

SOCIETY, HEALTH AND DEVELOPMENT



Society, Health and Development

Level 1 Principal Learning

Specification (7411)
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
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

This specification will be published annually on our website (www.diplomainfo.org.uk)

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)

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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.

Diplomas are 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 Diploma 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 Diploma 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 Diploma Support Teams.

- **Service**

AQA-City & Guilds Diplomas are 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 Diplomas, we look forward to welcoming you.

1.2 Why choose the Diploma in Society, Health and Development?

The Diploma 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 Diploma will also raise their awareness of the range of rewarding career opportunities that exist across the sectors.

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

- have the opportunity to progress into work-based training, or further and/or higher education
- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or support progression
- have a wide choice of additional and specialist learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Society, Health and Development. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website: **www.dcsf.gov.uk**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website: **www.aqa.org.uk/admin/p_entries.html**
- 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**

1.4 How do I find out more?

Use Ask AQA – our online information service

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

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 Diploma Support Team

You may also contact the Diploma Support Team for your region. Please check current details on:

www.diplomainfo.org.uk

Diploma Support Teams have particular expertise in:

- supporting centres and consortia on Gateway 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 also available on our website.

There is a link to our fast and convenient online booking system for Teacher Support meetings at:

events.aqa.org.uk/ebooking/

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. 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**

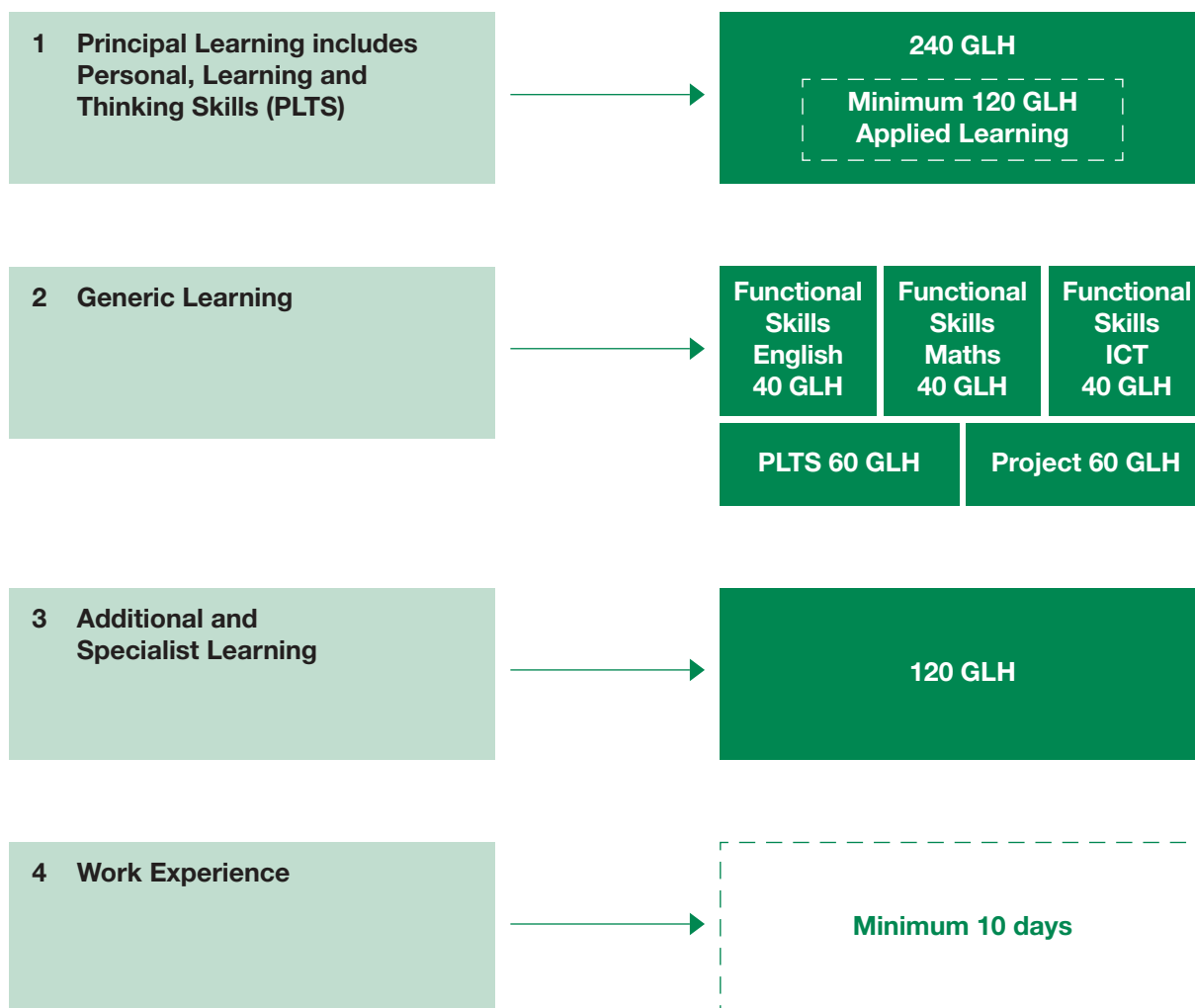
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Foundation Diploma at a glance – 600 GLH (guided learning hours)

- comparable to 5 GCSEs grade D–G
- 1 year full-time study or 2 years part-time with National Curriculum programmes of study
- all components are compulsory



2.2 Level 1 Principal Learning in Society, Health and Development at a glance

- all 8 units are compulsory

Unit 1 30 GLH

Introduction to the sectors within Society, Health and Development
Externally assessed

Unit 2 30 GLH

Introduction to principles and values in the sectors within Society, Health and Development
Internally assessed

Unit 3 30 GLH

Introduction to partnership working between the sectors covered by Society, Health and Development
Internally assessed

Unit 4 30 GLH

Introduction to communication within the sectors covered by Society, Health and Development
Internally assessed

Unit 5 30 GLH

Introduction to safe working in the sectors covered by Society, Health and Development
Internally assessed

Unit 6 30 GLH

The importance of health and well-being in Society, Health and Development
Internally assessed

Unit 7 30 GLH

Introduction to how needs are assessed by the sectors covered by Society, Health and Development
Internally assessed

Unit 8 30 GLH

The importance of human growth and development in Society, Health and Development
Internally assessed

3 Principal Learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that summarises the intended outcome of achieving the PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below is the PLTS framework. A copy of this should be given to each learner. Following these descriptors is a table showing the PLTS that are integrated into the assessment criteria in the Level 1 Principal Learning in Society, Health and Development.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect their own and others' ideas and experiences in inventive ways

CT4 question their own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 collaborate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations, including leadership roles

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own.

