and values underpin practice in the sectors          | a analyse how key legislation, organisational policies and codes of practice protect and promote individual rights and responsibilities  | 30        | 33%         |
|  | b assess how the choice and rights of people who access services affect service development and provision  |           |             |
|  | c explain how equality and diversity influences practice within and across the sectors and settings  |           |             |
|  | d evaluate ways to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity  |           |             |
|  | e evaluate how potential conflicts between confidentiality and disclosure of information and how these might be managed  |           |             |
| 2 Understand how legislative frameworks impact on practice in the sectors        | a analyse key legislation, organisational policies and codes of practice in relation to how they affect the practice of individuals working in the sectors at different levels | 20        | 23%         |
| 3 Be able to articulate how own values and beliefs relate to work in the sectors | a analyse own values and beliefs in relation to work in the sectors  | 40        | 44%         |
|  | b reflect on own opportunities and achievements in relation to experience of work in the sectors   |           |             |
| <b>Total</b>   |  | <b>90</b> | <b>100%</b> |

## Guidance for delivery

Learners will gain useful knowledge and understanding from discussions with senior staff from settings and services in each of the sectors and with users of the services. Relevant people should be invited to talk about how their service has changed over a period of five years, and how these changes impact on individuals, workers and the service provision.

Users of the service from advocacy groups will be able to speak about how the rights and choices of their membership have been recognised and legislated for. Such sessions will provide learners with opportunities to question and explore issues, events and problems from different perspectives.

The sessions could be linked to government initiatives such as:

- Valuing People
- Direct payment schemes
- Designed for Life
- Dignity and Respect in Care Programme.

Teachers may wish to follow these sessions with visiting speakers with a feedback session which allows learners time to reflect on and question what they have heard.

Learners will benefit from being given examples of practice that supports and recognises difference and promotes equality of opportunity, to enable them to explore the practical solutions which have been put in place in different services. Speakers or visits to settings will be a source for such examples.

The term 'promote' in relation to legislation and individual rights must be explained. In some settings, it refers to actively celebrating difference and encouraging people to be aware of their rights and to request them.

Teachers may wish to arrange class discussions to explore how individuals featured in current or recent news stories have been discriminated against or damaged by failure to report and challenge poor practice. Use may also be made of case studies of failures in care practice. Recent examples should be referred to.

It is important for learners to be provided with the opportunity to consider how a given situation may present issues for a range of practitioners. An effective example of this may relate to a family where a parent has mental health problems. This generally requires a multi-disciplinary approach where different priorities relating to rights, safeguarding, and responsibilities are addressed.

When exploring how potential conflicts between confidentiality and disclosure are evaluated and balanced in settings in the sectors use may be made of a range of scenarios to examine instances where a disclosure is made to a practitioner, groups of learners would then discuss and evaluate how they would deal with the disclosure.

An examination of the use of legislation, codes of practice and policies in relation to how they can protect individuals in given circumstances may support learners' understanding of those areas of the unit. Examples could relate to:

- disability
- looked after young people
- hospital patients
- practising religion or heritage.

Learners could be encouraged to provide mini presentations on their research into laws, codes of practice, policies and government initiatives on which they are provided with feedback by peers. This would build feedback skills in the group and enable those presenting to reflect on their investigation and if necessary to conduct additional research.

The use of professional codes of practice to assist learners in articulating how their own values and beliefs relate to work in the sectors may be helpful. A good example would be the values and principles statement from the Care Council for Wales Induction Standards for the early years workforce.

Each learner could draw a diagram of their own values and beliefs. It may help to draw this as a life map indicating where the values and beliefs came from.

The class could debate what each value means in practice within each of the four sectors.

Lastly, it is important for teachers to emphasise that change is happening rapidly in the work of the sectors and that policy makers and practitioners need to keep up-to-date with developments.

### **Legislation**

- Human Rights Act 1998 – An Act to recognise the European Convention on Human Rights which sets out a wide range of freedoms and rights.
- Equality Act 2006 – An Act to set up the Commission for Equality and Human Rights which covers equal opportunities, racial equality, disability rights, discrimination on grounds of religion or belief; discrimination on the grounds of sexual orientation and to impose duties relating to sex discrimination on persons performing public functions.
- Race Relations Acts 1976 – An Act making it unlawful to discriminate on the grounds of race, amended in 2000 to apply to the police and other public authorities.
- Disability Discrimination Act 1995 – An Act to make it unlawful to discriminate against disabled persons in connection with employment, the provision of goods, facilities and services or the disposal or management of premises; to make provision about the employment of disabled persons; and to establish a National Disability Council.
- Data Protection Act 1998 – An Act to make new provision for the regulation of the processing of information relating to individuals, including the obtaining, holding, use or disclosure of information about them.
- Equal Pay Act 1970 – An Act making it unlawful to discriminate between the sexes in relation to their contracts of employment.
- Mental Capacity Act 2005 – An Act to make new provision for people who lack capacity.

### **Codes of Practice and Regulations**

- Equality Impact Assessment
- Valuing People
- UN Convention on the rights of the child
- National Minimum Standards
- National Service Framework (NSF) for Older People in Wales (March 2006)
- Designed for Life: Creating world class Health and Social Care for Wales in the 21st Century (May 2005)
- All Wales Workforce Strategy for Health
- Fulfilled Lives, Supportive Communities
- Dignity and Respect in Care Programme.

This unit has links with Level 3 Unit 5: Personal and professional development in practice in the sectors covered by Society, Health and Development (Wales), and Level 3 Unit 6: How the sectors covered by Society, Health and Development (Wales). Research and investigative techniques are also taught in Level 3 Unit 1: The sectors within Society, Health and Development in context (Wales).

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience.

A partnership approach should be adopted where possible with employers with which the consortium has links, and of employers used for work experience placements.

It would help to support achievement in the unit if learners were able to discuss with relevant professionals how their service has changed over the past five years and what changes are imminent.

If learners were able to explore relevant service user guides and evaluate how they reflect the principles and values this would help them to see how principles and values are put into practice and how the users of services are put at the centre of service provision.

## Essential Skills Wales

### Level 3 Principal Learning in Society, Health and Development (Wales) Unit 2: Principles and values in practice in the sectors covered by Society, Health and Development (Wales)

#### Essential Skills Wales: Communication

| Skill/s to be developed   | Suggested context  | Reference   |
|---|--|-------------|
| <b>Speaking and listening</b>   |  | <b>C3.1</b> |
| Understanding and responding to spoken language on a range of topics and in a range of contexts.  | a Formal face-to-face discussions with at least two other people about how individuals featured in current or recent news stories have been discriminated against or damaged by failure to report and challenge poor practice. | C3.1.1      |
| Speaking to communicate <ul style="list-style-type: none"> <li>information</li> <li>feelings</li> <li>opinions</li> <li>questions</li> <li>complex instructions</li> </ul> on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts. | b A talk/presentation about their research into laws, codes of practice, policies and government initiatives.  | C3.1.2      |
| a Taking part in formal discussions with two or more other people<br>b Giving a talk/presentation of at least eight minutes.  |  | C3.1.3      |
| <b>Reading</b>  |  | <b>C3.2</b> |
| Reading, understanding and synthesising information from at least two documents about the same subject.<br>Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.  | Reading at least two documents about how principles and values underpin practice in the sectors, in preparation for writing a newspaper or magazine article.   | C3.2.1      |
| <b>Writing</b>  |  | <b>C3.3</b> |
| Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.  | Writing a newspaper or magazine article about how principles and values underpin practice in the sectors for the purpose of providing information to an audience of practitioners in the sector.                               | C3.3.1      |

| <b>Essential Skills Wales: ICT</b>  |  |                  |
|---|--|------------------|
| <b>Skill/s to be developed</b>  | <b>Suggested context</b>   | <b>Reference</b> |
| <b>Using ICT systems</b>  |  | <b>ICT3.1</b>    |
| Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.   | Using ICT to produce an article for a newspaper or magazine about 'how principles and values underpin practice in the sectors'.  | ICT3.1.1         |
| Using ICT independently to carry out the activity efficiently and effectively.  |  | ICT3.1.2         |
| Following safe, healthy and secure working practices at all times.  |  | ICT3.1.3         |
| <b>Finding, selecting and exchanging information</b>  |  | <b>ICT3.2</b>    |
| Planning how to find the ICT-based and non ICT-based information required.  | Finding, selecting and exchanging ICT-based and non-ICT based information relevant to access the internet, electronic media, archives and libraries and/or emailing organisations to obtain the required information for their research. | ICT3.2.1         |
| Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.  |  | ICT3.1.2         |
| Entering, saving, communicating and exchanging ICT-based information to suit the purpose.   |  | ICT3.1.3         |
| <b>Developing and presenting information</b>  |  | <b>ICT3.3</b>    |
| Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of:<br>a text<br>b tables<br>c images<br>d numbers<br>e records. | Developing and presenting ICT-based information for the purpose of producing an article for a newspaper or magazine, in the form of text, tables, images, numbers, records for an audience of practitioners in the sector.               | ICT3.3.1         |
| Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.  |  | ICT3.3.2         |

## Essential Skills Wales: Application of Number

| Skill/s to be developed  | Suggested context  | Reference   |
|--|--|-------------|
| <b>Understanding numerical data</b>  | Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.  | <b>N3.1</b> |
| Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.   | Identifying, analysing and describing the task of looking at statistical evidence to analyse the effects of legislation, organisational policies or codes of practice, planning how to tackle it and collecting relevant data from a range of sources.   | N3.1.1      |
| Planning how to tackle it.   |  | N3.1.2      |
| Collecting relevant numerical data and information from a range of sources to meet the purpose of the task.<br><br>Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set. |  | N3.1.3      |
| <b>Carrying out calculations</b>   |  | <b>N3.2</b> |
| Choosing and using appropriate methods to get the results needed and justifying the methods used.  | Choosing and using appropriate methods and carrying out calculations to get the results needed in the task by interpreting numerical data and handling statistics.   | N3.2.1      |
| Using the data and information obtained to carry out calculations relevant to the task to do with:<br><br>a amounts or sizes<br>b scales or proportion<br>c handling statistics<br>d using formulae.   |  | N3.2.2      |
| <b>Interpreting results and presenting findings</b>  |  | <b>N3.3</b> |
| Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.  | Presenting and explaining results about the statistics analysed to an audience of practitioners in the sector in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justifying ways of presenting methods and findings. | N3.3.1      |
| Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.   |  | N3.3.2      |

## Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

| Skill/s to be developed   | Suggested context   | Reference    |
|---|---|--------------|
| <b>Planning work with others</b>  | Working in a group or team to explore different case studies where individuals have been discriminated against or damaged by failure to report and challenge poor practice. | <b>WO3.1</b> |
| Agreeing realistic objectives for working together and what needs to be done to achieve them.       |   | WO3.1.1      |
| Sharing relevant information to help agree roles and responsibilities.                              |   | WO3.1.2      |
| Agreeing suitable working arrangements with those involved.   |   | WO3.1.3      |
| <b>Seeking to develop co-operation and checking progress towards agreed objectives</b>              |   | <b>WO3.2</b> |
| Organising and carrying out tasks efficiently to meet responsibilities.                             |   | WO3.2.1      |
| Seeking effective ways to develop cooperation including ways to resolve any conflict.               |   | WO3.2.2      |
| Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.   |   | WO3.2.3      |
| <b>Reviewing work with others and agreeing ways of improving collaborative work in the future</b>   |   | <b>WO3.3</b> |
| Agreeing the extent to which work with others has been successful and the objectives have been met. |   | WO3.3.1      |
| Identifying factors, including own role, in influencing the outcome.                                |   | WO3.3.2      |
| Agreeing ways of improving own work with others in the future, including interpersonal skills.      |   | WO3.3.3      |

### Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

| Skill/s to be developed   | Suggested context  | Reference    |
|---|--|--------------|
| <b>Setting targets using information from appropriate people and planning how these will be met</b>                               | Carrying out the task of comparing their own beliefs with those of practitioners in the sectors. | <b>LP3.1</b> |
| Seeking information on ways to achieve targets, and identifying factors that might affect plans.                                  |  | LP3.1.1      |
| Using this information to set realistic targets and identify clear action points.   |  | LP3.1.2      |
| Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.                              |  | LP3.1.3      |
| <b>Taking responsibility for own learning, using the plan to help meet targets and improve performance</b>                        |  | <b>LP3.2</b> |
| Managing time effectively to meet deadlines, revising the plan as necessary.  |  | LP3.2.1      |
| Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.     |  | LP3.2.2      |
| Reflecting on progress, seeking feedback and relevant support to help meet targets.   |  | LP3.2.3      |
| <b>Reviewing progress and establishing evidence of achievements</b>   |  | <b>LP3.3</b> |
| Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome. |  | LP3.3.1      |
| Identifying targets met and gathering evidence of achievements.   |  | LP3.3.2      |
| Consulting appropriate people to agree ways to further improve performance.   |  | LP3.3.3      |

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## Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

| Skill/s to be developed  | Suggested context  | Reference    |
|--|--|--------------|
| <b>Exploring a problem and identifying different ways of tackling it</b>   | Tackling the problem of how potential conflicts between confidentiality and disclosure are managed. For example, how a teacher balances their role and responsibility when a pupil discloses abuse or asks for help with a planned abortion. | <b>PS3.1</b> |
| Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved. |  | PS3.1.1      |
| Selecting and using a variety of methods to come up with different ways of tackling the problem.                       |  | PS3.1.2      |
| Comparing the main features and risks of each approach, and justifying the method to be used.                          |  | PS3.1.3      |
| <b>Planning and implementing at least one way of solving the problem.</b>  |  | <b>PS3.2</b> |
| Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.                    |  | PS3.2.1      |
| Putting the plan into action, effectively using support and feedback from others to help tackle the problem.           |  | PS3.2.2      |
| Checking regularly progress towards solving the problem, revising the approach as necessary.                           |  | PS3.2.3      |
| <b>Checking if the problem has been solved and reviewing own approach to problem solving.</b>                          |  | <b>PS3.3</b> |
| Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.            |  | PS3.3.1      |
| Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.         |  | PS3.3.2      |
| Reviewing own approach to problem solving, including whether other approaches might have proved more effective.        |  | PS3.3.3      |

## Suggested learning resources

### Books

Social Care Induction Framework and Codes of Practice available from the Care Council for Wales.

Maclean, I and Moore, R. *Cultural Sensitivity in Social and Health Care*. Published: Kirwin Maclean Associates

Maclean, I.; Maclean, S. *Social Care and the Law*. Published: Kirwin Maclean Associates.  
ISBN: 978-1-903575-54-3.

Maclean, I.; Maclean, S. *A Handbook of Theory for Social Care (Volume 1)*. Published: Kirwin Maclean Associates. ISBN: 978-1-903575-42-0.

Audrey Mullender and Neil Thompson. *Promoting Equality: Challenging Discrimination and Oppression*. (this is designed more for advanced students and so may be better suited to tutors).

Neil Thompson. *Anti-Discriminatory Practice* (a standard social work text).

Henrietta Hill and Richard Kenyon. *Promoting Equality and Diversity: A Practitioner's Guide*.

### Websites

- Welsh Assembly Government [www.wales.gov.uk](http://www.wales.gov.uk)
- The Care and Social Services Inspectorate Wales (CCISW) [www.wales.gov.uk/cssiwsuite](http://www.wales.gov.uk/cssiwsuite)
- The Care Council for Wales [www.ccwales.org.uk](http://www.ccwales.org.uk)
- Skills for Justice [www.skillsforjustice.com](http://www.skillsforjustice.com)
- Valuing People Support Team [www.valuingpeople.gov.uk](http://www.valuingpeople.gov.uk)
- Every Child Matters [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)
- Nursing & Midwifery Council [www.nmc-uk.org](http://www.nmc-uk.org)
- Children's Right Allowance for England [www.crae.org.uk](http://www.crae.org.uk)
- UNICEF [www.unicef.org](http://www.unicef.org)
- Department of Health [www.dh.gov.uk](http://www.dh.gov.uk)
- Commission for Equality and Human Rights [www.equalityhumanrights.com](http://www.equalityhumanrights.com)
- Restorative Justice Consortium [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- Office of Public Sector Information [www.opsi.gov.uk](http://www.opsi.gov.uk)

The resources listed in this section are intended to be examples and is not an exhaustive list.

AQA-City&Guilds will also publish suggested learning and teaching resources on its website: [www.diplomainfo.org.uk/PLQ-Wales-SHD.asp](http://www.diplomainfo.org.uk/PLQ-Wales-SHD.asp)

The DDP (Diploma Development Partnership) website for Society, Health and Development <http://shd.skillsforhealth.org.uk> contains useful learning and teaching resources that consortia may find helpful in the delivery of the Principal Learning. This includes:

- A compendium of applied learning materials
- Work-related learning guide.

# Level 3 Unit 3: Partnership working in practice in the sectors covered by Society, Health and Development (Wales)

## What is this unit about?

How does partnership working within and across the sectors influence service provision?

The purpose of this unit is for learners to develop the skills to form collaborative relationships so that they can successfully work in partnerships in different contexts.

Partnership working is important to all of the four sectors covered by this Principal Learning qualification as it ultimately helps to improve service provision. Individuals working in the sectors must form collaborative relationships with a range of colleagues, teams and service users within and across the sectors. Therefore, the skills that learners will develop in this unit will provide them with a good basis if they wish to pursue further learning or a career in any of the sectors.

Learners will examine the key features of partnership working, exploring questions such as: what partnerships are there in their local area? Who decides which partnerships will be established and why? How is information shared between organisations working in partnership? They will develop their understanding of the benefits of partnership working, including how barriers are, or could be overcome and how these barriers are managed within partnerships by actually working in a partnership themselves.

## Guided learning hours

This unit has 90 GLH assigned to it, of which 15 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 129–136 of this specification.

## Content details

| <b>Learning outcomes</b><br>The learner will:                                    | <b>Assessment criteria</b><br>The learner can:  |
|--|---|
| 1 Know the key purposes of partnership working in the sectors                    | a describe the role, key features and range of partnership working<br>b describe statutory and non-statutory arrangements for partnership working   |
| 2 Understand the importance of partnership working within and across the sectors | a evaluate the positive and negative influences of partnership working for service providers, individuals and communities<br>b explain how barriers to partnership working can be managed<br>c explain how information can be shared through partnership working<br>d explain why users of the service are central to partnership working |
| 3 Be able to develop partnerships within and across the sectors                  | a collaborate with others to work towards common goals in partnership working<br>b negotiate with others to agree partnership aims and individual roles<br>c adapt behaviour to suit different roles and situations when working in partnership<br>d review personal and partner collaborative working skills to inform future progress   |

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## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be met.