This table shows the coverage of PLTS in the Principal Learning units of the Foundation Diploma in Society, Health and Development.

Level 1 Principal Learning in Society, Health and Development

PLTS	IE	CT	RL	TW	SM	EP
Unit 1						
Unit 2			★			
Unit 3			★	★		
Unit 4			★			
Unit 5					★	★
Unit 6			★			★
Unit 7	★	★				
Unit 8		★	★		★	

3.2 Functional Skills signposting

The units **may** use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Introduction to the sectors within Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Analysing: processing and using mathematics Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1
Unit 2 Introduction to principles and values in the sectors within Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Analysing: processing and using mathematics Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1
Unit 3 Introduction to partnership working between the sectors covered by Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Analysing: processing and using mathematics Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 4 Introduction to communication within the sectors covered by Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1
Unit 5 Introduction to safe working in the sectors covered by Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Analysing: processing and using mathematics Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1
Unit 6 The importance of health and well-being in Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Analysing: processing and using mathematics Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1
Unit 7 Introduction to how needs are assessed by the sectors covered by Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Analysing: processing and using mathematics Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 8 The importance of human growth and development in Society, Health and Development	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Representing: selecting the mathematics and information needed Level 1 • Analysing: processing and using mathematics Level 1 • Interpreting: communicating results and conclusions Level 1 	<ul style="list-style-type: none"> • Using ICT Level 1 • Finding and selecting information Level 1 • Developing, presenting and communicating information Level 1

3

3.3 Level 1 Units

Level 1 Unit 1: Introduction to the sectors within Society, Health and Development

What is this unit about?

This unit is designed to give learners a basic knowledge of the purpose and structure of the four sectors covered by the Society, Health and Development Diploma: the Children and Young People's Workforce, Health, Adult Social Care and Community Justice.

This unit provides a good basis and context for all the other units at this level.

Learners will carry out local investigations to find out about the different organisations, the services that they provide and how they work together. They will find out the answers to questions such as: What are the different organisations that provide services in my area? Who uses the services?

Guided learning hours

This unit has 30 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination of 1 hour.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the purpose and structure of the sectors	a identify questions to answer about the sectors b state the purpose of each of the four sectors c identify the roles of key organisations within the sectors
2 Know the range of services delivered by the sectors	a describe the range of services delivered in the sectors b describe how organisations within and across the sectors work together to deliver services
3 Understand how to plan and carry out investigations into the work of the sectors	a explain how to plan investigations b explain how to carry out investigations

In this externally assessed unit, PLTS are not referenced against assessment criteria. However, the unit has been designed to afford ample opportunities for PLTS development through the learning programme. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 1 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.

Examples provided are not exhaustive and the focus of this unit must be on looking at organisations and services at a local level and how they support the purpose of the sectors and work together.

Learning outcome 1: Know the purpose and structure of the sectors

Identifying questions to answer about the sectors will include:

The types of organisations

- what types of organisations are in the sector?
- what kinds of jobs are carried out in these organisations?

The services they provide

- what services do they provide in the community?
- who are the users of the services?

How and why they work with different organisations or sectors

- why do sectors work together?
- how do organisations work together to provide services?

The purpose of the sectors may be found, for example, in mission statements found on websites.

Children and Young People's Workforce

The purpose of the sector is to provide support so that every child and young person will be able to reach their full potential and:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Key organisations will include:

- pre-school child care
 - children's centres
 - play groups
 - nurseries
- youth work organisations such as Youth Clubs, Local Authority Youth Services
- schools
 - primary
 - secondary.

Roles:

- providing healthy meals
- provide enjoyable learning activities
- providing parenting advice and support/courses
- safeguarding children and young people.

Health

The purpose of the health sector is to enable every individual to achieve optimum health and well-being. The patient is at the centre of service provision.

Key organisations will include:

- Primary Health Care Providers
 - General Practitioners
 - NHS Walk-in centres
 - Opticians
 - Dentists
 - Pharmacists.
- Secondary Health Care Providers
 - Hospitals.

Health care science organisation and allied health care organisations

Roles:

- diagnosis and treatment of illness
- provision of health care advice
- promotion of healthy living
- preventative care
- end of life care.

Community Justice Sector

The purpose of the sector is to reduce re-offending and the risk of harm to others and to reduce crime in communities.

Key organisations will include:

- victim support
- victim/witness support services
- youth offending teams
- probation services.

Roles:

- promoting the rights of victims of crime
- offering practical support to victims of crime
- rehabilitation of offenders
- supervision and management of offenders in the community
- working with offenders to change their offending behaviour.

Adult Social Care Sector

The purpose of the sector is to help people who may need extra support, or vulnerable people to live as independently as possible.

It aims to safeguard and support individuals to take control and responsibility for their own independence, health and well-being.

Key organisations will include:

- Adult Social Care Services
 - Private Home Care Agencies
 - Local Authority Home Care Services
 - Residential care homes
 - Private Nursing homes
- agencies such as Age Concern (older people), Mencap and Mind (people with disabilities).

Roles:

- assessing care needs of people
- helping them to plan how they want their care needs to be met
- providing practical help in a person's own home
- providing residential care for people who are no longer able to live at home
- safeguarding adults
- helping people cope with the impact of mental health problems or disabilities on their life.

At this level, learners need to know the purpose(s) of the four sectors covered by the Diploma at a headline level only. Key organisations must be learnt in relation to how they support the purpose(s) of the sector. Learners must know that organisations are defined as the structure providing the service and will be statutory or non-statutory.

A range of organisations should be covered across all four sectors. A detailed knowledge of each organisation is not required. The focus should be on local examples and this should include some cross sectoral/multi agency organisations and some third sector organisations (independent/voluntary).

Learning outcome 2: Know the range of services delivered by the sectors

Services: defined as direct provision by organisations in the sectors to users of the service and communities.

Range of services delivered by the sectors includes:

Children and Young People's Workforce

- Education services
 - Early Years
 - Primary
 - Secondary.
- Extended Schools provision, such as
 - Before and after school clubs
 - Summer schools.
- Children's Social Services.

Health

Examples of services must cover both primary care and secondary care and will include:

Primary care

- Walk in centres
- Dentists
- General Practitioners
- Opticians
- Pharmacies.

Secondary care

- Accident and Emergency
- NHS Walk-in service.

Adult Social Care

- assessing individual needs
- working with users of the service to make decisions about their care needs.

Community Justice

- community safety and crime prevention
- prevention of offending and re-offending
- supervision of offenders in the community
- community-based rehabilitation projects
- support networks and services for victims, survivors and witnesses.

How organisations work together to provide services:

- agreeing on the purpose of joint working
- agreeing the procedures that the individuals from organisations will follow such as sharing information, planning and budgeting
- agreeing which parts of the service particular organisations will provide such as carrying out an assessment, providing resources
- reviewing and evaluating the delivery of shared services.

A wide range of organisations – statutory and non-statutory – working together for a specific reason.

- Connexions and Secondary Schools:
 - provide career advice to secondary school pupils
- Crime and Disorder Reduction Partnerships (CDRPs)
 - probation service working with community youth work organisations, youth offending teams and schools
- an integrated adult care package for independent living would involve Primary Health Care and adult social care
- Children's centres
 - schools, health professionals, social care services and play work.

Examples of organisations working together should be explored in the learner's local area or community wherever possible.

Learning outcome 3: Understand how to plan and carry out investigations into the work of the sectors

Techniques to plan investigations:

- setting aims and objectives
- agreeing timescales
- deciding on the best methods to use to find out the answers such as interview, questionnaire, internet
- producing relevant questions to ask
- deciding on who to ask.

Carrying out investigations

- identifying roles
- identifying barriers
- meeting deadlines
- identifying support needed
- review the investigation
 - use a checklist to evaluate all aspects of investigation
 - group discussion
 - one-to-one evaluation.

Assessment

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

Duration: 1 hour

Assessment type: Short answer paper with some questions based on scenarios

Number of marks: 48 marks

Learning outcomes	Assessment criteria	Marks	Weighting
1 Know the purpose and structure of the sectors	a identify questions to answer about the sectors	13	27%
	b state the purpose of each of the four sectors		
	c identify the roles of key organisations within the sectors		
2 Know the range of services delivered by the sectors	a describe the range of services delivered in the sectors	19	40%
	b describe how organisations within and across the sectors work together to deliver services		
3 Understand how to plan and carry out investigations into the work of the sectors	a explain how to plan investigations	16	33%
	b explain how to carry out investigations		
Total		48	100%

3

Guidance for delivery

Working in small groups, learners could plan and investigate the work of one local organisation and its staff. Each group could investigate an organisation from a different sector using a set of questions they have prepared. Each group could then report their findings back to the full group, either through an oral presentation or a wall display.

Learners could find out about the work of local organisations in a number of ways. Learners could use the internet to read user of service guides and promotional literature to find out about mission statements and aims of local organisations. They could also talk to employer partners from within the consortia to find out about the services they offer.

The school or college environment is also a fruitful environment for applied learning for this unit, especially in respect of the Children and Young People's Workforce. For example, what other services are provided by their own school and to whom? What other organisations are involved? What roles are carried out at the school and what do these people do? Learners could look into specific job roles carried out at the school (for example learning mentors) to answer questions such as, how do they support children to overcome barriers to learning? Or, what does it feel like to be a learning mentor? If these people can be recruited to talk to learners about their jobs it would enrich the learning experience and support achievement.

This unit also has links with Level 1 Unit 2: Introduction to principles and values in the sectors within Society, Health and Development. If co-teaching Levels 1 and 2, it may be possible to teach this unit with:

- Level 2 Unit 2: The importance of communication and partnership working within the sectors covered by Society, Health and Development
- Level 2 Unit 5: How individual needs are addressed by the sectors covered by Society, Health and Development
- Level 2 Unit 6: The importance of the work of the Community Justice sector in Society, Health and Development
- Level 2 Unit 7: The importance of the work of the Children and Young People's workforce in Society, Health and Development
- Level 2 Unit 8: The importance of the work of the Health sector in Society, Health and Development
- Level 2 Unit 9: The Social Model of Disability and its importance to the work of the Adult Social Care sector.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experiences and to support achievement in this unit.

A partnership approach should be adopted wherever possible with employers with which the consortium has links, particularly those used for work experience placements. The learner's own school or college will also provide an opportunity to find out about the work of the sectors, particularly the Children and Young People's Workforce, in terms of what services it provides, who works there and so on.

If a visit to (or from) a local employer can be arranged, learners should think about the sorts of questions they want to find out the answers to in advance, such as:

- what does it feel like to support people to maintain their independent living?
- what do occupational therapists do?
- how do learning mentors support children to overcome barriers to learning?
- how do police home security officers help to reduce crime?

Learners should also be reminded to keep their questions with them while on work experience so that they may find out the answers directly from people employed in the sectors.

It would be helpful for teachers to develop a method of maintaining contact with employers in the sectors in order to ensure that the examples of different organisations and the services they provide are kept up-to-date.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identifying questions to answer and problems to solve when investigating the work of an organisation: What does the organisation do? Who does what and who are the users of the service? (IE1)

Creative thinkers

- asking questions to extend their thinking of practitioners, websites and literature when investigating services provided in the local area (CT2)

Reflective learners

- communicating their learning in relevant ways for different audiences when presenting the results of their investigations (RL6)

Team workers

- collaborating with others to work towards common goals when investigating the work of an organisation (TW1)

Self-managers

- working towards goals, showing initiative, commitment and perseverance when investigating the services provided in the local area (SM2)
- organising time and resources, prioritising actions when undertaking an investigation (SM3).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit, when researching the sectors and the range of services, for example reading cases reported in the press to identify how organisations have worked together to provide support, and when carrying out an investigation into the work of the sectors. The findings might be presented as a display.

Obtaining information may involve verbal requests for information or help, either face-to-face or over the telephone. Learners may use communication skills when engaging in discussions with employers on visits to settings, when employers speak to the group of learners or on work placements. Whilst there is no requirement for group activity, learners might participate in the delivery of a presentation about the investigation undertaken and may contribute to a discussion around issues arising.

The learner may make use of ICT skills in researching and in presenting information, including the use of text and images or numbers. Examples include conducting web searches into the work of different organisations in the sector or emailing the organisations for information. Questionnaires for their investigation may be produced electronically and ICT may be used to process and present their results and findings.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Websites

- NACRO **www.nacro.org.uk**
Crime reduction charity – works mainly with young people. Also participates in restorative justice work.
- Youth Justice Board **www.yjb.gov.uk**
Outlines how the YJB works to prevent offending and re-offending by children and young people under the age of 18 in England and Wales.
- National Library for Health **www.library.nhs.uk/Default.aspx**
An NHS-funded library service on health and social care, for NHS staff and those involved in delivering care to NHS patients.
- Social Care Information and Learning Services **www.scils.co.uk**
Useful website with activities, handouts and individual learning sessions.
- Every Child Matters **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.
- Children's Workforce Development Council **www.cwdcouncil.org.uk**
Set up to support the implementation of Every Child Matters, this employer-led organisation supports people in the children's workforce across England, including those in childcare provision, learning mentors, education welfare, foster care and social care.