It is important that, through the Level 3 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. This unit is applicable to coverage of four sectors: Children's and Young People's Workforce, Adult Social Care, Community Justice and Health.

### Learning outcome 1: Know the key purposes of partnership working

Role and key features of partnership working:

- set targets against which achievements can be measured and monitored
- working together to achieve shared goals
- agree roles and responsibilities of those involved
- maintain clear and effective communication channels within and across organisations/agencies
- ensure best practice is embedded in the services by combining expertise, knowledge, and resources
- offers a co-ordinated, and sometimes innovative, approach to providing services
- involves people who use services in decision making
- will include non-executives and community/service user representation
- may be set up in response to high profile cases where services have previously failed to work together, for example, to protect children from neglect or abuse
- may be set up in response to government initiatives.

Learners must know the role, key features and range of partnership working at local and national level by studying a number of different examples. The range of partnerships that must be covered include those in the learner's local community as well as those at a national level. Key features must be learnt in terms of looking at examples of how different partnerships are structured, who is represented and what the purpose of the partnership is.

Statutory and non-statutory arrangements for partnership working:

- Statutory partnerships are established by an Act of Parliament or by statutory Guidance
- how key Government legislation and directives influence statutory and non-statutory arrangements for partnership working
- how statutory services operate in partnership with non-statutory organisations and service users.
- public sector parties are legal entities with their constitution governed by statute and how legislation, national policy and local implementation plans can affect local partnerships.

Examples of how legislation directs statutory and non-statutory arrangements for partnership working should be examined. Learners will need to know the difference between statutory and non-statutory partnerships and how the national policy direction for the engagement of local communities and service users is built into their governance and operational structures.

## Learning outcome 2: Understand the importance of partnership working within and across the sectors

Benefits of effective partnership working on service provision:

- integrated service provision
- synergistic
- effective communication
- clarity
- pooling and consolidation of information
- agreement on priorities
- shared strategic planning
- agreement on responsibilities for implementation/action
- joint evaluation of progress
- review of action and plans for continuous improvement
- better understanding of and between organisations
- reduces duplication, streamlines provision and saves money
- improved collaboration and trust
- improved effectiveness and cost efficiency of services that meet the needs of communities and service users.

Negative influence when partnerships break down/do not work:

- not being able to get the right people together, at the right time
- duplication or gaps in service provision
- conflicting priorities, values and philosophy of organisations
- lack of clarity relating to vision, direction or responsibilities.

Learners must be able to use their practical experience of working in partnership to inform their understanding of the ways in which partnership working influences service provision. This must include looking at both the positive and negative aspects of partnership working, such as what can happen when partnerships breakdown and what the effect is on service provision.

Barriers to partnership working and ways of managing:

- confidentiality and protection of data/information
  - information is shared with only those who need to know and who are entitled to know
  - sensitivity in sharing information
- protection of organisational business
  - transparency
  - building trust
- competition for resources
  - fairness
- accountability for implementation/action
  - clarity of roles
- threat from performance monitoring
  - building trust
- resource limitations
  - transparency
  - differences in priorities
  - setting realistic targets
- differences in values, culture and approach
  - transparency
- organisational, service and professional elitism
  - setting realistic targets.

Barriers can be managed in partnerships by having an underpinning approach towards accuracy of information and clear communication at all levels and at all times.

Learners must understand the barriers that can come about in partnership working at different levels (individual, group and organisation) including those in relation to:

- information management systems
- confidentiality
- style and philosophical approach.

How information can be shared:

- Methods
  - as notes and/or newsletters
  - as hard copies
  - as electronic records with secure access
  - electronic systems that “talk” to each other – virtual teams often use these
- Contexts
  - at team meetings or briefings
  - at case reviews
  - through joint training
  - through a lead professional who co-ordinates services.

How users of the service are central to partnership working:

- user groups or their representatives
- interest groups
- patient and public involvement groups in health.

### Learning outcome 3: Be able to develop collaborative relationships within and across the sectors

Collaborating with others to work towards common goals:

- taking on, and adapting to, roles
- expressing own views and ideas
- establishing positive relationships
  - treating others fairly and with respect
  - using active listening skills
  - recognising other perspectives
  - reaching agreement and making joint decisions
  - compromising, as necessary, to achieve common goals.

Negotiating to agree partnership aims and individual roles:

- overcoming objections by understanding objections and offering alternative solutions if necessary
- using questions to ensure everyone's view is taken into account
- balancing different views
- recording partnership aims and individual roles in writing and confirming agreement of them through group discussion.

Adapting behaviours to work collaboratively in partnerships will include:

- taking a lead
- supporting others to take a lead
- using active listening skills
- knowing when to listen and when to speak
- treating perspectives which differ from own with respect.

Reviewing personal and partner collaborative working skills:

- own contribution to the partnership
- how they collaborated with others
  - their own contribution
  - how they worked with others
  - whether purpose of the partnership were met
  - what worked well and what didn't work so well
  - any barriers and how they were overcome
- seeking peer, and other feedback, through group discussion, one to one meetings or in writing
- identifying personal strengths and strengths of others and any areas for improvement
- providing constructive feedback to others.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on page 129 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting (limited control)

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. The objective for the partnership must be clearly specified in the learner brief.

The purpose of this assessment is for learners to be able to show that they can form collaborative relationships with others by setting up a partnership in response to a specific sector issue.

The focus for the assessment must be on the partnership working rather than the specific issue to be addressed.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

The tasks set must allow learners to actually set up a partnership, run the partnership for a specific purpose and review the success of the partnership and their own contribution. This will include any barriers they encountered, how they overcame them and how they ensured that users of the service were involved.

Ideally learners will form partnerships with the relevant sector personnel, however if this is not possible then a realistic simulation is acceptable. A role play scenario could be set up whereby other adults play the role of different representatives as appropriate. These may be school or college based staff or sector representatives.

Teachers must make it clear to learners what their role is and stay in character during any simulation. It is preferable for simulation purposes to have more than one teacher taking on the roles.

In both real and simulated partnerships, it is desirable for all of the four sectors to be represented. If this is not possible, at least two of the sectors should be represented. The number of sectors that are being represented will also depend on the issue set out in the brief.

## Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task   | Evidence<br>The following must be provided:  | Acceptable formats   | LO/AC mapping                 |
|--|--|--|-------------------------------|
| Collaborate with others to set up and run a partnership for a sector issue   | A log of the roles and responsibilities undertaken in the partnership<br><br>A plan for how the partnership will work together to address the issue.                                     | Hard /electronic copy<br><br>An oral presentation of the plan (no more than 10 minutes) or a hardcopy/ electronic submission of the plan (4 sides of A4) | 3a, 3b and 3c                 |
| Report on how the partnership worked together including a review of own contribution and that of others in the partnership | An individual written report reviewing their own contribution (with evidence of discussion with teacher/assessor)<br><br>A witness statement authenticating each learner's contribution. | Hard /electronic copy<br><br>Hard /electronic copy   | 1a, 1b, 2a, 2b, 2c, 2d and 3d |

## Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

### Time (limited control)

The assignment will take approximately 15 of the 90 guided learning hours available for this unit.

The assessment will be completed over a series of lessons.

### Resources (medium control)

As per the section 4.1 of this specification, it is the responsibility of the centre to ensure that all learners have access to appropriate physical and information sources for the assessment.

If real representatives from the sectors are to be involved in the assessment the teacher must ensure that learners have sufficient information in order to be able to contact them to arrange meetings.

Real sector representatives should bring relevant and appropriate information with them regarding the issue. This will include how or if they are already addressing the issue.

If the partnership is simulated, teachers must ensure that any information regarding the issue is relevant and appropriate and to the sector area. This may best done by using information from real partnerships in the local area which will help to give the assignment a real work-related purpose.

### Supervision (medium control)

Learners must work under supervision when producing logs/records, plans within the partnership, when presenting their plans and writing up their report on their individual and others contribution to the partnership. In order to gather information for the review of the partnership working, learners will need to seek feedback from others and provide feedback to others. This may require them to discuss feedback as a group which again, will need to be supervised.

If the class room is not the most suitable environment for learners to carry out their partnership working activities, for example, contacting representatives from the sectors and having meetings, an appropriate adult must supervise learners in a suitable environment and complete a witness statement with all the relevant information required by the teacher/assessor.

### **Collaboration (medium control)**

Learners should be allocated to groups with due consideration to individual differentiation so that they all have the opportunity to work collaboratively.

Collaborative working is appropriate for making contact with service providers, allocating roles within the partnership and developing the plan.

Learners may work collaboratively when gathering information for the review of the partnership working through group discussion. Each individual learner must produce their own written report of the review including a reflection on their own contribution and the feedback they received or gave to others.

## **Weighting of learning outcomes**

| Learning outcomes  | Marks     | Weighting   |
|--|-----------|-------------|
| 1 Know the key purposes of partnership working                                   | 12        | 13%         |
| 2 Understand the importance of partnership working within and across the sectors | 36        | 40%         |
| 3 Be able to develop collaborative relationships within and across sectors       | 42        | 47%         |
| <b>Totals</b>  | <b>90</b> | <b>100%</b> |

**3**

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification on page 134.

| Learning outcomes  | Band 1  | Band 2   | Band 3   |
|--|---|--|--|
|  | The learner has:  |  |  |
|  | 0 to 4 marks  | 5 to 8 marks   | 9 to 12 marks  |
| 1 Know the key purposes of partnership working                                   | <p>Described the role, key features and range of partnership working and in limited detail.</p> <p>Described statutory and non-statutory arrangements for partnership working in limited detail.</p>  | <p>Described the role, key features and range of partnership working in detail.</p> <p>Described and statutory and non-statutory arrangements for partnership working in detail.</p>   | <p>Described the role, key features and range of partnership working in thorough detail.</p> <p>Described statutory and non-statutory arrangements for partnership working in thorough detail.</p>   |
|  | 0 to 12 marks   | 13 to 24 marks   | 25 to 36 marks   |
| 2 Understand the importance of partnership working within and across the sectors | <p>Evaluated partnership working for service providers, individuals and communities, covering some positive and negative influences.</p> <p>Gave a basic explanation of how barriers to partnership working can be managed.</p> <p>Explained in limited detail how information can be shared through partnership working, covering a few aspects.</p> <p>Explained in limited detail, how people who use services are central to partnership working.</p> | <p>Evaluated partnership working for service providers, individuals and communities, covering a range of positive and negative influences.</p> <p>Gave a detailed explanation of how barriers to partnership working can be managed.</p> <p>Explained in good detail, how information can be shared through partnership working covering mostly relevant aspects.</p> <p>Explained in good detail, how people who use services are central to partnership working.</p> | <p>Evaluated partnership working for service providers, individuals and communities, showing sound understanding of a good range of positive and negative influences.</p> <p>Gave a full developed explanation of how barriers to partnership working can be managed.</p> <p>Explained thoroughly, how information can be shared through partnership working covering relevant aspects.</p> <p>Gave a comprehensive explanation of how people who use services are central to partnership working.</p> |

| Learning outcomes   | Band 1   | Band 2  | Band 3   |
|---|--|---|--|
|   | The learner has:   |   |  |
|   | 0 to 14 marks  | 15 to 28 marks  | 29 to 42 marks   |
| 3 Be able to develop collaborative relationships for different contexts | <p>Collaborated on some occasions with others to enable the partnership to meet their goals.</p> <p>Negotiated on some occasions, using a limited range of techniques to balance diverse views when working in collaboration.</p> <p>Adapted behaviour on a few occasions to suit it to their role and the situation.</p> <p>Gave a limited review of their own and others collaborative working skills with some detail about their contribution to the collaborative working relationship, with limited reasoning.</p> | <p>Collaborated effectively on most occasions with others to enable the partnership to meet their goals.</p> <p>Negotiated, using mostly appropriate and different techniques to balance diverse views on some occasions when working in collaboration.</p> <p>Adapted behaviour appropriately on most occasions to suit it to their role and the situation.</p> <p>Reviewed their own and others collaborative working skills including detail about their contribution to the collaborative working relationship with some sound reasoning.</p> | <p>Collaborated highly effectively on most occasions with others to enable the partnership to meet their goals.</p> <p>Negotiated, using different and appropriate techniques to balance diverse views in the majority of occasions when working in collaboration.</p> <p>Adapted behaviour appropriately to suit it to their role and the situation.</p> <p>Gave an in depth review of their own and others collaborative working skills including detail about their contribution to the collaborative working relationship with sound reasoning throughout.</p> |

3

## Guidance for delivery

This is an active learning unit where learners should be encouraged to build on their prior knowledge and experience to investigate various organisational structures and ways of working in both statutory and non-statutory agencies. It facilitates examination and consideration of the impact different organisational approaches may have in determining effective partnership action plans. The many varied partnerships in any community lend themselves comfortably to opportunities for applied learning in this unit.

Guest speakers from 3 or 4 local partnerships would provide opportunities for learners to ask questions about the nature of the partnership working, which organisations are involved, to discuss any barriers that the speakers perceive to the working of the partnerships and to examine how communities are involved in the planning process to tackle issues.

Learners must be provided with opportunities to reflect on their experiences of working in partnership for learning outcome 3. This may be done by providing time after the assessment for representatives from the sectors to provide feedback to the learners on their performance. Learners could discuss the experience as a group, reflecting on what went well and what could be improved for next time if they were to repeat the activity.

Learners could develop questionnaires or a set of structured questions to ask to gauge how people using the services are central to partnership working. They could work in groups to develop and use these to gather data.

Similar methods may be used to gather data about how information is shared between the organisations in the partnerships.

Groups of learners could share and discuss the results of their research activity and explore together for example how barriers to partnership working might be managed in and across the sectors.

Learners may be encouraged to research the information in the public domain eg websites, regarding the constitution of public services, professional regulatory body membership etc and consider how such engagement may affect the ways in which these organisations work.

Learners may be encouraged to examine the ways in which their work placements are involved in partnership working. It may be possible to discuss with senior staff in the placement how information is shared in partnership working and what barriers there are in terms of sharing information. Senior staff may be willing to share information about how working in a partnership influences the service they provide.

High profile cases where agencies have failed to work effectively together to safeguard children, young people or individuals may be used to illuminate the purposes of some partnerships.

Learners may examine the annual reports which the partnerships in the local community provide so that they can make judgements about the level of their success against targets set.

For learning outcome 3, learners should have the opportunity to practise their ability to adjust their approach to working collaboratively to different roles and contexts. One way would be to create a fictitious case conference or local partnership meeting, learners might be asked to complete a table documenting the issues and influencing factors from the perspective of different partners at the same meeting.

There are a number of examples of statutory and non-statutory partnerships that could be explored by learners in their local area. Most areas will have examples of some or all of the following:

Communities First Partnerships – partnership arrangements to improve living conditions and prospects for people in the most disadvantaged communities across Wales.

Community Safety Partnerships – partnerships in local areas between police, local authorities, fire and rescue authorities, local health boards and other relevant organisations as deemed relevant in each local authority in Wales.

Early Years Development and Childcare Partnerships – set up to review the sufficiency of childcare and early years education in local authority areas across Wales.

Children and Young People's Partnerships established by all Local Authorities to bring together all the organisations involved with children in their area.

Specific care pathways are excellent examples of the drive towards partnership working eg end of life, mental health and offender mental health pathways.

## Employer engagement

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sector who can be called upon to help with keeping the learning up-to-date, for example in terms of case studies and examples of real partnerships in the community working in practice.

It is important for this unit that learners are exposed to real partnerships to appreciate how they work and what the benefit is to individuals, service providers and communities. It is therefore desirable that links with local partnerships are made. Where possible, visits to local partnerships with explanations from professionals working in the partnership would be beneficial.

If employers are willing and able to assist with setting the brief for this unit's assessment this would enhance the sector-relevant purpose of the assessment activity and allow learners to appreciate arrangements for partnership working in a real context. Equally, if representatives from partnerships and service providers were able to participate in the assessment activity, this would help to support achievement in the unit.

If possible, employers could provide feedback when learners are working in partnership. This will help learners to review their own skills to form collaborative relationships.