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

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 1 Unit 2: Introduction to principles and values in the sectors within Society, Health and Development

What is this unit about?

The purpose of this unit is for learners to develop an awareness of the key principles and values that are shared by all the sectors and to be able to apply them in their learning and on work placements.

Principles and values guide the way people behave and treat others. Workers in all of the four sectors must all demonstrate the same principles and values in their day-to-day work. This helps them to ensure that they are providing a good service and that the people for whom they provide the services are right at the centre of provision.

In this unit, learners will have the opportunity to look at their own school or college's policies and find out how these policies uphold their rights and how they relate to key legislation such as the Human Rights Act. They will learn the answers to questions such as: What do we mean when we speak of having rights? Have you ever thought about how we get these rights? What is meant by diversity and equality? What is meant when it is said that someone is prejudiced? When should information about people be kept confidential and why is this important?

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 112–119 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the purpose of key legislation, policies and codes of practice in relation to principles and values within and across the sectors	a outline the purpose of key legislation, codes of practice and policies that relate to principles and values	
	b describe how different values are supported in the sectors	
2 Understand the importance of principles and values in the sectors	a explain the meaning of key terminology in relation to principles and values	
	b explain why principles and values are important when working with individuals, groups and communities	
3 Be able to relate principles and values to work in the sectors	a review own principles and values	
	b reflect on own principles and values in relation to the sectors	RL1

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 1 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 purpose of key legislation, policies and codes of practice in relation to principles and values within and across the sectors

Key legislation:

- The Human Rights Act 1998.

Codes of practice and policies:

- Pupil/learner codes of conduct
- Anti-bullying policy in the school or college
- School/college policies in relation to equality and diversity.

The purpose of legislation in relation to principles and values:

- serve to underpin the values that we (as a society) uphold
- ensure that the shared values of the sectors are upheld.

Purpose of policies and codes of practice are to:

- guide the attitudes and behaviours of practitioners in all sectors and contexts
- provide guidance on how practitioners should treat people who use the service
- provide guidance on the standard of service
- ensure that the individual is at the centre of how services are provided in the sectors.

A detailed knowledge of all legislation and codes of practice in relation to principles and values is not required at this level. Learners must know in general terms that legislation is there to ensure that rights are upheld and specifically in relation to the focus of the examples being looked at, what and whose rights are being enforced. Relevant examples of key legislation that is applicable across the sectors should also be looked at. Examples from local sector organisations or multi-agency partnerships should also be referred to.

How principles and values are supported:

- how the settings in the sectors place the individual at the centre of service delivery
- how diversity is embraced
- how equality is ensured
- how discrimination is challenged
- how privacy and dignity is respected.

Learners must look at how principles and values are supported by looking at least one setting or service from each of the four sectors. These should be simple examples at this level.

Learning outcome 2: Understand the importance of principles and values in the sectors

Key terminology:

- rights
- responsibilities
- equality
- diversity.

Learners must know what is meant by each term and, in respect of confidentiality, the context of the right to dignity and privacy rather than data protection

Principles and values are important when working with individuals, groups and communities in terms of:

- dignity
- individuality
- privacy
- independence
- choice
- respect
- confidentiality.

Learners should know why principles and values are important in terms of what could happen if they were not in place. This should include what happens if there is a breach in confidentiality, for example, it could cause a breakdown in trust between the worker and the person accessing the service and lead to disciplinary action.

Learning outcome 3: Be able to relate principles and values to work in the sectors

Reviewing principles and values:

- using a table/grid
- discussing with others what is meant by principles and values
- awareness of attitudes and beliefs, including where they come from and how they influence behaviour. This might include:
 - integrity
 - respecting others
 - valuing diversity.

Reflection against the principles and values against those of the sectors:

- evaluate own principles and values against those of different sectors and settings that have been examined
- Identify opportunities and achievements.

Learners must reflect on their principles and values in respect of different sectors or settings that have been studied.

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 pages 112–119 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 purpose of this assessment is for learners to use their skills as reflective learners to extend their own thinking of the importance of principles and values in the sectors and to reflect on how their own attitudes and beliefs match those of the sectors.

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 should produce a table or a short written report which demonstrates their knowledge and understanding of what principles and values mean, how they are supported in the sector and why they are important. The reflective account of their own principles and values should be against one sector that they have studied, but all principles and values should be included.

Evidence

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

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Relate own principles and values to those of the sectors	A table or a short report showing the principles and values of the sectors. This must include: <ul style="list-style-type: none">• what the key terminology means• how they are supported in examples that have been studied• key legislation that supports them.	Hard or electronic copy	1a, 1b, 2a and 2b
	A reflective account of own principles and values in relation to the sectors.	Hard or electronic copy	3a and 3b

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 5 of the 30 guided learning hours available for this unit.

Resources (limited control)

Resource material used for the assignment, such as policies, should be up-to-date and relevant to the sectors. Teachers may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Depending upon which policies and codes of practice are being looked at, teachers must ensure that examples are available for learners to use and refer to in their assessment. For example, relevant sections of:

- the anti-bullying policy of the school or college
- the equality and diversity policy of the school or college.

A template may be given to learners to complete when they are producing their tables or short reports to ensure coverage of all the principles and values.

Supervision (medium control)

Learners must be supervised when producing tables or short reports on the principles and values of the sectors and when producing reflective accounts.

Collaboration (limited control)

Team work is not suitable for the assessment of this unit.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the purpose of key legislation, policies and codes of practice in relation to principles and values within and across the sectors	9	19%
2 Understand the importance of principles and values in the sectors	15	31%
3 Be able to relate principles and values to work in the sectors	24	50%
Total	48	100%

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 pages 112–119.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	5 to 9 marks
1 Know the purpose of key legislation, policies and codes of practice in relation to principles and values within and across the sectors	<p>Outlined, with limited coherence, the purpose of key legislation, codes of practice and policies relating to principles and values.</p> <p>Described how values are supported in the sectors, covering some relevant aspects.</p>	<p>Outlined, mostly coherently, the purpose of key legislation, codes of practice and policies relating to principles and values.</p> <p>Described how values are supported in the sectors, covering mostly relevant aspects.</p>	<p>Outlined, with thorough coherence, the purpose of key legislation, codes of practice and policies relating to principles and values.</p> <p>Described how values are supported in the sectors, covering the relevant aspects.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand the importance of principles and values in the sectors	<p>Explained, in limited detail, the meaning of key terminology in relation to principles and values.</p> <p>Explained, in limited detail, why principles and values are important when working with individuals, groups and communities, covering a few basic points.</p>	<p>Explained, in some detail, the meaning of key terminology in relation to principles and values.</p> <p>Explained, in some detail, why principles and values are important when working with individuals, groups and communities, covering some of the main points.</p>	<p>Explained, in comprehensive detail, the meaning of key terminology in relation to principles and values.</p> <p>Explained, in comprehensive detail, why principles and values are important when working with individuals, groups and communities, covering the main points.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
3 Be able to relate principles and values to work in the sectors	<p>Reviewed some aspects of own principles and values in basic terms.</p> <p>Reflected on own principles and values in relation to the sectors, making judgements which show limited reasoning.</p>	<p>Reviewed relevant aspects of own principles and values, in some detail.</p> <p>Reflected on own principles and values in relation to the sectors, making judgements which show generally sound reasoning.</p>	<p>Comprehensively reviewed relevant aspects of own principles and values.</p> <p>Reflected in depth on own principles and values in relation to the sectors, making judgements which show a high level of reasoning.</p>

Guidance for delivery

It is intended that wherever possible delivery should enable learners to adopt an active approach to becoming familiar with the themes in this unit.

The focus of the delivery of this unit should be on enabling the learner to understand that all organisations in the sectors have shared common values and principles and that the central tenet of work in the sectors is that the individual (or group of individuals) is at the centre of service provision in these sectors. Learners must be supported to understand that the way these principles and values are expressed may vary from organisation to organisation.

There are opportunities for teachers of this unit to make use of the school/college setting in the delivery of this unit. For example, for learning outcome 1, learners could examine policies and codes of practice which exemplify the principles and values of the sectors such as those in relation to equality and diversity and then compare them with similar policies in settings in the sectors. This could be achieved by small groups working together to find out how these values are set out in policies and promoted in settings in different sectors and reporting back to the main group.

Organisations operating within the sectors have policies and codes of practice that should be in the public domain and accessible either online or as hard copies from, for example:

- GP Practices/Local NHS Trusts
- Police Stations
- Children's Centres
- Community Adult Services.

Learners do not need a detailed knowledge of legislation and codes of practice. They must understand that legislation and codes of practice serve to uphold adherence to the principles and values important to society.

The approach to the delivery of the assessment criterion on confidentiality may be more interesting to Level 1 learners if it uses the context of the right to dignity and privacy rather than the use of data protection legislation.

Learners could find out about how confidentiality affects themselves in relation to:

- pupil learning contracts
- health/medical records
- own school records – what is confidential and what can be disclosed?
- Connexions services
- what potential employees in sectors are under a duty to disclose when applying for a job eg a criminal record.

Learning outcome 3 which requires learners to assess their own principles and values, could be delivered over time to allow for reflective learning and to allow learners to plan, do and review. Early in the delivery of the unit, learners may explore how they speak to each other about, for example, people with a disability or from a different ethnic background, identifying where these underpinning values and principles come from, and how they influence their behaviour, and whether they do or do not support sector values. They could list aspects they want to change and over time review them again to see if there has been any change in their attitudes as a result of their learning.

Employer engagement

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

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

Employers may be willing to visit the learner group to discuss how values and principles are embedded in work in their setting.

Learners might be encouraged to ask questions to practitioners in the sectors whilst on their work experience about the different values that drive their profession. For example, this could be their own teacher or another teacher in the school in relation to the policies and codes of practice that they have to adhere to.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to solve when visiting settings (IE1)
- analysing and evaluating information, judging its relevance and value, when finding out about the way in which key values are upheld in different settings (IE4)
- considering the influence of circumstances, beliefs and feelings when assessing their own values (IE5)

Creative thinkers

- asking questions of professionals working in the sector, to extend their thinking about how principles and values are embedded in the sectors (CT2)

Team workers

- co-operating with others to work towards common goals when finding out in a group the way key values are upheld in different settings (TW1).

3

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English and ICT in a number of ways.

Activities related to understanding the principles and values in the sectors can be used to develop learners' reading, writing and speaking skills, including the importance of language and the effects of using different terminology.

Reading skills will be used when researching principles and values. Writing skills can be expanded in the activities when explaining and reviewing the roles and performance of values, principles and key legislation, and how the learner can apply this to working in the sectors.

Obtaining information may involve verbal requests for information or help, either face-to-face or over the telephone. Learners may use communication skills when engaging in discussions about principles and values with employers on visits to settings, when employers speak to the group of learners or on work placements.

Learners may make use of ICT skills in researching and in developing and presenting information, for example their table or report of principles and values. They may use email or web-based methods to communicate and exchange information during their research.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Maclean, I.; Maclean, S. (2006). *Social Care and the Law – NVQs*. Published: Kirwin Maclean Associates. ISBN: 978-1903575451.

Websites

- United Nations **www.un.org**
Contains copies of the Universal Declaration of Human Rights.
- UNICEF **www.unicef.org/uk/tz/rights/convention.asp**
Contains information about the UN Convention on the Rights of the Child. Includes Teacherzone – guidance for teaching.
- Equality and Human Rights Commission **www.equalityhumanrights.com**
The Equality and Human Rights Commission which has combined and replaced the CRE (Commission for Racial Equality), Disability Rights Commission and Equal Opportunities Commission
- General Social Care Council **www.gsc.org.uk**
- Nursing and Midwifery Council **www.nmc-uk.org**
The registration and regulatory body for nurses, includes Code of Practice
- Skills for Justice **www.skillsforjustice.com**
Sector Skills Council for community justice
- Skills for Health **www.skillsforhealth.org.uk**
Sector Skills Council for health care workers
- Skills for Care **www.skillsforcare.org.uk**
Sector Skills Council for social care workers
- SkillsActive **www.skillsactive.com**
Sector Skills Council for active leisure and learning
- Children’s Workforce Development Council **www.cwdcouncil.org.uk**
- Every Child Matters **www.everychildmatters.gov.uk**

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website: **www.diplomainfo.org.uk**

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 1 Unit 3: Introduction to partnership working between the sectors covered by Society, Health and Development

What is this unit about?