## Essential Skills Wales

### Level 3 Principal Learning in Society, Health and Development (Wales) Unit 3: Partnership working in practice in the sectors covered by Society, Health and Development (Wales)

#### Essential Skills Wales: Communication

| Skill/s to be developed   | Suggested context  | Reference   |
|---|--|-------------|
| <b>Speaking and listening</b>   |  | <b>C3.1</b> |
| Understanding and responding to spoken language on a range of topics and in a range of contexts.  | <p>a Formal face-to-face discussions with at least two other people about reflecting on their own experiences of working in a partnership and receiving feedback from the sectors on their performance. For example, what went well and what could be improved next time if they were to repeat the activity.</p> <p>b A talk/presentation about how different partnerships are structured, who is represented and what purpose the partnership is.</p>  | C3.1.1      |
| Speaking to communicate <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> <li>• complex instructions</li> </ul> on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts. |  | C3.1.2      |
| <p>a Taking part in formal discussions with two or more other people</p> <p>b Giving a talk/presentation of at least eight minutes.</p>   |  | C3.1.3      |
| <b>Reading</b>  |  | <b>C3.2</b> |
| <p>Reading, understanding and synthesising information from at least two documents about the same subject.</p> <p>Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.</p>   | <p>Reading at least two documents about the role, key features and range of partnership working at local and national level by studying a number of examples. Key features must include how different partnerships are structured, who is represented and what purpose the partnership is. Notes made while researching can be used in preparation for a talk/presentation.</p> <p>(Notes made while reading and obtaining information could be used when writing different types of short documents.)</p> | C3.2.1      |

| Writing   |  | C3.3          |
|---|--|---------------|
| <p>Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.</p> | <p>Writing a plan about how a partnership will work together to address a chosen issue for the purpose of collaborating with others to an audience of peers.</p> | <p>C3.3.1</p> |

| <b>Essential Skills Wales: ICT</b>  |  |                  |
|---|--|------------------|
| <b>Skill/s to be developed</b>  | <b>Suggested context</b>   | <b>Reference</b> |
| <b>Using ICT systems</b>  |  | <b>ICT3.1</b>    |
| Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.   | Using ICT to prepare a presentation about the role, key features and range of partnership working at local and national level by researching and studying a number of different examples.  | ICT3.1.1         |
| Using ICT independently to carry out the activity efficiently and effectively.  |  | ICT3.1.2         |
| Following safe, healthy and secure working practices at all times.  |  | ICT3.1.3         |
| <b>Finding, selecting and exchanging information</b>  |  | <b>ICT3.2</b>    |
| Planning how to find the ICT-based and non ICT-based information required.  | Finding, selecting and exchanging ICT-based and non-ICT information relevant to accessing the internet, using electronic media and archives, using email to contact sector representatives and sharing information electronically with other members of the partnership. | ICT3.2.1         |
| Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.  |  | ICT3.1.2         |
| Entering, saving, communicating and exchanging ICT-based information to suit the purpose.   |  | ICT3.1.3         |
| <b>Developing and presenting information</b>  |  | <b>ICT3.3</b>    |
| Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of:<br>a text<br>b tables<br>c images<br>d numbers<br>e records. | Developing and presenting ICT-based information for the purpose of presenting the results of their research, in the form of text, tables, images, numbers records for an audience of practitioners within the sector.  | ICT3.3.1         |
| Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.  |  | ICT3.3.2         |

| <b>Essential Skills Wales: Application of Number</b>   |   |                  |
|--|---|------------------|
| <b>Skill/s to be developed</b>   | <b>Suggested context</b>  | <b>Reference</b> |
| <b>Understanding numerical data</b>  | Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.   | <b>N3.1</b>      |
| Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.   | Identifying, analysing and describing the task of developing questionnaires or a set of structured questions to gauge how people using the services are central to partnership working, planning how to tackle it and collecting relevant data from a range of sources.   | N3.1.1           |
| Planning how to tackle it.   |   | N3.1.2           |
| Collecting relevant numerical data and information from a range of sources to meet the purpose of the task.<br><br>Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set. |   | N3.1.3           |
| <b>Carrying out calculations</b>   |   | <b>N3.2</b>      |
| Choosing and using appropriate methods to get the results needed and justifying the methods used.  | Choosing and using appropriate methods and carrying out calculations to get the results needed in the task of analysing and interpreting the data obtained using statistics.  | N3.2.1           |
| Using the data and information obtained to carry out calculations relevant to the task to do with:<br><br>a amounts or sizes<br>b scales or proportion<br>c handling statistics<br>d using formulae.   |   | N3.2.2           |
| <b>Interpreting results and presenting findings</b>  |   | <b>N3.3</b>      |
| Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.  | Presenting and explaining results about the survey to an audience of practitioners within the sector in two different ways, explaining methods and how the findings meet the purpose of gauging how people using the services are central to partnership working, and are appropriate to the audience. Justifying ways of presenting, methods and findings. | N3.3.1           |
| Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.   |   | N3.3.2           |

### Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

| Skill/s to be developed   | Suggested context  | Reference    |
|---|--|--------------|
| <b>Planning work with others</b>  | Working in a group or team to set up and run a partnership for a chosen sector issue. A plan for how the partnership will work together to address the chosen issue can be in the form of an oral presentation or a hardcopy either handwritten or electronic.<br><br>Depending on the nature of the delivery there are limited opportunities within this Key Skill to develop the skills and/or use for evidence for C3.1b, C3.3 and ICT. | <b>WO3.1</b> |
| Agreeing realistic objectives for working together and what needs to be done to achieve them.       |  | WO3.1.1      |
| Sharing relevant information to help agree roles and responsibilities.                              |  | WO3.1.2      |
| Agreeing suitable working arrangements with those involved.   |  | WO3.1.3      |
| <b>Seeking to develop co-operation and checking progress towards agreed objectives</b>              |  | <b>WO3.2</b> |
| Organising and carrying out tasks efficiently to meet responsibilities.                             |  | WO3.2.1      |
| Seeking effective ways to develop cooperation including ways to resolve any conflict.               |  | WO3.2.2      |
| Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.   |  | WO3.2.3      |
| <b>Reviewing work with others and agreeing ways of improving collaborative work in the future</b>   |  | <b>WO3.3</b> |
| Agreeing the extent to which work with others has been successful and the objectives have been met. |  | WO3.3.1      |
| Identifying factors, including own role, in influencing the outcome.                                | WO3.3.2  |              |
| Agreeing ways of improving own work with others in the future, including interpersonal skills.      | WO3.3.3  |              |

## Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

| Skill/s to be developed   | Suggested context   | Reference    |
|---|---|--------------|
| <b>Setting targets using information from appropriate people and planning how these will be met</b>                               | Learning about the difference between statutory and non-statutory partnerships and how the national policy direction for the engagement of local communities and service users is built into their governance and operational structures. | <b>LP3.1</b> |
| Seeking information on ways to achieve targets, and identifying factors that might affect plans.                                  |   | LP3.1.1      |
| Using this information to set realistic targets and identify clear action points.   |   | LP3.1.2      |
| Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.                              |   | LP3.1.3      |
| <b>Taking responsibility for own learning, using the plan to help meet targets and improve performance</b>                        |   | <b>LP3.2</b> |
| Managing time effectively to meet deadlines, revising the plan as necessary.  |   | LP3.2.1      |
| Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.     |   | LP3.2.2      |
| Reflecting on progress, seeking feedback and relevant support to help meet targets.   |   | LP3.2.3      |
| <b>Reviewing progress and establishing evidence of achievements</b>   |   | <b>LP3.3</b> |
| Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome. |   | LP3.3.1      |
| Identifying targets met and gathering evidence of achievements.   |   | LP3.3.2      |
| Consulting appropriate people to agree ways to further improve performance.   |   | LP3.3.3      |

### Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

| Skill/s to be developed  | Suggested context  | Reference    |
|--|--|--------------|
| <b>Exploring a problem and identifying different ways of tackling it</b>   | Tackling the problem of what can happen when partnerships breakdown and what the effect is on service provision. Both negative and positive aspects of partnership working must be considered. | <b>PS3.1</b> |
| Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved. |  | PS3.1.1      |
| Selecting and using a variety of methods to come up with different ways of tackling the problem.                       |  | PS3.1.2      |
| Comparing the main features and risks of each approach, and justifying the method to be used.                          |  | PS3.1.3      |
| <b>Planning and implementing at least one way of solving the problem</b>   |  | <b>PS3.2</b> |
| Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.                    |  | PS3.2.1      |
| Putting the plan into action, effectively using support and feedback from others to help tackle the problem.           |  | PS3.2.2      |
| Checking regularly progress towards solving the problem, revising the approach as necessary.                           |  | PS3.2.3      |
| <b>Checking if the problem has been solved and reviewing own approach to problem solving</b>                           |  | <b>PS3.3</b> |
| Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.            |  | PS3.3.1      |
| Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.         | PS3.3.2  |              |
| Reviewing own approach to problem solving, including whether other approaches might have proved more effective.        | PS3.3.3  |              |

## Suggested learning resources

### Books

Balloch, S.; Taylor, M. (Editors). (2001). *Partnership Working Policy and Practice*. Published: Policy Press. ISBN: 978 -1861342201.

(2007). *Information Sharing-Practical Guidance*. Published: Information Commissioners Office.

### Websites

- Skills for Justice [www.skillsforjustice.com](http://www.skillsforjustice.com)
- SkillsActive, the Sector Skills Council [www.skillsactive.com](http://www.skillsactive.com)
- Welsh Assembly Government [www.wales.gov.uk](http://www.wales.gov.uk)
- The Care Council for Wales [www.ccwales.org.uk](http://www.ccwales.org.uk)
- Skills for Health (Wales) [www.skillsforhealth.org.uk/nations-and-regions/wales.aspx](http://www.skillsforhealth.org.uk/nations-and-regions/wales.aspx)
- Skills for Justice [www.skillsforjustice.com](http://www.skillsforjustice.com)
- Community Care [www.communitycare.co.uk](http://www.communitycare.co.uk)
- Social Care Online [www.scie-socialcareonline.org.uk](http://www.scie-socialcareonline.org.uk)
- National Probation Service [www.probation.homeoffice.gov.uk](http://www.probation.homeoffice.gov.uk)
- The Children's Commissioner for Wales [www.childcomwales.org.uk](http://www.childcomwales.org.uk)
- The Older People's Commissioner for Wales [www.olderpeoplewales.com](http://www.olderpeoplewales.com)
- Youth Justice Board [www.yjb.gov.uk](http://www.yjb.gov.uk)
- Guardian Society: Social Care, Health, Community Justice and Early Years  
[www.guardian.co.uk/society](http://www.guardian.co.uk/society)

The resources listed in this section are intended to be examples and is not an exhaustive list.

AQA-City&Guilds will also publish suggested learning and teaching resources on its website:  
[www.diplomainfo.org.uk/PLQ-Wales-SHD.asp](http://www.diplomainfo.org.uk/PLQ-Wales-SHD.asp)

The DDP (Diploma Development Partnership) website for Society, Health and Development  
<http://shd.skillsforhealth.org.uk> contains useful learning and teaching resources that consortia may find helpful in the delivery of the Principal Learning. This includes:

- A compendium of applied learning materials
- Work-related learning guide.

# Level 3 Unit 4: Why effective communication and information sharing are vital in the sectors covered by Society, Health and Development (Wales)

## What is this unit about?

The purpose of this unit is for learners to be able to communicate effectively with different individuals, employing different communication methods and to be able to use effective and appropriate reporting and recording arrangements in different settings.

The use of appropriate and effective communication methods is vital across all of the sectors as it helps to support effective service provision. In this unit, learners will explore the answers to questions such as: What happens if you do not communicate in a way that others understand or that is most appropriate to the situation you are in? What skills do workers in the sectors need to be able to communicate with a wide range of people and to help individuals to express themselves? Is it always appropriate to use the same method of communication with different people?

## Guided learning hours

This unit has 90 GLH assigned to it, of which approximately 9 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 129–136 of this specification.

## Content details

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   |
|---|--|
| 1 Know the range of communication methods and technologies used in the sectors  | a outline how communication theory and concepts are used to inform professional practice<br>b describe why different methods of communication are used with different people and in different circumstances<br>c outline the types of technology used to support communication |
| 2 Understand the importance of information sharing within and across the sectors  | a justify the importance of accurate record keeping<br>b explain how confidentiality and security of records is maintained and risks can be minimised<br>c evaluate the effectiveness of recording and reporting arrangements  |
| 3 Understand how barriers to effective communication and information sharing are overcome within and across the sectors | a assess the consequences of barriers to communication<br>b evaluate when and how approaches to overcome barriers to communication can be applied<br>c analyse the similarities and differences in accepted terminology within and between the sectors                         |
| 4 Be able to use different communication methods with individuals in different situations                               | a use communication methods suited to different individuals and in different situations  |
| 5 Be able to recommend improvements to communication and information sharing methods                                    | a assess the effectiveness of communication and information sharing methods<br>b propose improvements to communication and information sharing that will benefit themselves and others   |

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be met.

It is important that, through the Level 3 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must refer to, and use examples from, each of the four sectors where appropriate and relevant.

### Learning outcome 1: Know the range of communication methods and technologies used in the sectors

Communication theories:

- Transactional Analysis
- Solution Focussed Practice
- Play Therapy
- Social Identity Theory
- Network Analysis.

A detailed knowledge of communication theories and concepts is not required, however learners should know how at least one theory has informed how communication in the sectors. Learner should also be introduced to the 'communication cycle' in terms of how ideas occur, messages are coded and sent and then how the message is coded and sent. Learners should be able to identify the limitations of theories and concepts and when they would be appropriate.

Learners must know how workers consider the most 'fit for purpose' form of communication to use with a diverse range of people in different and, sometimes, complex circumstances situations.

Methods of effective communication:

- verbal – speech, language (eg first language, dialect, slang, jargon)
- non-verbal (eg posture, facial expressions, touch, silence, proximity)
- electronic
- alternative methods.

Range of people will include:

- children and young people
- adults
- people in later adulthood
- people who speak a different language
- people with a sensory impairment
- people with learning disabilities
- colleagues
- workers in different sectors and settings
- carers.

Different circumstances will include:

- in hospital, when afraid or in pain
- after having used substances
- a person with dementia
- passing on news the person will not want to hear
- passing on news the person will want to hear
- a child who is constantly seeking attention
- delivering personal care.

Different technology that is used to support effective communication in the sectors must be covered as well as the range of communication aids available to support choices, independent living and participation. This will include the following examples:

- PECS (Picture Exchange Communication System)
- assistive technology (examples include Board Maker, Light Writer, Super Talker)
- talking books
- symbols
- minicomms
- loop systems
- human aids – interpreters, advocates.

It is not expected that learners are able to use all the above technology but more that they are aware of their use in supporting people with disabilities communicate not only their needs and preferences, but how they support their choices, independent living and participation.

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## **Learning outcome 2: Understand the importance of information sharing within and across the sectors**

Learners must understand that accurate records must be:

- factual
- clear
- legible
- non-judgemental (they describe what happened and are not the writer's interpretation and feelings about what happened)
- signed, dated and if appropriate, include the time of the meeting/discussion
- third party information is clearly identified.

Importance of keeping accurate records:

- provide a history of events
- provide an audit trail
- help to illustrate patterns of behaviour
- ensure continuity of service for the individual concerned
- help form judgements about care or treatment for individuals
- provide a record of agreed actions
- as a legal requirement.

How confidentiality and security of records is maintained and risks can be minimised:

Confidentiality:

- ensuring the user of the service knows that records are kept and that information is shared
- promoting access to records (which is permissible under the data protection act, but has to be managed carefully to ensure laws are not broken)
- what information should/should not be recorded and shared, with whom and at what stage.

Security:

- Paper records should be stored in a locked cabinet in a lockable room
- security passwords on computer systems
- awareness of who is nearby when discussing services users or situations
- not allowing someone to read over your shoulder when looking at or adding to confidential records
- awareness of who information is shared with and who should not be made aware of certain information
- records removed from the place of work must be signed out and kept securely.

Risks will include:

- information passed on to people who are not entitled to it
- adequate systems not being in place
- poor care/treatment (even death)
- insufficient care/treatment
- danger or risk to others.

Learners must also understand that different information may be recorded differently depending on the work setting and the needs of the individual, for example, the difference between recording medical notes and care notes.

Learners must also understand the tensions between confidentiality and the need to share information and how this is overcome in the sectors.

Learners must understand how recording and reporting arrangements work in practice in different settings why they are effective in maintaining confidentiality.

Different systems used in the sector settings will include:

- electronic packages
- written records
- filing systems.

Methods for passing on information in settings will include:

- handover systems
- use of a diary
- use of a message book.

Evaluating the effectiveness of recording and reporting arrangements must include how records are shared and recorded in at least three settings from the sectors.

### Learning outcome 3: Understand how barriers to effective communication and information sharing are overcome within and across the sectors

Barriers include:

- environmental: distractions, noise, lack of privacy, inadequate lighting
- language: different language, jargon, inappropriate for an individual
- personal: emotions such as fear, anger, distress; illness
- social: cultural differences.

Contexts:

- between professionals
  - cultural differences
  - difference in value base, language used, priorities, and respect for each other's skills and abilities
  - electronic systems that will not talk to each other
  - misunderstanding of what can and can't be shared
- between professionals and service users/carers
  - different language
  - using words that are misunderstood
  - fear
  - lack of time.

Consequences, such as:

- misinformation or lack of information
- mistakes in care or treatment
- lack of trust
- actions not being carried out
- lack of empowerment
- failure to access services
- miscarriage of justice
- disciplinary action.

Approaches to overcoming barriers to communication will include:

How:

- using appropriate language
- use of interpreters and translators
- use of advocates to help a service user put their point across
- use of personal communication passports
- following up a verbal communication with a written confirmation of what was said
- checking that information has been received
- using signs, symbols, pictures
- use of different methods of communication eg Makaton, Braille
- feedback techniques
- active listening
- helping people to feel at ease
- tone of voice
- providing an appropriate environment for effective communication (depending on the message to be communicated this may be formal or informal)
- open posture and body language.

When:

- during a complaint
- when a person has difficulty expressing themselves or understanding
- when the information to be shared is vital
- when there are any concerns that a person may not receive the information.

Learners must understand how the above approaches are used to overcome barriers in the sectors and what the effect of using them is on the service and user of the service.

Similarities and differences in terminology will include how language is sometimes different within and between the sectors. This will include, for example,

Similarities and differences in accepted terminology within and between sectors must include:

- terminology changing rapidly
- terminology being different in different regions
- how practitioners in the sectors keep up-to-date with changes in terminology
- the use of acronyms and initials which may mean different things to different professionals
- how the language used differs with users of the service eg patients, victims and offenders.

Learners will need to look at the problems involved in not sharing information as well as the systems in place in the sectors to ensure that information is shared.

#### **Learning outcome 4: Be able to use different communication methods with individuals in different situations**

Using methods of communication will involve:

- using appropriate verbal or non-verbal methods to communicate information in different contexts or situations, including
  - one to one interaction
  - as part of a group
- giving due consideration to diversity, equality, individual rights, own responsibility, confidentiality
- adapting methods to address individual needs and preferences, interferences and barriers
- being sensitive about how the information they are communicating might be received by others.

Learners will need to develop their communication skills and be able to demonstrate them in a range of situations and with different people.

#### **Learning outcome 5: Be able to recommend improvements to communication and information sharing methods**

Assessing effectiveness:

- considering own personal experience, in terms of:
  - whether purpose of communication and information sharing was met
  - what worked well and what didn't work so well
  - any barriers to communication and information sharing and how they were overcome
- seeking peer, and other feedback, through group discussion or in writing
- identifying strengths and areas for improvement.

Proposing improvements to communication and information sharing:

- outlining suggested improvements and anticipated benefits verbally or in writing
- identifying activities that might support improvements
- providing constructive feedback to others verbally or in writing
- actively seeking feedback from others
- setting 'SMART' goals for improvements to be implemented.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on page 129 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting (limited control)

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief which must state the objective for the communication.