The purpose of this unit is for learners to develop their skills to work collaboratively with others on issues relevant to the Children's and Young People's Workforce, Health, Adult Social Care and Community Justice sectors.

Partnership working is important to all of the four sectors covered by this Diploma as it ultimately helps to improve service provision. Individuals working in the sectors must form collaborative relationships with a range of colleagues, teams and users of services within and across the sectors. The skills that learners will develop in this unit will provide them with a good basis for further development and they will be able to apply them in other units.

In this unit, learners will explore the answers to different questions such as: What are the benefits of working in teams to solve problems and issues? If they work with others on a piece of work do they achieve it more quickly? Does their own school or college work in partnership with any other organisations to provide for their needs? How?

How are they involved in decisions that concern them? For example, are they involved in decisions at school or college, or at the doctors or dentist? Why is it important that they are involved in these decisions?

Learners will have the opportunity to find out about local partnerships in their community and will look at the different ways organisations in the sectors work together and become aware of the importance of partnership working to deliver an efficient service.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- team workers
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 112–119 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the meaning of partnership working	a describe what is meant by partnership working	
	b describe different partnerships that provide services in local communities	
2 Know the purpose of teams in sector partnerships	a outline the purpose of teams	
	b identify the roles of individuals in teams	
3 Understand the importance of involving individuals in decision making in sector partnerships	a explain how individuals receiving services are involved in the decision making process	
4 Be able to work collaboratively on local sector issues	a collaborate with others to generate ideas	TW1
	b show confidence when carrying out team work roles	TW5
	c reach agreements about sector issues	TW2
	d review own contribution to team work	RL5

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 1 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 meaning of partnership working

What is meant by partnership working:

- partnerships can be formed between a number of individuals, agencies or organisations with a shared interest
- there is usually an overarching purpose for partners to work together and a range of specific objectives
- partnerships are often formed to address specific issues and may be short or long term.

Partnership working in the sectors:

- the key meaning of partnership working for the sectors is to provide a better service to individuals and communities by working together with other organisations, services and agencies and with users of the service
- partnerships may be between statutory and third sector (voluntary) organisations.

Learners need to know how important effective partnership working is:

- organisations working in isolation may be unable to solve a local problem
- important information may have to be shared about individuals to ensure that appropriate care is provided.

Learners need to know the meaning of partnership working in a broad sense and what it means at a basic level in relation to the work of all the sectors.

Different partnerships that provide services in the local community must be looked at. At least two partnerships should be looked at in detail although a range of different examples may also be examined.

Real examples of partnership working must be looked at in the learner's own local community. The guidance for delivery section contains some examples of partnership working that may be looked at although this list is not definitive and up-to-date examples from the learner's locality must be referred to. Learners must be able to identify the organisations in the partnership, why they have been set up and the services that they provide.

Learning outcome 2: Know the purpose of teams in sector partnerships

Purpose of teams:

- meet objectives and goals
- set goals
- develop ideas
- solve problems
- make decisions
- provide an efficient cost effective service
- ensure that all needs identified are met
- make best use of knowledge, a wider range of skills and expertise and resources of different members/organisations
- improve the quality of the service and its delivery
- share tasks, responsibility and accountability
- develop a pool of expertise.

Roles of individuals in and across teams:

- | | |
|--|--|
| • agreeing goals | • developing ideas |
| • planning and organising | • problem solving |
| • leading | • negotiating |
| • discussing | • persuading |
| • collaborating | • showing fairness and consideration to others |
| • building trusting relationships | • resolving conflict |
| • communicating and interacting constructively | • making decisions |
| • using individual strengths | • carrying out instructions of another member of the team. |

Learning outcome 3: Understand the importance of involving individuals in decision making in sector partnerships

How individuals receiving services are involved in decision making:

- one-to-one reviews
- responding to questionnaires about service provision
- taking part in focus groups
- being part of committees.

Ways in which individuals are involved in decision making must include the learner looking at how they as individuals are involved in decisions at a local level, eg in their school or college.

Learning outcome 4: Be able to work collaboratively on local sector issues

Techniques for collaborating with others to generate ideas:

- collaborating by:
 - having a positive attitude
 - communicating throughout
 - contributing and allowing others to do so
 - overcoming personal differences
 - supporting each other if difficulties are encountered
- generating ideas:
 - taking part in group discussions, brain storms
 - drawing out mind maps as a group.

Showing confidence in their contribution:

- having knowledge and information about their role
- being clear about what they are expected to do
- asking questions if they aren't clear.

Reaching agreements about sector issues:

- defining and agreeing a sector issue to work on collaboratively
 - identifying what needs to be done
 - breaking down the task into precise actions that must be taken
 - identifying who will take these actions, how, and by when
 - sharing work fairly, taking into account each other's abilities and feelings
 - confirming understanding of individual roles, and recording these.

Reviewing own contribution:

- asking oneself questions to answer in order to determine:
 - individual contribution to the team activity
 - what went well, what didn't, and why
 - what could be done differently next time to improve the outcome.
- what has been learnt from the experience.

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 pages 112–119 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 collaborative working must be clearly specified in the learner brief.

The purpose of this assessment is for learners to work in collaboration with others to look at a local sector related issue.

The focus for the assessment must be on the learner's ability to work collaboratively rather than on the specific issue itself.

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 use their skills to work collaboratively to generate ideas for how to resolve simple sector issues.

If real sector personnel are able to be involved in the assessment this would help to give it a real work-related context. If this is not possible then a realistic simulation is acceptable. A 'role play' scenario could be set up whereby other adults can contribute to the collaborative working activity. These may be school or college based staff.

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 adult taking on the roles.

In both real and simulated collaborative working, 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 The following must be provided:	Acceptable formats	LO/AC mapping
Collaborate with others on local sector issues	A log of the roles and responsibilities undertaken in the collaborative working. A visual display/mind map/record of ideas generated by the team including <ul style="list-style-type: none">what is meant by partnership workingwhat partnerships in the local community are doing and how individuals were or could be involved.	Hard copy or electronic hard copy/ electronic record or a short oral presentation of no more than 5 minutes.	1a, 1b, 3a, 4a, 4b and 4c
Review own contribution to collaborative working	An individual written report reviewing their own contribution including information about the purpose of teams and partnership working in the local area. A witness statement authenticating each learner's contribution.	Hard copy or electronic	2a, 2b and 4d

3

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 5 of the 30 guided learning hours available for this unit.