The purpose of this assessment is for learners to demonstrate their skills to communicate effectively within and across the sectors with different individuals and suited to different situations.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

The practical opportunities for demonstrating communication skills must relate to at least two settings in at least two of the sectors.

The practical demonstration must enable the learners to demonstrate the use of different communication methods in at least three different situations with different individuals.

If it is not possible, or appropriate for learners to carry out their assessment with real individuals in sector settings, it is permissible for a realistic simulation or role play scenario to be set up. Ideally, sector representatives will be able to participate in this activity, but if this is not possible then other adults may play the role of sector representatives.

Simulations must not be set up with real people who have different communication needs.

## Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task   | Evidence<br>The following must be provided:   | Acceptable formats   | LO/AC mapping                             |
|--|---|----------------------|---|
| Review two sector workplace settings, identifying the importance of effective communication, information sharing and record keeping and explain the tensions and barriers that have to be overcome | Log of how information is shared and communicated within different organisations or setting.  | Hard copy/electronic | 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c and 3d |
| Demonstrate effective communication skills using appropriate methods in a range of situations  | Witness testimony from teacher/ assessor or other appropriate adult of the learner demonstrating the use of different methods of communication with at least three individuals, in three different situations.  | Hard copy/electronic | 4a and 4b                                 |
| Assessment of the effectiveness of their communication and information sharing within different settings   | <p>A presentation/proposal which must include:</p> <ul style="list-style-type: none"> <li>• a self-review of their communication activities, including barriers they had to overcome and feedback they received</li> <li>• how they could improve their communication activities if they were going to do it again</li> <li>• an evaluation of the recording and reporting arrangements in a work setting</li> </ul> <p>The presentation should be backed up by at least one of the following:</p> <ul style="list-style-type: none"> <li>• a set of presentation slides</li> <li>• written report</li> <li>• audio/visual recording</li> <li>• witness testimony.</li> </ul> | Oral presentation    | 5a and 5b                                 |

## Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

### Time (limited control)

The assignment will take approximately 9 of the 30 guided learning hours available for this unit.

### Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assignment a real work-related purpose. For example, templates and recording forms used in real work settings would be beneficial.

Equally, if learners were able to use real examples of records completed whilst on work placement and evidence of real communication in different situations (support by a witness statement) this would support the applied nature of the qualification.

### Supervision (medium control)

Learners must be supervised when producing a log of how information is shared and communicated within different organisations and settings, when actually communicating in different situations and when writing up their reports.

If the most suitable place for the learner's communication activities is not in the class room an appropriate adult must be present and provide a witness statement authenticating the learner's communication activity.

### Collaboration (limited control)

This unit is not suitable for team work.

## Weighting of learning outcomes

| Learning outcomes   | Marks     | Weighting   |
|---|-----------|-------------|
| 1 Know the range of communication methods and technologies used in the sectors                                    | 9         | 10%         |
| 2 Understand the importance of information sharing in the sectors   | 12        | 13%         |
| 3 Understand the tensions and barriers involved in effective communication and information sharing in the sectors | 24        | 27%         |
| 4 Be able to use different communication methods with individuals in different settings                           | 15        | 17%         |
| 5 Be able to recommend improvements to communication and information sharing methods                              | 30        | 33%         |
| <b>Total</b>  | <b>90</b> | <b>100%</b> |

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification on page 134.

| Learning outcomes  | Band 1   | Band 2  | Band 3   |
|--|--|---|--|
|  | The learner has:   |   |  |
|  | 0 to 3 marks   | 4 to 6 marks  | 7 to 9 marks   |
| 1 Know the range of communication methods and technologies used in the sectors | <p>Outlined how communication theories and concepts inform professional practice with limited coherence.</p> <p>Described in limited detail, why different methods of communication are used.</p> <p>Outlined a few types of technology used to support communication.</p>   | <p>Outlined how communication theories and concepts inform professional practice, which is reasonably coherent.</p> <p>Described, in some detail, why different methods of communication are used.</p> <p>Outlined a range of different types of technology used to support communication.</p>  | <p>Outlined how communication theories and concepts inform professional practice, with thorough coherence.</p> <p>Described thoroughly, why different methods of communication are used.</p> <p>Outlined a broad range of different types of technology used to support communication.</p>   |
|  | 0 to 4 marks   | 5 to 8 marks  | 9 to 12 marks  |
| 2 Understand the importance of information sharing in the sectors              | <p>Provided a limited justification of why it is important to keep accurate records and what should and should not be recorded or shared.</p> <p>Explained briefly how confidentiality and security of records is maintained and how the risks can be minimised.</p> <p>Evaluated the effectiveness of recording and reporting arrangements covering a limited range of aspects.</p> | <p>Justified why it is important to keep accurate records and what should and should not be recorded or shared.</p> <p>Explained in some detail how the confidentiality and security of records is maintained and how the risks can be minimised.</p> <p>Evaluated the effectiveness of recording and reporting arrangements in a covering some relevant aspects.</p> | <p>Offered a persuasive justification of why it is important to keep accurate records and what should and should not be recorded or shared.</p> <p>Explained thoroughly how the confidentiality and security of records is maintained and how the risks can be minimised.</p> <p>Provided a comprehensive evaluation of the effectiveness of recording and reporting arrangements covering a good range of relevant aspects.</p> |

| Learning outcomes   | Band 1  | Band 2  | Band 3   |
|---|---|---|--|
|   | The learner has:  |   |  |
|   | 0 to 8 marks  | 9 to 16 marks   | 17 to 24 marks   |
| 3 Understand how barriers to effective communication and information sharing are overcome within and across the sectors | <p>Assessed the consequences of barriers to communication in basic terms, making judgements which show limited reasoning.</p> <p>Evaluated the approaches that can be taken in basic terms covering some aspects of when and how they are applied.</p> <p>Gave a basic analysis of the similarities and differences in accepted terminology, making some links between the sectors.</p> | <p>Assessed the consequences of barriers to communication, making judgements which show generally sound reasoning.</p> <p>Evaluated the approaches that can be taken to overcome barriers to communication covering some relevant aspects of when and how they can be applied.</p> <p>Analysed the similarities and differences in accepted terminology between the sectors making some relevant links between the sectors.</p> | <p>Assessed the consequences of barriers to communication in detail, making judgements which show a consistently high level of reasoning.</p> <p>Made a comprehensive evaluation of the approaches that can be taken to overcome barriers to communication, covering a good range of relevant aspects to when and how they can be applied.</p> <p>Analysed the similarities and differences in accepted terminology in comprehensive detail making relevant links between the sectors.</p> |
|   | 0 to 5 marks  | 6 to 10 marks   | 11 to 15 marks   |
| 4 Be able to use different communication methods with individuals in different situations                               | Used some appropriate communication methods with a few different individuals and situations, with limited effectiveness.  | Generally effective and reasonably developed use of appropriate communication methods with a range of different individuals and situations.   | Highly effective and well-developed use of appropriate communication methods with a broad range of different individuals and situations.   |
|   | 0 to 10 marks   | 11 to 20 marks  | 21 to 30 marks   |
| 5 Be able to recommend improvements to communication and information sharing methods                                    | <p>Gave a limited assessment of the reflecting on the effectiveness of the communication methods used covering only some aspects, making limited judgements to show reasoning.</p> <p>Proposed a limited number of improvements to their communication and information sharing, with limited detail about how it will benefit themselves and others.</p>                                | <p>Gave an assessment of reflecting on the effectiveness of the communication methods used covering different aspects, making judgements to show reasoning.</p> <p>Proposed a range of improvements to their communication and information sharing, with relevant detail about how it will benefit themselves and others.</p>   | <p>Gave a comprehensive assessment of the reflecting on the effectiveness of the communication methods used covering a good range of different aspects, making judgements which show a high level of reasoning.</p> <p>Proposed a good range of improvements to their communication and information sharing, with comprehensive and relevant detail about how it will benefit themselves and others.</p>   |

## Guidance for delivery

At this level the learner is required to be able to analyse communication theory and concepts so that they understand how this affects the quality of interaction between people. They must be able to demonstrate what constitutes effective communication with a range of people who have a range of communication needs and preferences in different and complex situations which professionals working in and across the sectors are likely to encounter.

Learners must be given the opportunity to examine and practise a range of communication skills in different situations. Role play could be used to demonstrate the use of effective and ineffective communication. Learners could be encouraged to keep a reflective log or diary whilst on work placement of communication they undertook and be able to gain feedback from others.

Learners could also learn some signs and symbols for Makaton and/or BSL, or use a range of assistive technologies.

Short pieces of film during which learners record what they see in relation to communication and barriers to communication between individuals may be helpful in providing this range. A discussion using and comparing what learners wrote and considering which aspects each thought important and why will be a helpful way of analysing the clips of film.

A class discussion of the different reporting systems used in the work placement settings would enable learners to compare the different systems without having to visit a variety of settings and will encourage learners to critically appraise the effectiveness of the system in the setting where they are on placement in preparation for reporting to their peers. Learners could debate issues around sharing of the information such as:

- Does everyone involved need to know that a user of the service is HIV positive? Why?
- Does everyone involved need to know that a child wets the bed? Why?
- Does everyone need to know that a user of the service was abused as a child? Why?

Use may be made of role play demonstrating events and problems from the perspective of different sectors. Poor communications which provide consideration of words that may be used by practitioners and which are unclear to users of the service or carers could be built into role playing scenarios. Use may be made of real life examples of failures in systems brought about by poor communication using and referring to current cases reported through the press and on television.

The provision of opportunities to role play different effective communication techniques including overcoming barriers with a variety of individuals would be a valuable preparation for work placement. It may be helpful to video these and play them back to enable learners to discuss and understand how body posture, facial expression and tone of voice contribute to communication.

Class discussions of experiences in the work placement where effective and non effective communications have been noted will support learning.

Case studies relating to the sharing of information within and between sectors will enable learners to examine a real event where information was or was not shared appropriately and to explore the consequences and how things might have been done differently.

## Employer engagement

Employers add value to the learner's experience of this unit. It may be possible to set up discussions with different practitioners who may have differing views about what information can and cannot be shared with others so that learners gain an understanding of the tensions relating to the sharing of information.

If learners were afforded the opportunity, it would be helpful for them to visit organisations where technology is used to assist communication eg organisations for people who have sensory impairments. Equally, if a tutor of Makaton and/or BSL is able to provide a demonstration it could support learners understanding and they would be able to see first hand the importance of technology to assist people to communicate.

Some service user groups may be willing to come into the learner's setting to demonstrate a range of communication techniques.

If an employer from a sector setting was able to assist with setting the brief for the assessment of this unit, it may help to support achievement in the unit.

## Essential Skills Wales

### Level 3 Principal Learning in Society, Health and Development (Wales) Unit 4: Why effective communication and information sharing are vital in the sectors covered by Society, Health and Development (Wales)

#### Essential Skills Wales: Communication

| Skill/s to be developed   | Suggested context   | Reference   |
|---|---|-------------|
| <b>Speaking and listening</b>   |   | <b>C3.1</b> |
| Understanding and responding to spoken language on a range of topics and in a range of contexts.  | <p>a Formal face-to-face discussions with at least two other people about how approaches to overcoming barriers to communication are used and what the effect of using them is on the service and the user of the service. (this could be linked to the suggested context for Working with Others)</p> <p>b A talk/presentation about the effectiveness of the learner's communication and information sharing within different settings.</p> | C3.1.1      |
| Speaking to communicate <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> <li>• complex instructions</li> </ul> on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts. |   | C3.1.2      |
| <p>a Taking part in formal discussions with two or more other people</p> <p>b Giving a talk/presentation of at least eight minutes.</p>   |   | C3.1.3      |
| <b>Reading</b>  |   | <b>C3.2</b> |
| Reading, understanding and synthesising information from at least two documents about the same subject.<br><br>Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.  | Reading at least two documents about how one chosen communication theory has informed how communication methods and technologies are used in the sectors, in preparation for a writing a report.  | C3.2.1      |
| <b>Writing</b>  |   | <b>C3.3</b> |
| Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.  | Writing a report about how one chosen communication theory has informed how communication methods and technologies are used in the sectors for the purpose of providing information to an audience of peers.  | C3.3.1      |

| <b>Essential Skills Wales: ICT</b>  |  |                  |
|---|--|------------------|
| <b>Skill/s to be developed</b>  | <b>Suggested context</b>   | <b>Reference</b> |
| <b>Using ICT systems</b>  |  | <b>ICT3.1</b>    |
| Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.   | Using ICT to produce a set of presentation slides to back up the learner's talk/presentation for C3.1b   | ICT3.1.1         |
| Using ICT independently to carry out the activity efficiently and effectively.  |  | ICT3.1.2         |
| Following safe, healthy and secure working practices at all times.  |  | ICT3.1.3         |
| <b>Finding, selecting and exchanging information</b>  |  | <b>ICT3.2</b>    |
| Planning how to find the ICT-based and non ICT-based information required.  | Finding, selecting and exchanging ICT-based and non-ICT information relevant to accessing the internet, using electronic media and archives, using email to contact sector representatives, sharing information electronically with others, using notes from their log/diary and selecting suitable software packages and images as appropriate. | ICT3.2.1         |
| Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.  |  | ICT3.1.2         |
| Entering, saving, communicating and exchanging ICT-based information to suit the purpose.   |  | ICT3.1.3         |
| <b>Developing and presenting information</b>  |  | <b>ICT3.3</b>    |
| Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of:<br>a text<br>b tables<br>c images<br>d numbers<br>e records. | Developing and presenting ICT-based information for the purpose of producing a set of presentation slides in the form of text and/or tables and/or images and/or numbers and/or records for an audience of peers.  | ICT3.3.1         |
| Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.  |  | ICT3.3.2         |

## Essential Skills Wales: Application of Number

| Skill/s to be developed  | Suggested context  | Reference   |
|--|--|-------------|
| <b>Understanding numerical data</b>  | Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.  | <b>N3.1</b> |
| Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.   | Identifying, analysing and describing the task of evaluating the effectiveness of recording and reporting arrangements, planning how to tackle it and collecting relevant data from a range of sources.  | N3.1.1      |
| Planning how to tackle it.   |  | N3.1.2      |
| Collecting relevant numerical data and information from a range of sources to meet the purpose of the task.<br><br>Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set. |  | N3.1.3      |
| <b>Carrying out calculations</b>   |  | <b>N3.2</b> |
| Choosing and using appropriate methods to get the results needed and justifying the methods used.  | Choosing and using appropriate methods and carrying out calculations to get the results needed in the task which may involve understanding fractions and decimals, time and resource constraints and balancing effective communication with time and management and cost-effectiveness.  | N3.2.1      |
| Using the data and information obtained to carry out calculations relevant to the task to do with:<br>a amounts or sizes<br>b scales or proportion<br>c handling statistics<br>d using formulae.   |  | N3.2.2      |
| <b>Interpreting results and presenting findings</b>  |  | <b>N3.3</b> |
| Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.  | Presenting and explaining results about the effectiveness of recording and reporting arrangements from the data interpreted to an audience of practitioners within the sector, in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justifying ways of presenting, methods and findings. | N3.3.1      |
| Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.   |  | N3.3.2      |

### Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

| Skill/s to be developed   | Suggested context   | Reference    |
|---|---|--------------|
| <b>Planning work with others</b>  | Working in a group or team to understand how approaches to overcoming barriers to communication are used and what the effect of using them is on the service and the user of the service.<br><br>Findings could be reported back to the whole group verbally (C3.1a) or in writing. For example, verbal presentations to the whole group and/or a wall display. | <b>WO3.1</b> |
| Agreeing realistic objectives for working together and what needs to be done to achieve them.       |   | WO3.1.1      |
| Sharing relevant information to help agree roles and responsibilities.                              |   | WO3.1.2      |
| Agreeing suitable working arrangements with those involved.   |   | WO3.1.3      |
| <b>Seeking to develop co-operation and checking progress towards agreed objectives</b>              |   | <b>WO3.2</b> |
| Organising and carrying out tasks efficiently to meet responsibilities.                             |   | WO3.2.1      |
| Seeking effective ways to develop cooperation including ways to resolve any conflict.               |   | WO3.2.2      |
| Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.   |   | WO3.2.3      |
| <b>Reviewing work with others and agreeing ways of improving collaborative work in the future</b>   |   | <b>WO3.3</b> |
| Agreeing the extent to which work with others has been successful and the objectives have been met. |   | WO3.3.1      |
| Identifying factors, including own role, in influencing the outcome.                                | WO3.3.2   |              |
| Agreeing ways of improving own work with others in the future, including interpersonal skills.      | WO3.3.3   |              |

3

## Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

| Skill/s to be developed   | Suggested context   | Reference    |
|---|---|--------------|
| <b>Setting targets using information from appropriate people and planning how these will be met</b>                               | Learning about their own communication skills and be able to demonstrate them in a range of settings and with different people over a period of time. | <b>LP3.1</b> |
| Seeking information on ways to achieve targets, and identifying factors that might affect plans.                                  |   | LP3.1.1      |
| Using this information to set realistic targets and identify clear action points.   |   | LP3.1.2      |
| Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.                              |   | LP3.1.3      |
| <b>Taking responsibility for own learning, using the plan to help meet targets and improve performance</b>                        |   | <b>LP3.2</b> |
| Managing time effectively to meet deadlines, revising the plan as necessary.  |   | LP3.2.1      |
| Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.     |   | LP3.2.2      |
| Reflecting on progress, seeking feedback and relevant support to help meet targets.   |   | LP3.2.3      |
| <b>Reviewing progress and establishing evidence of achievements</b>   |   | <b>LP3.3</b> |
| Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome. |   | LP3.3.1      |
| Identifying targets met and gathering evidence of achievements.   | LP3.3.2   |              |
| Consulting appropriate people to agree ways to further improve performance.   | LP3.3.3   |              |

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### Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

| Skill/s to be developed  | Suggested context   | Reference    |
|--|---|--------------|
| <b>Exploring a problem and identifying different ways of tackling it</b>   | Tackling the problem of what to do when information is not shared within the sectors. | <b>PS3.1</b> |
| Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved. |   | PS3.1.1      |
| Selecting and using a variety of methods to come up with different ways of tackling the problem.                       |   | PS3.1.2      |
| Comparing the main features and risks of each approach, and justifying the method to be used.                          |   | PS3.1.3      |
| <b>Planning and implementing at least one way of solving the problem</b>   |   | <b>PS3.2</b> |
| Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.                    |   | PS3.2.1      |
| Putting the plan into action, effectively using support and feedback from others to help tackle the problem.           |   | PS3.2.2      |
| Checking regularly progress towards solving the problem, revising the approach as necessary.                           |   | PS3.2.3      |
| <b>Checking if the problem has been solved and reviewing own approach to problem solving</b>                           |   | <b>PS3.3</b> |
| Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.            |   | PS3.3.1      |
| Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.         |   | PS3.3.2      |
| Reviewing own approach to problem solving, including whether other approaches might have proved more effective.        |   | PS3.3.3      |

## Suggested learning resources

### Books

Burnard, P. *Effective Communication Skills for Health Professionals – Second Edition*. Published: Nelson Thornes. ISBN: 978-0748733125.