Resources (medium control)

If real sector representatives are able to be involved in the assessment activity, they should bring relevant and appropriate information with them regarding the issue and about the partnerships that they are involved in.

If the activity is simulated, teachers must ensure that any information regarding the issue is relevant and appropriate to the sector area. This may be 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 be supervised when logging team roles, when working collaboratively to generate ideas, when producing the record of their ideas in a suitable format and when writing up their written review of their own contribution to the team work. In addition, a witness statement must accompany the learner's review to authenticate each individual learner's contribution to the activity.

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. Learners should be allocated roles within the group.

Collaborative working is appropriate for generating ideas.

Learners must produce individual written reports which must include a review of their contribution.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the meaning of partnership working	9	19%
2 Know the purpose of teams in sector partnerships	9	19%
3 Understand the importance of involving individuals in decision making in sector partnerships	12	25%
4 Be able to work collaboratively on local sector issues	18	37%
Total	48	100%

3

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 pages 112–119.

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 meaning of partnership working	Described what is meant by partnership working in minimal detail, covering some aspects. Described partnerships, covering some aspects in minimal detail.	Described what is meant by partnership working, covering relevant aspects in some detail. Described different partnerships, covering relevant aspects in some detail.	Described what is meant by partnership working, covering almost all relevant aspects in good detail. Described different partnerships, covering relevant aspects in good detail.
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Know the purpose of teams in sector partnerships	Outlined the purpose of teams in minimal detail, covering some aspects. Identified some roles of individuals in teams, in minimal detail.	Outlined the purpose of teams, covering different aspects in some detail. Identified relevant roles of individuals in teams, in some detail.	Outlined the purpose of teams, covering almost all relevant aspects in good detail. Identified all relevant roles of individuals in teams, in good detail.
	0 to 4 marks	5 to 7 marks	8 to 12 marks
3 Understand the importance of involving individuals in decision making in sector partnerships	Explained in basic terms how individuals receiving services are involved in the decision making process, in minimal detail.	Explained how individuals receiving services are involved in the decision making process, in some detail.	Given a thoroughly detailed explanation of how individuals receiving services are involved in the decision making process.
	0 to 6 marks	7 to 12 marks	13 to 18 marks
4 Be able to work collaboratively on local sector issues	Collaborated with others to limited effect, offering some ideas to resolve issues or problems. Shown limited confidence in themselves and their contribution, requiring significant direction and guidance on their role. Reached agreements to solve problems, sometimes appropriately. Reviewed some aspects of own contribution to team work, in basic terms.	Collaborated effectively with others, offering some relevant ideas to resolve issues or problems. Shown confidence in themselves and their contribution, requiring some direction and guidance in their role. Reached agreements to solve problems, mainly appropriately. Reviewed relevant aspects of own contribution to team work, in some detail.	Collaborated effectively with others, offering a range of relevant ideas to resolve issues or problems. Shown confidence in themselves and their contribution, requiring minimal direction and guidance in their role. Consistently reached agreements to solve problems in an appropriate way. Given a thoroughly detailed review of relevant aspects of own contribution to team work.

Guidance for delivery

It is intended that wherever possible, delivery should enable learners to adopt an active approach to becoming familiar with the themes in this unit.

When looking at partnership working it may be appropriate to start by examining the partnerships with which the learners may be familiar such as the school/college, a local community centre, the neighbourhood watch scheme and local pressure group to identify how they work in partnership with other organisations and any links between them and the work of the statutory partnerships in the community. Most communities will have examples of some or all of the following types of partnerships that could be examined:

- Youth offending teams – made up of representatives from the police, probation service, social services, health, education, drugs and alcohol misuse and housing officers set up to identify suitable programmes to address the needs of a young person with the intention of preventing further offending
- Crime and Disorder reduction partnerships – representatives from police, local authorities, probation service, health authorities, the third sector, and local residents and businesses to identify types of crime and develop strategies to reduce them
- Community safety partnerships – representatives from the local authority, police, primary care trust, fire and rescue, neighbourhood watch, probation service, primary care trust and other appropriate local organisations identifying main concerns and working to reduce the fear of crime and improve community safety
- Drug action teams – partnerships combining representatives from local authorities (education, social care services, housing, health, probation, the prison service and the third sector to tackle drug abuse and in some areas alcohol abuse
- Children and Young People's Strategic Partnerships established by all Local Authorities to bring together all the organisations with involvement with children in their area
- Primary Care Trust Partnerships established to enable the Primary Care Trust and Local Authority to work together to provide better health and well-being services for local communities
- Disability Partnerships established to promote independent living by providing information on peer counselling, housing, equipment, personal assistance, transport, access, employment, education and training.

A class discussion on the way in which members of the group are involved in decision making, in school, about their health with their doctor, dentist etc, may be a way of leading into examining the range of ways employed by partnerships to involve individuals in decision making.

One approach to introducing collaborative working to learners would be to set a team exercise so that learners can gain understanding of the added value of working together. The team could work collaboratively, for example using the instance of a learner who is temporarily housebound, to draw up a care/support plan which meets the needs of their friend that uses the skills of the team to provide support.

Another example might be setting up a working partnership, such as making contact with a third sector organisation and arranging an awareness or fund raising event.

Employer engagement

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

Employers such as community support officers, school nurses, community nurses, Sure Start workers and health trainers may be willing to visit the learning group to speak about the partnership working in which they are involved in the local community and to discuss how they involve individuals and communities in decision making.

If local employers were able to participate in setting the brief for the assessment it would help to give it a real work-related purpose and may help to support achievement in the unit.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to solve when exploring local partnerships (IE1)
- exploring issues, events problems from different perspectives when generating ideas to address problems (IE3)

Creative thinkers

- asking questions to extend their thinking when investigating partnerships in their local community and working in teams in their work placement (CT2)
- generating ideas and exploring possibilities when working in a team, addressing local sector problems (CT1)

Self-managers

- seeking out challenges or new responsibilities showing flexibility in team working (SM1)

Effective participators

- using their role within a team to discuss issues of concern, seeking resolution where needed (EP1).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English and ICT in a number of ways.

Learners can develop their reading skills through research and writing skills through recording group discussions and their own contribution to these, keeping a log of their own activities and producing a written report. Learners will need to communicate in a style and language suited to the purpose and audience, structuring their work, though it need not be in a formal report format at this level.