Lynch, C.; Kidd, J. *Early Communication Skills (Early Skills)*. Published: Speechmark Publishing Ltd. ISBN: 978-0863883736.

Moss, B. *Communication Skills for Health and Social Care*. Published: SAGE Ltd. ISBN: 978-1412922852

### Websites

- Welsh Assembly Government [www.wales.gov.uk](http://www.wales.gov.uk)
- The Care Council for Wales [www.ccwales.org.uk](http://www.ccwales.org.uk)
- Social Care Institute for Excellence (SCIE) [www.scie.org.uk](http://www.scie.org.uk)
- Information Commissioner's Office [www.dataprotection.gov.uk](http://www.dataprotection.gov.uk)
- Assistive Technology [www.assistivetech.com](http://www.assistivetech.com)
- Foundation of Assistive Technology [www.fastuk.org](http://www.fastuk.org)
- The Victoria Climbié Inquiry [www.victoria-climbié-inquiry.org.uk](http://www.victoria-climbié-inquiry.org.uk)
- Care first [www.care-first.co.uk](http://www.care-first.co.uk)
- Department of Health [www.dh.gov.uk](http://www.dh.gov.uk)
- Health Protection Agency [www.hpa.org.uk](http://www.hpa.org.uk)
- RNIB [www.rnib.org.uk](http://www.rnib.org.uk)
- RNID [www.rnid.org.uk](http://www.rnid.org.uk)
- A Guide to using British sign language [www.signedlanguage.co.uk](http://www.signedlanguage.co.uk)
- Every Child Matters [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)  
Government initiative aiming to give every child access to the support they need to be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being, regardless of their background or circumstances. There is useful information on this site however although much is relevant to Wales, the information does need cross checking to WAG Policy.

The resources listed in this section are intended to be examples and is not an exhaustive list.

AQA-City&Guilds will also publish suggested learning and teaching resources on its website: [www.diplomainfo.org.uk/PLQ-Wales-SHD.asp](http://www.diplomainfo.org.uk/PLQ-Wales-SHD.asp)

The DDP (Diploma Development Partnership) website for Society, Health and Development <http://shd.skillsforhealth.org.uk> contains useful learning and teaching resources that consortia may find helpful in the delivery of the Principal Learning. This includes:

- A compendium of applied learning materials
- Work-related learning guide.

# Level 3 Unit 5: Personal and professional development in practice in the sectors covered by Society, Health and Development (Wales)

## What is this unit about?

The purpose of this unit is for learners to create a personal development plan which will enable them to make informed choices about their progression with regard to further learning or for a career in one of the sectors.

Personal development planning is important not only in relation to work, but also in preparation for further learning such as University. Professionals in the Children and Young People's Workforce, Adult Social Care, Community Justice and Health Sectors view personal development planning as incredibly important in supporting effective service provision and improving practice.

Learners will experience first hand how personal and professional development is supported in the work environment through their own experience of real work settings. As a result, they will be able to apply their knowledge and understanding of how it works in the sectors, when developing their own personal development plan. Along the way, they may face challenges and will develop their skills to overcome these challenges.

By evaluating their own strengths and weaknesses in relation to work in the sectors, learners will be using reflective practice – an important element of professional practice in any of the sectors.

## Guided learning hours

This unit has 90 GLH assigned to it, of which 36 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 129–136 of this specification.

## Content details

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  |
|---|---|
| 1 Know how professional practice is developed, shaped and governed within the sectors | a describe how key legislation, policies and procedures impact on professional practice<br>b describe the roles and responsibilities of the individual and organisations in supporting personal and professional development                |
| 2 Understand the purpose of reflective and evidence based practice in the sectors     | a explain the theories and principles that underpin reflective practice<br>b explain what is meant by evidence based practice   |
| 3 Understand the workings of sector settings  | a explain the procedures of workplace settings<br>b evaluate how principles and values are demonstrated in real workplace settings<br>c explain how personal and professional development impacts on service provision in sector settings   |
| 4 Be able to plan personal development linked to organisational objectives            | a assess personal strengths and areas for development in relation to work in the sectors<br>b generate ideas for personal development related to strengths and areas for development<br>c prioritise actions for personal development plans |

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## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be met.

It is important that, through the Level 3 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. The context for the delivery of this unit will be determined by the learner's work placement.

### Learning outcome 1: Know how professional practice is developed, shaped and governed within the sectors

Legislation:

- Care Standards Act 2000
- Access to Justice Act 1999
- The Health Act 2006
- Youth Justice and Criminal Evidence Act 1999
- Offender management Act 2007
- Health and Safety at Work Act 1974
- Health and Safety at Work Act 1974
- Data Protection Act 1998.

Policies and procedures will include those in the organisation or setting that deal with:

- health and safety
- equal opportunities
- inclusion
- confidentiality
- recruitment and retention
- complaints
- access to records
- harassment and bullying
- health and safety
- public protection
- communication.

How key legislation, policies and procedures impact on professional practice:

- can result in changes to service provision and practice to meet the needs of users of the service
- improve access and choice
- standardise service delivery
- set core standards
- regulate the workforce
- in some instances, specify registration eg Nursing & Midwifery Council, Care Council for Wales, Health Professions Council
- set out the details for monitoring, reviewing and inspection.

A detailed knowledge of legislation is not required. Learners should know the policies and procedures in relation their work placement setting. One example that applies to all the sectors should be drawn upon and examined in relation to the impact on policies and procedure that shape and govern practice in the sectors. Learners must know the role of workforce development policies and methods in supporting staff to update and extend their skills and knowledge.

Roles and responsibilities of:

Individuals:

- are responsible for maintaining their competence and developing new practice as directed by new legislation, policies or work place procedures
- undertake self directed learning (reading magazines and journals, undertaking research, using internet resources)
- must attend formal training as necessary
- undertake formal qualifications as necessary
- participate in group discussions on specific issues in relation professional development
- mentor or coach others as needed or required
- must use reflective and evidence based practice

Organisations:

- the induction of new practitioners
- training to support continual professional development and competence in the workplace including:
  - mentoring
  - appraisal systems
  - responses to national initiatives/policies and translating them into procedures for staff
  - providing continuing training to ensure employees are suitably prepared to undertake their role.

Learners must know the key roles and responsibilities for both the individual and the organisation in supporting personal and professional development in general terms. They must learn how individual and organisational roles and responsibilities are linked to one another. Learners must know how this is done in practice by relating it to the procedures in their work placement setting.

## Learning outcome 2: Understand the purpose of reflective and evidence based practice in the sectors

Theories that underpin reflective practice:

- Kolb's learning cycle
- The Reflective Practice cycle (as first devised by Gibbs)
- Use of supervision, appraisal and mentoring
- Schön's model of reflection in action and retrospective thinking
- JOHARI window recording tool used to help people better understand their interpersonal communication and relationships.

Principles of reflective practice:

- looking back at events and asking questions
- looking forward (crystal ball gazing) and asking questions
- self-assessment of practice/competence in a given situation
- looking for learning points within the scenario or situation on which you reflect
- identifying learning/development needs.

Only one theory should be examined in detail. Learners must understand the key principles that underpin reflective practice as listed above.

Meaning of evidence based practice:

- practice which is rooted in studies. This can be at national, local or individual level
- practice which has been demonstrated to work.

Learners must understand that there is a difference between reflective and evidence based practice.

### Learning outcome 3: Understand the workings of sector settings

Procedures of workplace settings could include:

- the limitations of their role and responsibility
- confidentiality restrictions in settings
- what to do if they are concerned about any practice they see
- that they may see or be party to things that upset them
- dress codes
- that they are being offered a snapshot of the settings work rather than in depth knowledge and understanding
- who they need to speak to about any issues, concerns or in general to get a rounded picture of the work undertaken in the setting.

Learners must understand procedures of workplace settings in relation to their work placement. This learning could be carried out as a preparation or planning activity prior to them starting their placement.

How principles and values are demonstrated in real workplace settings:

- what is done in practice to uphold the principles and values
- what principles and values are being upheld.

Impact of personal and professional development:

- how the organisation or setting supports personal and professional development
- what individuals in the organisation do in terms of their own personal and professional development
- what changes have been put in place as a result
- how personal and professional development has improved service provision.

The above should be learnt in general terms by looking at examples of how this is done in practice. This could be done as preparation/planning activity prior to the start of their work placement.

## Learning outcome 4: Be able to plan personal development linked to organisational objectives

Assessing strengths and weaknesses in relation to personal development will involve the use of SWOT analysis:

- strengths:
  - what can they do well?
  - what existing qualifications do they have?
- weaknesses
  - areas requiring development – skills, knowledge or attitudes
- opportunities
  - what is available to them eg further opportunities for work experience, other qualifications
- threats
  - what challenges might they encounter in their personal development.

Generating ideas will include:

- focusing on their SWOT analysis and thinking of ideas that will help them to progress
- discussing ideas verbally with others:
  - in one to one meetings
  - as a group
- recording ideas using mind maps/brainstorming techniques.

Techniques for prioritising actions will include:

- discussing and agreeing what needs to be done, in what order, in terms of importance
- setting up meetings with relevant people to talk about personal development
- discussing and agreeing short, medium and long term objectives with others
- preparing a self assessment that could be discussed with others
- changing/re-prioritising actions as necessary.

Learners must use the above techniques when planning for their personal development. The plan must be linked to real organisational objectives for a sector setting of their choice.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on page 129 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is for the learner to produce their own personal development plan linked to the organisational objectives of an organisation that they are interested in. In doing so, they will demonstrate their understanding of how personal and professional development is supported in actual work place settings and will be able to utilise their understanding of reflective practice by completing a personal evaluation of their strengths and weaknesses.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Learners must produce and keep a reflective log whilst on their work experience which will help them to complete their personal development plan. This log must include a review of their own experiences gathered during work experience in two different settings which may be in the same sector or in two different sectors and some factual information regarding personal and professional practice which is then linked to their work placement setting.

#### Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task  | Evidence<br>The following must be provided:   | Acceptable formats      | LO/AC mapping         |
|---|---|-------------------------|-----------------------|
| Produce a reflective account of work placement experiences              | A reflective log which must include: <ul style="list-style-type: none"><li>information related to legislation and how it shapes the practice of the work placement.</li></ul>       | electronic or hard copy | 1a, 1b, 3a, 3b and 3c |
| Produce a personal development plan linked to organisational objectives | Personal development plan including: <ul style="list-style-type: none"><li>an evaluation of their strengths and weaknesses (SWOT)</li><li>ideas for personal development.</li></ul> | electronic or hard copy | 2a, 2b, 4a, 4b and 4c |

## Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

### Time (limited control)

The assignment will take approximately 36 of the 90 guided learning hours available for this unit.

### Resources (limited control)

Learners will need access to a work placement in order to complete their personal development plan.

It may be appropriate to create a template for learners to complete as part of their reflective log whilst on their placement to cover such things as:

- what key legislation contains
- how the legislation informs practice in the setting.

### Supervision (medium control)

Learners must be supervised when producing reflective logs and when writing up with personal development plans.

### Collaboration (limited control)

Team work is not suitable for the assessment of this unit. Learners must work individually to complete their personal development plans.

## Weighting of learning outcomes

| Learning outcomes   | Marks     | Weighting   |
|---|-----------|-------------|
| 1 Know how professional practice is developed, shaped and governed within the sectors | 18        | 20%         |
| 2 Understand the purpose of reflective and evidence based practice in the sectors     | 21        | 23%         |
| 3 Understand the workings of sector settings  | 24        | 27%         |
| 4 Be able to plan personal development linked to organisational objectives            | 27        | 30%         |
| <b>Total</b>  | <b>90</b> | <b>100%</b> |

## Assessment grid

### Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on page 134.

| Learning outcomes   | Band 1  | Band 2   | Band 3  |
|---|---|--|---|
|   | The learner has:  |  |   |
|   | 0 to 6 marks  | 7 to 11 marks  | 12 to 18 marks  |
| 1 Know how professional practice is developed, shaped and governed within the sectors | <p>Gave a basic description of how key legislation, polices and procedures impact professional practice.</p> <p>Described in limited detail, some of the roles and responsibilities of the individual or organisation in supporting personal and professional development.</p>  | <p>Described how key legislation, polices and procedures impact professional practice.</p> <p>Described the roles and responsibilities of the individual and organisation in supporting personal and professional development.</p>   | <p>Describe in detail how key legislation, polices and procedures shape professional practice.</p> <p>Described in good detail the roles and responsibilities of the individual and organisation in supporting personal and professional development.</p>   |
|   | 0 to 7 marks  | 8 to 13 marks  | 14 to 21 marks  |
| 2 Understand the purpose of reflective and evidence based practice in the sectors     | <p>Explained in limited detail the theories and principles that underpin reflective practice, covering some aspects.</p> <p>Gave a basic explanation of what is meant by evidence based practice.</p>   | <p>Explained in detail the theories and principles key aspects that underpin reflective practice, covering some relevant aspects.</p> <p>Explained in some detail, what is meant by evidence based practice.</p>   | <p>Explained in comprehensive detail, the theories and principles that underpin reflective practice, covering relevant aspects.</p> <p>Gave a thorough explanation of what is meant by evidence based practice.</p>   |
|   | 0 to 8 marks  | 9 to 15 marks  | 16 to 24 marks  |
| 3 Understand the workings of sector settings  | <p>Gave a basic explanation of a limited range procedures of workplace settings.</p> <p>Gave a limited evaluation of how principles and values of the sectors are demonstrated in workplace settings.</p> <p>Explained in basic terms, how personal and professional development impacts on service provision in sector settings.</p> | <p>Explained a range of procedures of workplace settings.</p> <p>Evaluated how principles and values of the sectors are demonstrated making some relevant links to the workplace setting.</p> <p>Explained how personal and professional development impacts on service provision in sector settings covering some relevant aspects.</p> | <p>Gave a comprehensive explanation of a range procedures of workplaces.</p> <p>Gave a detailed evaluation of how the principles and values of the sectors are demonstrated making relevant links to the workplace setting.</p> <p>Gave a comprehensive explanation of how personal and professional development impacts on service provision in sector settings covering relevant aspects.</p> |

| Learning outcomes  | Band 1   | Band 2   | Band 3  |
|--|--|--|---|
|  | The learner has:   |  |   |
|  | 0 to 9 marks   | 10 to 17 marks   | 18 to 27 marks  |
| 4 Be able to plan personal development linked to organisational objectives | <p>Made a basic evaluation of their personal strengths and some areas for development in relation to work in a sector.</p> <p>Generated some ideas for personal development with some links to the evaluation of strengths and weaknesses.</p> <p>Prioritised actions for personal development plan showing limited evidence of objectives and success criteria linked to organisational objectives.</p> | <p>Evaluated their personal strengths and realistic areas for development in relation to work in a sector.</p> <p>Generated different ideas for personal development with clear links to the evaluation of strengths and weaknesses.</p> <p>Prioritised actions for personal development plan showing some evidence of relevant objectives and success criteria linked to organisational objectives.</p> | <p>Made a detailed evaluation of their personal strengths and suggested a number of realistic areas for development.</p> <p>Generated a number of well thought out ideas for personal development with relevant and clear links to the evaluation of strengths and weaknesses.</p> <p>Prioritised actions for personal development plan showing detailed evidence of relevant objectives with success criteria linked to organisational objectives.</p> |

## Guidance for delivery

It is important that, through the Level 3 Society, Health and Development Principal Learning, learners receive as broad an experience as possible. Teachers are urged to refer to, and use examples from, each of the four sectors where appropriate and relevant. Details of these sectors may be found on page x of the specification.

The work placements for learners at this level will need to be well managed with a suitable tutor and clear meaningful objectives if learners are to be given the opportunity to gain sufficient experience to reflect on their own practice and make personal development plans.

Discussions in class of the learners' own experiences of relationships with the sectors may be a useful starting point:

- What was it that worked?
- Why?
- What did not work?
- Why?

Role playing first meeting scenarios with an individual can be a good preparation for work placements. Learners will have an opportunity to try out skills, reflect on practice, identify where improvements may be made and, then, try again. Alternatively role playing scenarios well and poorly to consider the difference may be helpful activity.

If learners are able to meet employers from the sectors in advance of their work placement, this will help their understanding of what to expect and experience. This activity may have already taken place as part of the learning in other units at this level. Learners could ask questions to the employer such as:

- Why they do their job?
- What skills, attributes and qualities are needed to do their work?
- How they reflect on their practice in the workplace?
- How development is provided in the setting that they work?

It may be possible to provide time for reflection for learners during their work placements depending on how their time is organised. Reflection during the placement will allow learners to review what they are doing and how and to identify what they may improve upon when they next return to the placement. Learners could complete a JOHARI window for themselves. If this is not possible it may be appropriate to see if someone in the placement can carry out a review after the first week of a placement, based on a self review by the learner.

Each learner in the group could be asked to prepare for a class discussion one example of evidence based practice from their work placement thus providing the opportunity for the group to examine a range of examples. An employer from one of the sectors could be invited to participate in the discussion to draw out learning points from the examples.

The application of legislation to practice could be taught through small group discussions exploring how behaviour at work is governed by requirements both internal to the workplace and externally. The use of agreed protocols, the set of rules which have to be followed and which carry more weight than a policy, may be helpful (eg missing from care protocol, Local Safeguarding Children Board protocols, Safeguarding Adults protocols) providing comprehensive direction across all client groups in addition to specific protocols eg Clinical trials protocols.

Learners could be encouraged to engage in web based research to identify the skills and attributes required to work in a setting or sector. It may be helpful to provide the opportunity for small group discussions on practice issues, or case studies making links to practice requirements outlined in the National Occupational Standards developed for each of the four sectors.

Providing the opportunity for learners to use the detailed assignment template in the school setting to support them to plan to gather the data they will need to successfully complete the assignment prior to using it in their work placement may be helpful.

In relation to Continuing Professional Development a class discussion of case studies, looking at historical events and current practice could be used to demonstrate the changes that have taken place in working practices due to CPD. Learners should not bring specific examples involving users of the service from their work setting to a learning situation.

Learners must be provided with the opportunity to review a variety of CPD recording formats from settings in each of the sectors.

Learners should be supported to examine any problems or issues they have experienced in their own practice and identify ways of overcoming them.

Group debates based on case studies about failures in the system (regulatory body accounts of people who have been “struck off” the register) may be helpful when examining failures resulting from not providing good workforce development. Examples are Joint Investigation into Provision of Services for People with Learning Disabilities at Cornwall Partnership NHS Trust (2006), the Utting Report and Lost in Care: the Report of the Tribunal Inquiry into the Abuse of Children in Care in the former County Council Areas of Gwynedd and Clwyd since 1974(2000) (further examples may be found on Nursing and Midwifery Council and Health Professions Council websites.)

Learners might find it interesting to read inspection reports from the Care and Social Services Inspectorate Wales (CCISW), or a local authority (Joint Area Reviews or Annual Performance Assessments), or a police report from HM Inspectorate of Constabulary, all available on the web. Learners could read the inspection reports for their area or the setting in which they will undertake work experience placements.

This list is not exhaustive as legislation and policies are under constant review in these sectors. Teachers must ensure that new legislation is included as and when necessary.

This unit has links with Level 3 Unit 2: Partnership working in practice in the sectors covered by Society, Health and Development (Wales).

## Employer engagement

The focus for delivery of this unit will be through the learner’s own experiences and reflections of real workplace settings. The role of employers in this unit is therefore ample in terms of supporting learners while on work placement as it will have a direct relation to the achievement in the unit.

Employers could supply learners with the organisational objectives for the setting so that learners can create their personal development plans and provide examples of personal development plans that have been created by members of staff. Equally, if employers from the learner’s work placement were able to set the brief for the assessment it would help to give it a real work-related purpose.

## Essential Skills Wales

### Level 3 Principal Learning in Society, Health and Development (Wales) Unit 5: Personal and professional development in practice in the sectors covered by Society, Health and Development (Wales)

#### Essential Skills Wales: Communication

| Skill/s to be developed   | Suggested context  | Reference   |
|---|--|-------------|
| <b>Speaking and listening</b>   |  | <b>C3.1</b> |
| Understanding and responding to spoken language on a range of topics and in a range of contexts.  | a Formal face-to-face discussions with at least two other people about their SWOT analysis and to exchange ideas with others that will help them to progress.<br><br>b A talk/presentation about a policy and procedure in relation to their workplace setting and the impact it has on policies and procedure that shape and govern practice in the sectors. (C3.2)   | C3.1.1      |
| Speaking to communicate <ul style="list-style-type: none"> <li>information</li> <li>feelings</li> <li>opinions</li> <li>questions</li> <li>complex instructions</li> </ul> on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts. |  | C3.1.2      |
| a Taking part in formal discussions with two or more other people<br>b Giving a talk/presentation of at least eight minutes.  |  | C3.1.3      |
| <b>Reading</b>  |  | <b>C3.2</b> |
| Reading, understanding and synthesising information from at least two documents about the same subject.<br><br>Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.  | Reading at least two documents about a chosen policy and procedure in relation to their work placement setting and the impact it has on policies and procedure that shape and govern practice in the sectors, for example, harassment and bullying, in preparation for a talk/presentation. (C3.1b)<br><br>(notes made while reading, understanding and synthesising information could be used when writing different types of short documents). | C3.2.1      |
| <b>Writing</b>  |  | <b>C3.3</b> |
| Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.  | Writing a plan about the learner's own personal development for the purpose of evaluating their strengths and weaknesses and enabling them to make choices about their progression route to an audience of peers if used in C3.1a.   | C3.3.1      |

| <b>Essential Skills Wales: ICT</b>  |   |                  |
|---|---|------------------|
| <b>Skill/s to be developed</b>  | <b>Suggested context</b>  | <b>Reference</b> |
| <b>Using ICT systems</b>  |   | <b>ICT3.1</b>    |
| Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.   | Using ICT to produce an information booklet about the roles and responsibilities of both individuals and organisations in supporting personal and professional development.   | ICT3.1.1         |
| Using ICT independently to carry out the activity efficiently and effectively.  |   | ICT3.1.2         |
| Following safe, healthy and secure working practices at all times.  |   | ICT3.1.3         |
| <b>Finding, selecting and exchanging information</b>  |   | <b>ICT3.2</b>    |
| Planning how to find the ICT-based and non ICT-based information required.  | Finding, selecting and exchanging ICT-based and non-ICT information relevant to accessing the internet, using electronic media and archives, using email to contact sector representatives, sharing information electronically with others, using notes and selecting suitable software packages and images as appropriate. | ICT3.2.1         |
| Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.  |   | ICT3.1.2         |
| Entering, saving, communicating and exchanging ICT-based information to suit the purpose.   |   | ICT3.1.3         |
| <b>Developing and presenting information</b>  |   | <b>ICT3.3</b>    |
| Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of:<br>a text<br>b tables<br>c images<br>d numbers<br>e records. | Developing and presenting ICT-based information for the purpose of producing an information booklet, in the form of text and/or tables and/or images and/or numbers and/or records for an audience of peers.  | ICT3.3.1         |
| Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.  |   | ICT3.3.2         |

| <b>Essential Skills Wales: Application of Number</b>   |   |                  |
|--|---|------------------|
| <b>Skill/s to be developed</b>   | <b>Suggested context</b>  | <b>Reference</b> |
| <b>Understanding numerical data</b>  | Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.   | <b>N3.1</b>      |
| Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.   | Identifying the task of analysing personal development plans and describing how to prioritise actions so that targets are realistic in terms of time and resources, planning how to tackle it and collecting relevant data from a range of sources including data gathered in the workplace setting, for example, staff turnover and number of employees. | N3.1.1           |
| Planning how to tackle it.   |   | N3.1.2           |
| Collecting relevant numerical data and information from a range of sources to meet the purpose of the task.<br><br>Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set. |   | N3.1.3           |
| <b>Carrying out calculations</b>   |   | <b>N3.2</b>      |
| Choosing and using appropriate methods to get the results needed and justifying the methods used.  | Choosing and using appropriate methods and carrying out calculations to get the results needed in the task which may involve fractions and percentages and handling statistics.   | N3.2.1           |
| Using the data and information obtained to carry out calculations relevant to the task to do with:<br><br>a amounts or sizes<br>b scales or proportion<br>c handling statistics<br>d using formulae.   |   | N3.2.2           |
| <b>Interpreting results and presenting findings</b>  |   | <b>N3.3</b>      |
| Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.  | Presenting and explaining results about analysing personal development plans to an audience of practitioners within the sector, in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justifying ways of presenting, methods and findings.                                     | N3.3.1           |
| Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.   |   | N3.3.2           |

## Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

| Skill/s to be developed   | Suggested context   | Reference    |
|---|---|--------------|
| <b>Planning work with others</b>  | Working in a group or team to investigate the procedures of workplace settings in relation to their work placement.<br><br>(This could be carried out prior to the learners starting their work placement).<br><br>Findings could be reported back to the whole group verbally or in writing. For example, verbal presentations to the whole group and/or a wall display. | <b>WO3.1</b> |
| Agreeing realistic objectives for working together and what needs to be done to achieve them.       |   | WO3.1.1      |
| Sharing relevant information to help agree roles and responsibilities.                              |   | WO3.1.2      |
| Agreeing suitable working arrangements with those involved.   |   | WO3.1.3      |
| <b>Seeking to develop co-operation and checking progress towards agreed objectives</b>              |   | <b>WO3.2</b> |
| Organising and carrying out tasks efficiently to meet responsibilities.                             |   | WO3.2.1      |
| Seeking effective ways to develop cooperation including ways to resolve any conflict.               |   | WO3.2.2      |
| Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.   |   | WO3.2.3      |
| <b>Reviewing work with others and agreeing ways of improving collaborative work in the future</b>   |   | <b>WO3.3</b> |
| Agreeing the extent to which work with others has been successful and the objectives have been met. |   | WO3.3.1      |
| Identifying factors, including own role, in influencing the outcome.                                | WO3.3.2   |              |
| Agreeing ways of improving own work with others in the future, including interpersonal skills.      | WO3.3.3   |              |

### Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

| Skill/s to be developed   | Suggested context  | Reference    |
|---|--|--------------|
| <b>Setting targets using information from appropriate people and planning how these will be met</b>                               | Learning about how to make a personal development plan which will enable the learner to make informed choices about their progression with regard to further learning or a career in one of the sectors. | <b>LP3.1</b> |
| Seeking information on ways to achieve targets, and identifying factors that might affect plans.                                  |  | LP3.1.1      |
| Using this information to set realistic targets and identify clear action points.   |  | LP3.1.2      |
| Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.                              |  | LP3.1.3      |
| <b>Taking responsibility for own learning, using the plan to help meet targets and improve performance</b>                        |  | <b>LP3.2</b> |
| Managing time effectively to meet deadlines, revising the plan as necessary.  |  | LP3.2.1      |
| Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.     |  | LP3.2.2      |
| Reflecting on progress, seeking feedback and relevant support to help meet targets.   |  | LP3.2.3      |
| <b>Reviewing progress and establishing evidence of achievements</b>   |  | <b>LP3.3</b> |
| Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome. |  | LP3.3.1      |
| Identifying targets met and gathering evidence of achievements.   | LP3.3.2  |              |
| Consulting appropriate people to agree ways to further improve performance.   | LP3.3.3  |              |

## Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

| Skill/s to be developed  | Suggested context  | Reference    |
|--|--|--------------|
| <b>Exploring a problem and identifying different ways of tackling it</b>   | Tackling the problem of what they should do if they are concerned about any practice they see or are party to things that upset them in their workplace setting? | <b>PS3.1</b> |
| Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved. |  | PS3.1.1      |
| Selecting and using a variety of methods to come up with different ways of tackling the problem.                       |  | PS3.1.2      |
| Comparing the main features and risks of each approach, and justifying the method to be used.                          |  | PS3.1.3      |
| <b>Planning and implementing at least one way of solving the problem</b>   |  | <b>PS3.2</b> |
| Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.                    |  | PS3.2.1      |
| Putting the plan into action, effectively using support and feedback from others to help tackle the problem.           |  | PS3.2.2      |
| Checking regularly progress towards solving the problem, revising the approach as necessary.                           |  | PS3.2.3      |
| <b>Checking if the problem has been solved and reviewing own approach to problem solving</b>                           |  | <b>PS3.3</b> |
| Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.            |  | PS3.3.1      |
| Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.         |  | PS3.3.2      |
| Reviewing own approach to problem solving, including whether other approaches might have proved more effective.        |  | PS3.3.3      |

## Suggested learning resources

### Books

Maclean S. and Harrison R. *Social Care: The Common Knowledge Base. A Pic 'n' Mix Guide (specific section on Continuing Professional Development)*. Published: Kirwin Maclean Associates.

A useful book, but written at a higher level than this award so of use for teachers is

The Critical Practitioner in Social Work and Health Care Fraser and Matthews

As are:

Bulman and Shulz. *Reflective Practice in Nursing*.

Donald Schön. *The Reflective Practitioner: How professionals think in action*.

Teena Kayman. *The Playworkers Handbook*. As useful chapter of professional development.

City & Guilds Smart – screen has examples of personal development plans in other awards, which could be adapted to suit the needs of the SHD Principal Learning qualification.

### Websites

- Codes of Practice and the Induction Framework for Social Care Workers [www.ccwales.org.uk](http://www.ccwales.org.uk)
- Useful for learning and development and NOS [www.skillsforjustice.com](http://www.skillsforjustice.com)
- Useful for good practice guidance [www.probation.homeoffice.gov.uk](http://www.probation.homeoffice.gov.uk)
- Useful for learning and development and NOS [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- Useful for guidance on work experience [www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)
- Useful for guidance on work experience, learning and development and NOS [www.skillsactive.com](http://www.skillsactive.com)
- This organisation considers research in practice for social workers in child care. It may not be appropriate for learners but can give teaching staff ideas. [www.rip.org.uk](http://www.rip.org.uk)
- Useful for links to other sites and information on evidence based practice. [www.scie.org.uk](http://www.scie.org.uk)
- NHS Wales e-library for health [www.wales.nhs.uk/sites3/page.cfm?orgid=520&pid=10464](http://www.wales.nhs.uk/sites3/page.cfm?orgid=520&pid=10464)
- Care and Social Services Inspectorate Wales (CCISW) to view inspection reports [www.wales.gov.uk](http://www.wales.gov.uk)
- Estyn inspects a wide range of provision such as nursery schools, independent schools, special schools, pupil referral units and youth support services and focus on Safeguarding and health and safety issues as well as standards in education. There are a range of reports on this site too. [www.estyn.gov.uk](http://www.estyn.gov.uk)
- Useful information on nursing standards and professional development [www.nmc-uk.org](http://www.nmc-uk.org)
- [www.practicebasedlearning.org/home.htm](http://www.practicebasedlearning.org/home.htm)
- A great site to start the hunt for matters relating to justice. [www.justice.gov.uk](http://www.justice.gov.uk)
- This organisation considers research in practice for social workers in adult care. It may not be appropriate for learners but can give teaching staff ideas. [www.ripfa.org.uk](http://www.ripfa.org.uk)

### Journals and magazines

- Nursing Times
- Community Care
- Children Now
- Police Review

The resources listed in this section are intended to be examples and is not an exhaustive list.

AQA-City&Guilds will also publish suggested learning and teaching resources on its website:  
**[www.diplomainfo.org.uk/PLQ-Wales-SHD.asp](http://www.diplomainfo.org.uk/PLQ-Wales-SHD.asp)**

The DDP (Diploma Development Partnership) website for Society, Health and Development  
**<http://shd.skillsforhealth.org.uk>** contains useful learning and teaching resources that consortia may find helpful in the delivery of the Principal Learning. This includes:

- A compendium of applied learning materials
- Work-related learning guide.

# Level 3 Unit 6: How the sectors covered by Society, Health and Development protect individuals and society from risks (Wales)

## What is this unit about?

The purpose of this unit is for learners to be able to apply appropriate risk assessments and health and safety audits to different situations and sector settings.

Maintaining the health, safety and security of themselves and others is a key responsibility of workers in the Children and Young People's Workforce, Health, Adult Social Care and Community Justice Sectors. This includes the health, safety and security of people who use the services, of the worker and of colleagues and visitors. Organisations where learners are on work experience will also need to ensure that their safety and security is maintained at all times and learners will also need to be aware of any potential risks whilst they are there, and their responsibilities for reporting risks.

In this unit learners will explore the answers to questions such as: how do the sectors ensure the health, safety and security of people who use the services and those who work in, or visit settings? How are children, young people and vulnerable adults safeguarded? How do the sectors identify who is 'at risk' and how do they reduce risks? How do the sectors deal with aggression towards staff and carers? What safety risks are there in the local community and how are these dealt with? How do legislation and organisational policies protect and promote safeguarding of individuals?

Learners will examine the use of conflict resolution skills and explore how they are used in a range of situations. They will recognise the balance which has to be made between 'risk' to an individual and/or a community and the 'freedom to choose' when working in the sectors.

## Guided learning hours

This unit has 90 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit a written examination of 2 hours.

## Content details

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  |
|--|---|
| 1 Know the key legislation and organisational policies and procedures that safeguard and protect individuals and communities | a outline the key legislation and organisational policies and procedures that safeguard and protect individuals and communities                       |
| 2 Understand the range of circumstances that pose risks to individuals and communities                                       | a evaluate circumstances which pose risks to individuals and communities and their potential consequences   |
|  | b explain the steps to be taken in response to signs of potential harm or abuse   |
|  | c explain how health, safety and security risks in workplace and community settings are assessed and managed  |
| 3 Understand how different strategies are used to safeguard and protect individuals and communities                          | a analyse how conflict resolution and coping strategies are used in a range of professional situations  |
|  | b explain the role and responsibilities of workers across the sectors in supporting individuals, groups and communities to balance risks and freedoms |
|  | c explain the importance of establishing and maintaining trusting relationships with individuals and those who care for them                          |
| 4 Be able to apply risk assessments and health and safety audits for different sector settings                               | a develop risk assessments and health and safety audits for different sector settings   |
|  | b propose ways in which risks to individuals and communities can be managed and minimised   |

3

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be met.

It is important that, through the Level 3 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must use examples from, each of the four sectors where appropriate and relevant.

### **Learning outcome 1: Know the key legislation and organisational policies and procedures that safeguard and protect individuals and communities**

Learners will need to know about the following key legislation that exists to safeguard and protect individuals.

- Children Act 2004
- Childcare Act 2006
- Care Standards Act 2000
- Safeguarding Vulnerable Groups Act 2006
- National Health Service Act 2006
- Crime and Disorder Act 1998
- Criminal Justice Act 2003
- Mental Capacity Act 2005
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Manual Handling Operations Regulations 1992
- Reporting of Injuries, Diseases and dangerous Occurrences Regulations (RIDDOR) 1995
- Control of Substances Dangerous to Health (COSHH) 2002
- Data Protection Act 1998
- Food Safety Act 1990
- Food Safety (General Food Hygiene) Regulations 1995
- Corporate Manslaughter and Corporate Homicide Act 2007.

Key legislation must be learnt in relation to how it safeguards and protects individuals and how it is translated into organisational policies and procedures. A detailed knowledge of each piece of legislation is not required however an appreciation of how it is applied in the sectors is necessary.

## Learning outcome 2: Understand the range of circumstances that pose risks to individuals and communities

Circumstances that might pose risks to individuals and communities:

Individuals:

- bullying
- substance misuse (drugs and alcohol)
- domestic violence at home
- stress
- self-harm.

Other factors:

- education and training
- drug and alcohol misuse
- relationships
- income
- lifestyle and social associates
- emotional well-being
- attitudes
- accommodation.

Communities:

- matters relating to the design and maintenance of environments
- the ways in which anti-social behaviour such as street problems, nuisance
- neighbours and environmental antisocial behaviour (eg abandoned cars, graffiti) may contribute to perceived and actual risks to communities.

Types of harm and abuse:

- neglect
- physical (including self harm)
- psychological
- sexual
- discrimination
- financial or material.

Signs that might indicate that harm or abuse is taking place:

- physical signs
- psychological/mental signs
- behavioural and social indicators
- deviation from accepted level of development, or failure to thrive.

Steps that are taken in response to suspected harm or abuse:

- reference to organisational policies and procedures
- recording the event and completing any documentation with evidence as instructed by the organisation's safeguarding policies and procedures
- informing the designated person in the organisation with a responsibility for safeguarding
- holding a case conference with others
- referral to another professional
- removal of the individual (to a place of safety)
- allocation of a key worker to identify and support individuals in addressing the underlying causes of harmful or offending behaviour
- having clear guidance outlining how individuals who have been affected should respond by contacting the appropriate agencies
- ensuring that agencies work with each other and with the local community in a co-ordinated way
- using legal action to restrict the movement/behaviour.

How risks are assessed:

- identifying hazards
- deciding who might be harmed and how
- deciding if there is a risk of harm or abuse
- evaluating the risks identified
- evaluating if the procedures in place are appropriate
- recommending change if necessary
- recording findings.

How risks managed and minimised:

- the use of street lighting
- use of CCTV in areas
- surveillance systems in settings
- visitors' books
- key pad protected entrances
- relevant checks for all those in contact with children, young people or vulnerable adults
- vigilance of sector staff in reporting risks
- regular health and safety audits
- initiatives which support victims and witnesses.

Learners should examine checklists and templates that are used in the sectors to assess risks.

Learners must understand that there may be specific ways that risks are managed and minimised depending on the sector. Examples should be learnt across all of the sectors. They must understand that there are different and approaches to reduce risk and monitor the safety of environments.

### Learning outcome 3: Understand how different strategies are used to safeguard and protect individuals and communities

Methods of conflict resolution will include:

- effective communication
- active listening
- conciliation
- mediation/negotiation
- arbitration
- restorative justice
- alternatives to violence.

Coping strategies will include:

- relaxation techniques such as deep breathing
- emotional outlets such as laughing or crying
- writing about the experience
- participating in a support group
- talking the incident over with a colleague
- participating in exercise.

Learners must understand a range of different methods of conflict resolution and coping strategies and how they are used in the sectors.

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Roles and responsibilities of workers:

- using organisational procedures in relation to safeguarding and protecting individuals
- complying with external legislation and regulations
- monitoring behaviour of others that may pose a risk to individuals' safety/security
- sharing information within and across sectors
- providing support and advice
- attending reviews
- making interventions
- monitoring security systems
- enforcing different orders on people committing anti-social or offending behaviour that poses a risk to others
- acting as witnesses
- using powers of removal if there is a threat a child or young person is at risk in their own home.

How workers balance risks and freedoms:

- medical interventions and the choice of the individual to refuse the intervention
- the risk of a person being released re-offending, harming self or others
- the right to take and overcome risk eg to remain living in own home or to refuse services
- tension between safeguarding and protecting children and young people and allowing them to take measured risks eg free play, adventure activities, outdoor activities.

Learners must know that although the actual roles and job titles of workers in the sectors will vary, they will all have similar responsibilities in terms of safeguarding and protecting individuals from the risk of harm and abuse in different settings. This will include adhering to their own organisation's safeguarding policies and procedures.

Learners must know that it is part of the practitioner's role to establish trusting relationships with users of the service. These relationships will be enhanced by the skills and personal attributes of the practitioner and are important as they:

- encourages communication
- provides a sense of security
- makes the relationship stronger
- promotes confidence in the service
- provides feedback on the effectiveness of the service
- will impact on how users of the service perceive service delivery.

### **Learning outcome 4: Be able to apply risk assessments and health and safety audits for different sector settings**

Developing risk assessments and health and safety audits:

- identifying the hazards and/or risks and decide who may be harmed and how
- assessing the risks and deciding on precautions or actions:
  - considering benefits of the risks, such as, learning and development opportunities, increasing independence and personal achievement eg free play for children
  - considering the effects of intervention, particularly those which may be negative, such as, those in conflict with individual choice eg if there is a risk someone may be hurt
  - evaluating the information and balance benefits, possible risks, and options for intervention ie weigh up the options
- recording the findings using appropriate on a checklist or template.

Proposing improvements to minimise risk:

- maintenance of the environment including equipment
- provision of clear policies and procedures
- compliance with relevant legislation
- accident and incident recording and analysis
- feedback from users of the service eg complaints, surveys, service user representative groups
- staff training
- identifying the designated person for safeguarding children, young people and vulnerable adults
- suggesting improvements to physical security
- interventions from sector practitioners (who they are and what they do)
- the involvement of stakeholders for example: tenants groups
- measures that can be taken to protect individuals including people who may have been the victims or witnesses of crime or trauma
- supporting reasons based on findings.

Learners must be able to apply the above principles and techniques to given situations and settings.

## Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

Duration: 2 hours

Assessment Type: Extended answer paper

Number of marks: 90 marks

| Learning outcomes  | Assessment criteria   | Marks     | Weighting   |
|--|---|-----------|-------------|
| 1 Know the key legislation and organisational policies and procedures that safeguard and protect individuals and communities | a outline the key legislation and organisational policies and procedures that safeguard and protect individuals and communities                       | 11        | 12%         |
| 2 Understand the range of circumstances that pose risks to individuals and communities                                       | a evaluate circumstances which pose risks to individuals and communities and their potential consequences   | 35        | 39%         |
|  | b explain the steps to be taken in response to signs of potential harm or abuse   |           |             |
|  | c explain how health, safety and security risks in workplace and community settings are assessed and managed  |           |             |
| 3 Understand how different strategies are used to safeguard and protect individuals and communities                          | a analyse how conflict resolution and coping strategies are used in a range of professional situations  | 26        | 29%         |
|  | b explain the role and responsibilities of workers across the sectors in supporting individuals, groups and communities to balance risks and freedoms |           |             |
|  | c explain the importance of establishing and maintaining trusting relationships with individuals and those who care for them                          |           |             |
| 4 Be able to apply risk assessments and health and safety audits for different sector settings                               | a develop risk assessments and health and safety audits for different sector settings   | 18        | 20%         |
|  | b propose ways in which risks to individuals and communities can be managed and minimised   |           |             |
| <b>Total</b>   |   | <b>90</b> | <b>100%</b> |

## Guidance for delivery

This unit builds on learning that may have been undertaken at Level 2 Unit 3: The importance of safeguarding and protecting individuals within the sectors covered by Society, Health and Development. At Level 3 the learning content is more complex and is extended to cover risks to the community and to society, and how communities can be safeguarded and protected.

Learners should be provided with opportunities to think through how risks are identified, who might be harmed, evaluating the seriousness of the risk and deciding what procedures can be put in place to manage those risks. Groups of learners could research the Health and Safety risk assessments included in different work settings, perhaps whilst on their work placement or by looking at those of the School or College.

It is important to consider the impact of any activity on all those involved including individuals, the community and the learner. It will always be necessary to consider the importance of the rights and responsibilities of all those who might become involved in the activity, and issues relating to values and confidentiality.

In considering how risks to communities are managed, it may be possible to invite a specialist police Crime Reduction Officer to present to a group about the work that is done locally to assess and manage community risk.

Learners could develop a simple questionnaire to survey the views of members of the community about risks or potential risks in their community, and make recommendations about actions that could be taken to increase confidence.

Learners could investigate the role of Multi Agency Public Protection Arrangements (MAPPA) in assessing and managing the risks posed by offenders in communities. This could be by examining the annual report published jointly by the national Probation Service and the Prison Service, reviewing the leaflets they produce or speaking to an appropriate representative of the Probation Service.

Local newspapers will contain information about local initiatives that have implications or consequences for the safety of individuals and the community. Learners should be encouraged to gather current relevant local information for discussion and exploration.

In small groups learners could examine crime reduction strategies in their local area eg Secure by Design, the role of the Community Safety Partnerships (CSPs) and the effectiveness of CCTV and report back to the main group.

Using the knowledge and understanding gained from learning about risk assessment in workplaces and in communities more generally, learners could devise and undertake a risk assessment in a) a work setting and b) in the community eg children's play area, shopping centre or bus/railway station. As part of this they could generate recommendations for reducing risk and promoting a safe and secure environment.

It is important that learners are given the opportunity to use conflict resolution and coping strategies and to review how effectively they were applied. This should enable learners to understand these strategies and develop the skills to enable them to recommend the use of strategies in given situations. Specialist agencies may be called upon to provide training in these skills.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever with employers which the consortium has links, and of employers used for work experience placements.

Employers in the sectors might be able to provide copies of organisational policies and procedures in relation to safeguarding and protecting individuals. If this is not possible, the School or College's own policy in relation to Safeguarding should be referred to.

Teachers may find that co teaching some of the elements of this unit with Health and Safety representatives or with those with a designated responsibility for Safeguarding, might be useful and help to support learners' achievement in the unit.

Employers from different settings and services may be able to discuss with learners how they use risk assessments and health and safety audits for different purposes.

Learners could develop a range of questions to find out from employers either by talking to them directly when on work placement or by investigating different organisations. The questions could cover issues such as:

- how workers deal with aggressive behaviour in A&E departments or with challenging behaviour in people who have Alzheimer's disease
- How workers address behaviour from service users which can challenge services
- how workers assess risks when working in the home of a service user
- the roles and responsibilities of workers in different settings in relation to risk assessment
- how vulnerable adults are safeguarded
- how looked after children are safeguarded and protected
- how workers support people who self harm or have eating disorders
- how conflict resolution strategies are used in different settings in the sectors.

## Essential Skills Wales

### Level 3 Principal Learning in Society, Health and Development (Wales) Unit 6: How the sectors covered by Society, Health and Development protect individuals and society from risks (Wales)

#### Essential Skills Wales: Communication

| Skill/s to be developed  | Suggested context   | Reference   |
|--|---|-------------|
| <b>Speaking and listening</b>  |   | <b>C3.1</b> |
| Understanding and responding to spoken language on a range of topics and in a range of contexts.   | a Formal face-to-face discussions with at least two other people and a specialist police Crime Reduction Officer to discuss the work that is done locally to assess and manage community risk.  | C3.1.1      |
| Speaking to communicate <ul style="list-style-type: none"> <li>information</li> <li>feelings</li> <li>opinions</li> <li>questions</li> <li>complex instructions.</li> </ul> on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts. | b A talk/presentation about local initiatives that have implications or consequences for the safety of individuals and the community.   | C3.1.2      |
| a Taking part in formal discussions with two or more other people<br>b Giving a talk/presentation of at least eight minutes.   |   | C3.1.3      |
| <b>Reading</b>   |   | <b>C3.2</b> |
| Reading, understanding and synthesising information from at least two documents about the same subject.<br>Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.   | Reading at least two documents about a chosen key legislation act in relation to how it safeguards and protects individuals and communities in preparation for writing a short document.<br><br>(notes made while reading, understanding and synthesising information could be used when writing different types of documents). | C3.2.1      |
| <b>Writing</b>   |   | <b>C3.3</b> |
| Writing two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 1,000 words long.   | Writing a report about how the learner's chosen key legislation in C3.2 safeguards and protects individuals and communities for the purpose of providing information to an audience of practitioners in the sector.   | C3.3.1      |

| <b>Essential Skills Wales: ICT</b>  |   |                  |
|---|---|------------------|
| <b>Skill/s to be developed</b>  | <b>Suggested context</b>  | <b>Reference</b> |
| <b>Using ICT systems</b>  |   | <b>ICT3.1</b>    |
| Analysing and accurately describing how to approach at least one complex activity that involves the use of ICT.   | Using ICT to write an article for a newsletter about the role of Multi Agency Public Protection Arrangements (MAPPA) in assessing and managing the risks posed by offenders in communities.   | ICT3.1.1         |
| Using ICT independently to carry out the activity efficiently and effectively.  |   | ICT3.1.2         |
| Following safe, healthy and secure working practices at all times.  |   | ICT3.1.3         |
| <b>Finding, selecting and exchanging information</b>  |   | <b>ICT3.2</b>    |
| Planning how to find the ICT-based and non ICT-based information required.  | Finding, selecting and exchanging ICT-based and non-ICT information relevant to accessing the internet, using electronic media and archives, using email to contact sector representatives, sharing information electronically with others, using notes and selecting suitable software packages and images as appropriate. | ICT3.2.1         |
| Searching for, evaluating, selecting and getting, from a range of sources, relevant ICT-based and non ICT-based information.  |   | ICT3.1.2         |
| Entering, saving, communicating and exchanging ICT-based information to suit the purpose.   |   | ICT3.1.3         |
| <b>Developing and presenting information</b>  |   | <b>ICT3.3</b>    |
| Organising, developing, formatting and combining ICT-based and non ICT-based information from different sources to suit content and purpose, in the form of:<br>a text<br>b tables<br>c images<br>d numbers<br>e records. | Developing and presenting ICT-based information for the purpose of writing an article for a newsletter, in the form of text and/or tables and/or images and/or numbers and/or records for an audience of peers and practitioners in the sector.   | ICT3.3.1         |
| Presenting the final output effectively, using a consistent style and formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.  |   | ICT3.3.2         |

### Essential Skills Wales: Application of Number

| Skill/s to be developed  | Suggested context   | Reference   |
|--|---|-------------|
| <b>Understanding numerical data</b>  | Although there is no requirement to develop numeracy skills in this unit the suggested context will provide limited opportunities to practise some of the numeracy skills required at this level.   | <b>N3.1</b> |
| Identifying, analysing and accurately describing at least one practical problem or task that involves a range of numerical data and information.   | Identifying, analysing and describing the task of surveying the views of members of the community about risks or potential risks in their community and make recommendations about actions that could be taken to increase confidence, planning how to tackle it and collecting relevant data from a range of sources.  | N3.1.1      |
| Planning how to tackle it.   |   | N3.1.2      |
| Collecting relevant numerical data and information from a range of sources to meet the purpose of the task.<br><br>Sources must include at least two of a table, a chart, a graph or a diagram, of which at least one must be complex, and a large data set. |   | N3.1.3      |
| <b>Carrying out calculations</b>   |   | <b>N3.2</b> |
| Choosing and using appropriate methods to get the results needed and justifying the methods used.  | Choosing and using appropriate methods and carrying out calculations to get the results needed in the task which may involve obtaining data from primary and secondary sources to compare distributions, using measures of average and range, and estimate mean, median and range of grouped data.  | N3.2.1      |
| Using the data and information obtained to carry out calculations relevant to the task to do with:<br>a amounts or sizes<br>b scales or proportion<br>c handling statistics<br>d using formulae.   |   | N3.2.2      |
| <b>Interpreting results and presenting findings</b>  |   | <b>N3.3</b> |
| Selecting and justifying two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.  | Presenting and explaining results about the views of members of the community and recommending actions that could be taken to increase confidence to an audience of practitioners within the sector in two different ways, explaining methods and how the findings meet the purpose of the task and are appropriate to the audience. Justifying ways of presenting, methods and findings. | N3.3.1      |
| Presenting and explaining methods and findings and justifying how they meet the purpose of the task and are appropriate to the audience.   |   | N3.3.2      |

## Key Skills: Working with Others

Learners must develop the skills needed to work in a group or team situation, checking their progress as they work. The emphasis must be on the individual learner's contribution to the work of the pair or group.

| Skill/s to be developed   | Suggested context   | Reference    |
|---|---|--------------|
| <b>Planning work with others</b>  | Working in a group or team to research the Health and Safety risk assessments included in different work settings either while on work placement or by looking at those of the School or College.<br><br>Learners could also undertake a risk assessment in a work setting or in the community.<br><br>Findings could be reported back to the whole group (C3.1a) verbally or in writing. For example, verbal presentations to the whole group and/or a wall display. | <b>WO3.1</b> |
| Agreeing realistic objectives for working together and what needs to be done to achieve them.       |   | WO3.1.1      |
| Sharing relevant information to help agree roles and responsibilities.                              |   | WO3.1.2      |
| Agreeing suitable working arrangements with those involved.   |   | WO3.1.3      |
| <b>Seeking to develop co-operation and checking progress towards agreed objectives.</b>             |   | <b>WO3.2</b> |
| Organising and carrying out tasks efficiently to meet responsibilities.                             |   | WO3.2.1      |
| Seeking effective ways to develop cooperation including ways to resolve any conflict.               |   | WO3.2.2      |
| Sharing accurate information on progress, agreeing changes where necessary to achieve objectives.   |   | WO3.2.3      |
| <b>Reviewing work with others and agreeing ways of improving collaborative work in the future</b>   |   | <b>WO3.3</b> |
| Agreeing the extent to which work with others has been successful and the objectives have been met. |   | WO3.3.1      |
| Identifying factors, including own role, in influencing the outcome.                                | WO3.3.2   |              |
| Agreeing ways of improving own work with others in the future, including interpersonal skills.      | WO3.3.3   |              |

### Key Skills: Improving Own Learning and Performance

Learners must develop at least two different ways of learning to improve their performance. Their plan should include at least three targets.

| Skill/s to be developed   | Suggested context  | Reference    |
|---|--|--------------|
| <b>Setting targets using information from appropriate people and planning how these will be met</b>                               | Learning about a range of different methods of conflict resolution and coping strategies and how they are used in the sectors. | <b>LP3.1</b> |
| Seeking information on ways to achieve targets, and identifying factors that might affect plans.                                  |  | LP3.1.1      |
| Using this information to set realistic targets and identify clear action points.   |  | LP3.1.2      |
| Planning how to manage time, using support, reviewing progress and overcoming possible difficulties.                              |  | LP3.1.3      |
| <b>Taking responsibility for own learning, using the plan to help meet targets and improve performance</b>                        |  | <b>LP3.2</b> |
| Managing time effectively to meet deadlines, revising the plan as necessary.  |  | LP3.2.1      |
| Choosing ways of learning to improve performance, working at times independently and adapting approaches to meet new demands.     |  | LP3.2.2      |
| Reflecting on progress, seeking feedback and relevant support to help meet targets.   |  | LP3.2.3      |
| <b>Reviewing progress and establishing evidence of achievements</b>   |  | <b>LP3.3</b> |
| Providing information on the ways learning has been used to meet new demands and on factors affecting the quality of the outcome. |  | LP3.3.1      |
| Identifying targets met and gathering evidence of achievements.   | LP3.3.2  |              |
| Consulting appropriate people to agree ways to further improve performance.   | LP3.3.3  |              |

3

## Key Skills: Problem Solving

Learners must explore at least three different ways of tackling a problem and implement at least one way.

| Skill/s to be developed  | Suggested context   | Reference    |
|--|---|--------------|
| <b>Exploring a problem and identifying different ways of tackling it</b>   | Tackling the problem of dealing with aggression towards staff and carers. | <b>PS3.1</b> |
| Identifying, analysing and accurately describing the problem, and agreeing with others how to know it has been solved. |   | PS3.1.1      |
| Selecting and using a variety of methods to come up with different ways of tackling the problem.                       |   | PS3.1.2      |
| Comparing the main features and risks of each approach, and justifying the method to be used.                          |   | PS3.1.3      |
| <b>Planning and implementing at least one way of solving the problem</b>   |   | <b>PS3.2</b> |
| Planning the chosen way of solving the problem and getting the go-ahead from an appropriate person.                    |   | PS3.2.1      |
| Putting the plan into action, effectively using support and feedback from others to help tackle the problem.           |   | PS3.2.2      |
| Checking regularly progress towards solving the problem, revising the approach as necessary.                           |   | PS3.2.3      |
| <b>Checking if the problem has been solved and reviewing own approach to problem solving</b>                           |   | <b>PS3.3</b> |
| Applying systematically methods agreed with an appropriate person, to check if the problem has been solved.            |   | PS3.3.1      |
| Describing fully the results and drawing conclusions on how successful the learner was in solving the problem.         |   | PS3.3.2      |
| Reviewing own approach to problem solving, including whether other approaches might have proved more effective.        |   | PS3.3.3      |

## Suggested learning resources

### Books

Crawford, A. (1998). *Crime Prevention and Community Safety: Politics, Policies and Practices*. Published: Longman. ISBN: 978-0582294578.

(2000). *In Safe Hands: Implementing Adult Protection Procedures in Wales*.

(2001). *Everybody's Business*.

(2004). *Children and Young People: Rights to Action*.

*All Wales Youth Offending Strategy: Delivery Plan 2009-11*.

*National Policing Plan for Wales 2009-2012*.

British Crime Survey – analysis by region or area subdivided for trends and 8 crime groupings – available from **[www.crimereduction.homeoffice.gov.uk](http://www.crimereduction.homeoffice.gov.uk)**

National Community Safety Plan 2008-11 – details how government will work with local partners and communities to improve safety

Housing and anti-social behaviour: A guide for residents DCLG

### Websites

- Welsh Assembly Government **[www.wales.gov.uk](http://www.wales.gov.uk)**
- The Care Council for Wales **[www.ccwales.org.uk](http://www.ccwales.org.uk)**
- UK Mediation **[www.ukmediation.net](http://www.ukmediation.net)**
- Home Office Community Safety **[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)**
- Neighbourhood Watch **[www.neighbourhoodwatch.uk.com](http://www.neighbourhoodwatch.uk.com)**
- Crime Concern **[www.crimeconcern.org.uk](http://www.crimeconcern.org.uk)**
- Victim Support **[www.are-you-ok.org.uk](http://www.are-you-ok.org.uk)**
- Tackling Drugs Changing Lives **[www.drugs.homeoffice.gov.uk](http://www.drugs.homeoffice.gov.uk)**
- Crime reduction **[www.crimereduction.homeoffice.gov.uk](http://www.crimereduction.homeoffice.gov.uk)**
- Health & Safety Executive **[www.hse.gov.uk](http://www.hse.gov.uk)**
- Restorative Justice Consortium **[www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)**

### Journals and magazines

- Community Safety Journal: Pavilion Publishing

### CDs, CD-ROMs and DVDs

Creating Safer Neighbourhoods: a guide Crime Concern

Street Crime – lessons learned in London

The resources listed in this section are intended to be examples and is not an exhaustive list.

AQA-City&Guilds will also publish suggested learning and teaching resources on its website: **[www.diplomainfo.org.uk/PLQ-Wales-SHD.asp](http://www.diplomainfo.org.uk/PLQ-Wales-SHD.asp)**

The DDP (Diploma Development Partnership) website for Society, Health and Development **<http://shd.skillsforhealth.org.uk>** contains useful learning and teaching resources that consortia may find helpful in the delivery of the Principal Learning. This includes:

- A compendium of applied learning materials
- Work-related learning guide.

## 4 Assessment guidance

The following information is applicable to all lines of learning and at all levels. This information is also available on [www.diplomainfo.org.uk/PLQ-Wales.asp](http://www.diplomainfo.org.uk/PLQ-Wales.asp)

### 4.1 Controlled assessment (internally assessed units)

This section of the specification provides instructions for controls that apply across the whole qualification. Specific instructions on controls for task taking are also contained within the assessment section of each unit.

The information contained within this section has been written in accordance with the *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of these instructions must be made available to all subject leaders as well as this specification.

### 4.2 What is controlled assessment?

- Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.
- Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.
- Depending on the level of control defined within the unit, controlled assessments may take place for example:
  - in a normal timetabled lesson or other defined session under supervised conditions;
  - entirely within the centre under supervision with controlled access to resources; or
  - outside the centre and involve research with limited supervision.
- Controlled assessments may take place at anytime during the course. However, centres must ensure that the controlled assessment task issued to learners is appropriate to the year in which the assessment will be submitted to AQA-City & Guilds.

## 4.3 AQA-City & Guilds approach to controls

The following table sets out the AQA-City & Guilds approach to controls for internally assessed units for the Level 3 Principal Learning in Society, Health and Development.

| Aspect                | Level 1        | Level 2        | Level 3        |
|-----------------------|----------------|----------------|----------------|
| <b>1 Task setting</b> | Limited        | Limited        | Limited        |
| <b>2 Task taking</b>  |                |                |                |
| a Time                | Limited        | Limited        | Limited        |
| b Resources           | Limited/medium | Limited/medium | Limited/medium |
| c Supervision         | Medium         | Medium         | Medium         |
| d Collaboration       | Limited/medium | Limited/medium | Limited/medium |
| <b>3 Marking</b>      | Medium         | Medium         | Medium         |

**Limited control:** means that consortia have control over that area, within the guidance set out by AQA-City & Guilds in its documentation on the unit, the qualification and the assessment.

**Medium control:** means that the parameters for that area of assessment are more closely controlled by AQA-City & Guilds and that anything that can be altered by the consortium is made clear in the appropriate guidance.

## 4.4 Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section which contains instructions on task setting for that unit. Parameters are specified in terms of:

- setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** that covers all the learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, including the level of demand
- the **evidence** that must be produced.

## Applied and sector-relevant purpose

The assessment section provides information on the purpose of the assessment which consortia must adhere to when setting briefs and tasks for assessment. The brief must clearly state to the learner what the purpose of the assessment is and the assessment must provide an outcome that would be meaningful to an employer. It may help to support learner achievement if the brief for the assessment is able to be set in collaboration with an employer.

## Coherent assessment

The weighting of learning outcomes table shows the weightings of learning outcomes, and should be referred to when setting tasks, so that appropriate depth and breadth can be allocated to different areas of the assessment.

The table in the assessment section of the unit which details tasks and evidence should also be considered when setting tasks to ensure that assessment criteria are covered.

Example assessments are provided for all internally assessed units which aim to help consortia when designing assignments.

## Tasks and activities

The task and evidence table in the assessment section of the unit details the types of tasks that may be set to cover the assessment criteria. Consortia may devise different tasks provided that they meet the requirements of the unit and add up to an applied, purposeful activity. When setting tasks, consortia must also specify the controls for task taking in terms of time, resources, collaboration and supervision for each activity.

Learners should be set tasks of equivalent complexity regardless of whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

## Evidence

The task and evidence table in the assessment section of the unit details the types of acceptable evidence that should be provided for the assessment and the acceptable format. In some cases, and to ensure access to assessment, the format of the evidence may be altered.

## Example assessments

Examples of suitable internal assessment will be made available to all consortia via [www.diplomainfo.org.uk/PLQ-Wales.asp](http://www.diplomainfo.org.uk/PLQ-Wales.asp). These are examples only and should not be used as off the shelf assessments, but may be adapted to suit local delivery circumstances and requirements.

## Internal standardisation

The Domain Assessor at a consortium who has overall responsibility for internal standardisation is also responsible for the standardisation of task setting. This must include checking that the assessment is suitable for the line of learning and the level and that it will allow learners full access to the assessment criteria.

## Moderation of task setting

All consortia will receive an early visit by their moderator, which will include checking suitability of controlled assessment internally set and marked units. This visit will also include guidance on marking.

Consortia will also receive detailed feedback following moderation of any units, which includes appropriateness of the tasks set.

## 4.5 Task taking

Task taking covers the following aspects: time, resources, supervision and collaboration. AQA-City & Guilds will apply either a limited or medium level of control to specific aspects of task taking depending on the unit. The details contained in this section provide information that applies across all of the Level 3 Principal Learning in Society, Health and Development. It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the instructions specified by AQA-City & Guilds and the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of the JCQ instructions must be made available to all subject leaders as well as this specification.

### Time (limited control)

The overall time to be spent generating evidence for the assessment is specified in the assessment section of each unit. It is up to individual consortia to determine the amount of time to be allocated to each task within the assessment. Although this time does not have to be followed to the minute, it is recommended that variance should not normally be by more than plus or minus 10%.

### Resources (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to resources. This means that consortia must determine appropriate physical resources and information sources for the assessment. However, for some units, the level of control for resources will be medium where particular requirements for resources are specified.

Consortia must have access to sufficient equipment to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment such as access to a 'mock shop', use of the internet, or interaction with simulated or live clients/customers will be found in the assessment section of the relevant unit. All resources used, including sources of information, must be clearly referenced by learners.

Guidance on how this should be done can be found in section 4 of the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*.

### Collaboration (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to collaboration. Limited control for collaboration means that consortia should determine appropriate opportunities for collaboration during the assessment.

For some units, the level of control applied to collaboration will be medium. This will apply when learners are required to carry out tasks as part of a team and the team-working skills are an integral part of the assessment requirements. In such cases, the information contained in the assessment section will specify the parameters for how the team work should be managed.

Where an assessment is undertaken as a group, for example generating ideas, each learner must write up his/her own account. Even if all learners have the same information, the description of how the information was obtained and the conclusions drawn from it must be in each learner's own words. Alternatively, learners may collaborate in the construction of the product or the presentation but their evaluative responses must be their own and their individual contribution clearly identified.

Teachers/assessors assessing a learner's evidence where group work has been undertaken will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

Where group work/team work is not suitable for the assessment activity, this is stated in each individual unit's assessment section.

## **Supervision (medium control)**

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching staff are present. In this way, the consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

Learners may work without direct supervision when preparing to undertake controlled assessments. This will include discussing the task or equipment needed with peers and gathering background information. However, if the activity constitutes part of the assessable outcomes, for example, planning with others or generating ideas, then these activities must be supervised.

Supervision is defined by AQA-City & Guilds as normal classroom/studio/workshop conditions where the teacher or assessor is present in the same room whilst learners are producing the evidence for assessment. It is not required that learners work under examination conditions.

The assessment section in each unit specifies the tasks that must be directly supervised in line with the guidance above and those which may be undertaken without direct supervision. On occasion, the requirement for direct supervision may be relaxed if it is not possible to directly supervise the activity required to produce the evidence for assessment. For example, if the most suitable environment for producing the evidence means that the teacher or assessor cannot be present, such as for customer service activities carried out in a work placement, then the teacher or assessor must ensure that an appropriate person supervises the evidence collection. A signed witness statement must be completed with enough information to allow the teacher or assessor to make a reliable judgement about the evidence. An appropriate person is defined as someone who has a supervisory role within the workplace (or equivalent) and who has the required skills. This person must not be a family member.

Evidence produced in the learner's own home is not acceptable for assessment, as it cannot be authenticated by the assessor or teacher and a parent or carer is not an appropriate person to supervise.

## **Authentication**

Both the learner and the teacher are required to sign the Candidate Record Form (CRF) to confirm that the work submitted for assessment is the learner's own. The teacher must declare that the work was conducted under the specified controls and record details of any additional assistance.

Other materials can be utilised in controlled assessments for research and reference, but sources of information must be fully acknowledged.

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions contained in this specification and the guidelines contained in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. To meet the regulator's Operating Rules for Component and Principal Learning Awarding Bodies, AQA-City & Guilds requires:

- learners to sign the Candidate Record Form (CRF) confirming the work submitted is their own. For forms completed electronically a typed name is sufficient
- teachers/tutors to confirm on the CRF that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- the teacher/tutor responsible for internal standardisation also signs the Centre Declaration Sheet (CDS/PL) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher/tutor has undertaken the marking, that person must sign this form. For each unit, a CRF must be completed for each learner and these, together with the Centre Declaration Sheet for Principal Learning, must be sent to the moderator by the specified date with the final marks. Failure to sign either or both the CRF and the CDS/PL may delay the processing of results.

If the teacher or assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA-City & Guilds will set the associated mark(s) to zero.

## Feedback

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded by the teacher on the Candidate Record Form (CRF) and be made available to the moderator upon request.

Whilst feedback may be provided to learners, the consortium must ensure that the work submitted is the learner's own. On occasions, the assessment task will require that learners are given feedback which they must act upon as part of the assessment. This feedback must be recorded and the learner's individual response noted as part of his/her achievement of the task. If feedback is required as part of the assessment, this will be detailed in the assessment section for that unit.

Please also refer to the section on 'Revision, re-working and interim review of learners' work' below.

## Revision, re-working and interim review of learners' work

Learners may make amendments to their work in the light of feedback from their teacher provided that this feedback is in line with the requirements of the unit. Learners must not be allowed to make amendments after the work has been submitted for the final assessment by the teacher.

## 4.6 Task marking (medium control)

AQA-City & Guilds apply a medium level of control to task marking. The information in this section applies across all units within the Level 3 Principal Learning in Society, Health and Development. The assessment grid can be found in the assessment section of each unit.

### Guidance on applying the unit assessment grid

In the assessment grid for each unit, mark ranges are specified for each learning outcome. The mark ranges apply to the top of each band. When assessing and marking a learner's work, teachers/assessors should use their professional judgement to identify, for each learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

In order to meet the higher level mark band descriptions and therefore achieve higher level marks, learners must show greater depth and breadth of understanding, higher level skills in terms of synthesis, analysis and evaluation, as well as a higher level of independence and originality as required in the assessment criteria.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars of learners' work as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

## Internal standardisation of marking

The consortium is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the consortium has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking (normally the Domain Assessor) must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The consortium is required to send to the moderator a signed form confirming that the marking of work at the consortium has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Further guidance on how to conduct internal standardisation can be found in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'.

## Moderation of internal assessment and submission to AQA-City & Guilds

Moderation of internal assessment and submission to AQA-City & Guilds will only be available in the summer term by a fixed deadline that will be published at the start of the academic year.

## 4.7 Malpractice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds regulations concerning malpractice.

Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Consortia must report suspected malpractice to AQA-City & Guilds.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to other learners, but learners should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by another person or third party without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessment is identified by a consortium after the learners have signed the declaration of authentication, the Head of Centre making entries for the unit must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Malpractice in controlled assessment discovered prior to the learners signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

## 4.8 Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

## 4.9 Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator will give guidance on task setting; check the arrangements for task taking and review the consortium's marking.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of ESW and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for controlled assessment.

The second stage of moderation is to check the marking of assessments. This stage will take place at a fixed time in the academic year, and may be through postal moderation or through visit to a consortium. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

## 5 Administration

### 5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2011. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

### 5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 3 Principal Learning in Society, Health and Development. Further details of the approval process are available on the website at: [www.diplomainfo.org.uk/PLQ-Wales.asp](http://www.diplomainfo.org.uk/PLQ-Wales.asp)

### 5.3 Centre requirements

#### Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

#### Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Lead and domain assessors will be supplied with supporting material, including this specification and exemplars related to internal assessment. These exemplars will also include example learner work and marking guidance.

#### Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

## 5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (SHD3W1)

Unit 2 (SHD3W2)

Unit 3 (SHD3W3)

Unit 4 (SHD3W4)

Unit 5 (SHD3W5)

Unit 6 (SHD3W6)

## 5.5 Quality assurance

### Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- setting of appropriate tasks (see Section 4.4)
- the application of appropriate controls for task taking (see Section 4.5)
- training in the use of the assessment grid (see Section 4.6)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.6)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.6).

## External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.9. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators will:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- 1 facilitate any inspection of the centre which is undertaken on behalf of AQA-City & Guilds
- 2 make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

## 5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ *Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

**[www.jcq.org.uk](http://www.jcq.org.uk)**

## 5.7 Awarding grades and reporting results

The Advanced Principal Learning in Society, Health and Development will be reported on a six-grade scale: A\*, A, B, C, D and E. Learners who fail to reach the minimum standard for grade E will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 3 Extended Project will be graded separately and will use the same grading system as the Principal Learning. Principal Learning and the Level 3 Extended Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

## 5.8 Certification of the Principal Learning

AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

## 5.9 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

## 5.10 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

## 5.11 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*.

This is published on the JCQ website:

**[www.jcq.org.uk/exams\\_office/access\\_arrangements/](http://www.jcq.org.uk/exams_office/access_arrangements/)**

or you can follow the link from our website:

**[www.aqa.org.uk/admin/p\\_special\\_3.html](http://www.aqa.org.uk/admin/p_special_3.html)**

### Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

### Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

## 5.12 Language of examinations

We will provide units for this specification in English and Welsh.

## 5.13 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 3 Principal Learning in Society, Health and Development (Wales).

# Appendix A

## Other issues

### **European Dimension**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### **Environmental Education**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

### **Avoidance of Bias**

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.