There are considerable opportunities for the development of spoken communication skills and putting into practice the principles of verbal and non-verbal communication skills which are integral to good partnership working. Group discussions, team work activities and asking questions to get feedback will provide further opportunities to improve interpersonal skills. If guest speakers are invited, learners will need to use active listening skills to get the most from the opportunity.

Learners may make use of ICT skills in researching partnership working. As well as using the internet or software packages, they may make use of email or web-based methods to communicate and exchange information. Producing written records of discussion, a log of activities and/or their report electronically would bring further opportunities to utilise ICT skills.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Belbin, R.M. *Team roles at work – team work/roles in employment*. Published: Heinemann Butterworth. ISBN: 978-0750609258.

Websites

- Belbin Get Set **www.belbin.com**
Team roles for students aged 14-25. Includes team profiles, online questionnaire, team games and exercises.
- A Tale of 'O' **www.videoarts.com**
The most popular video about diversity worldwide
- Skills for Justice **www.skillsforjustice.com**
Sector Skills Council for the community justice sector
- Skills for Health **www.skillsforhealth.org.uk**
Sector Skills Council for health care workers
- Skills for Care **www.skillsforcare.org.uk**
Sector Skills Council for social care workers
- SkillsActive **www.skillsactive.com**
Sector Skills Council for active leisure and learning
- Children's Workforce Development Council **www.cwdcouncil.org.uk**
- Every Child Matters **www.everychildmatters.gov.uk**

The approach taken is a key example of partnership and collaborative working between organisations involved in providing services to children.

- General Social Care Council **www.gsc.org.uk**
Provides an example of collaborative working between the Department for Health and the Department for Children, Schools and Families.
- Department of Health – Patient and Public Involvement
www.dh.gov.uk/en/Managingyourorganisation/PatientAndPublicinvolvement/index.htm
NHS initiative to work with people and communities to engage in the design and delivery of services they use.
- Local involvement networks (LINks)
www.dh.gov.uk/en/Managingyourorganisation/PatientAndPublicinvolvement/DH_076366
Run together by local individuals and groups, LINks aim to give citizens an input into how their health and social care services are delivered.

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website:
www.diplomainfo.org.uk

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 1 Unit 4: Introduction to communication within the sectors covered by Society, Health and Development

What is this unit about?

The purpose of this unit is for learners to be able to use different methods of communication with different people and in different situations in order to share information related to sector issues. In doing so, learners will begin to build their confidence in communicating in different ways by having the opportunity to try out and build their communication skills in different situations.

Communication is a critical aspect of the work of the children and young people's workforce, adult social care, community justice and health sectors. Professionals will come into contact with people who have diverse needs and preferences so they need to be able to adapt and use their communication style accordingly.

In this unit learners will explore such as questions as: How many different forms of communication are there? Do they communicate differently with different people? When do they use verbal communication and what makes them decide that writing a note or texting may be more appropriate in a particular situation?

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 112–119 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the purpose of record keeping and information sharing in the sectors	a describe the purpose of record keeping and information sharing	
	b outline the skills required to complete accurate records	
2 Understand the importance of effective communication to the sectors	a explain different methods of communication used with individuals	
	b explain the reasons for using different methods of communication with individuals	
3 Be able to use different methods of communication with different people and situations	a use different communication methods with different audiences	RL6
	b complete accurate records	
	c review experiences of communicating to inform future progress	RL3

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 1 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. This unit is applicable to all four sectors. Teachers must refer to, and use examples from, each of the four sectors where appropriate and relevant. Details of these sectors may be found on pages 16–22 of the specification.

Learning outcome 1: Know the purpose of record keeping and information sharing in the sectors

Purpose of record keeping and information sharing will include:

- to support the delivery of a service
- to maintain accurate personal details and information
- to maintain the continuity of service delivery.

Examples of records:

- care plans
- medication records
- learning agreements.

A detailed knowledge of all the different records used in the sectors is not required, however learners should be aware that there are different types of records used by the sectors to record different types of information about individuals. At Level 1, learners should look at simple examples of records that they are familiar with. Learners must know why it is important to complete records accurately and legibly when sharing information.

Skills needed to complete accurate records will include:

- using legible writing/typing
- ability to input information into databases and spreadsheets
- ensuring that spelling and numerical data are correct
- ensuring that terminology, names, dates and places are correct
- ability to identify key points to be recorded
- ability to interpret, summarise and draw conclusions about information.

Learning outcome 2: Understand the importance of effective communication to the sectors

Methods of communication:

- speaking and listening, including:
 - face-to-face
 - telephone
- writing and reading, including:
 - letters
 - emails
 - records, such as case notes, plans, health care charts
 - reports
 - visual aids, such as posters, diagrams
- non-verbal communication, such as body language, facial expressions, gestures
- alternative and augmentative communication methods and languages, such as, Makaton, Braille, BSL (British Sign Language), assistive technology for communication, PECS (Picture Exchange Communication System).

Learners need to understand the use of different methods of communication and languages in relation to themselves and how they are used in the sectors. It is not expected that they will learn to use alternative and augmentative communication methods unless already familiar to them. They should understand why these methods are important to the users.

Reasons for using different methods of communication:

- can meet different individuals' needs, rights and preferences
- recognises equality and diversity
- helps to build trust and confidence
- helps to develop positive relationships
- reduces the possibility of misunderstandings
- ensures confidentiality
- allows cultural and/or religious beliefs to be respected
- ensures information is shared
- supports the delivery of an effective service.

Consequences of poor communication may result in:

- discrimination
- marginalisation
- inappropriate service delivery ie not delivering services that meet the individual's needs
- non-service delivery with possible life threatening and serious consequences for the individual.

Barriers to communication:

- individuals having speech, hearing or visual impairments
- the preferred spoken language
- environmental
- cultural/religious differences
- fear.

Learners need to understand the importance of using appropriate methods of communication and the benefits to individuals of doing so. They also need to understand the consequences of poor or inappropriate communication and the effect it has on individuals.

Learners must be able to understand how barriers to communication are overcome by the sectors in a positive and proactive way, using examples to illustrate how this is done in practice where appropriate.

Learning outcome 3: Be able to use different methods of communication with different people and situations

Communication methods:

- verbal (spoken)
 - taking turns in the conversation
 - use of tone
- non verbal
 - written
 - eye-contact
 - body language
 - active listening.
- adapting methods to take into consideration personal needs and preferences, interferences and barriers
- taking into consideration diversity, equality, individual rights, own responsibility, confidentiality
- being sensitive about how the information they are communicating might be received by others.

Different situations/contexts will include:

- one-to-one interaction
- as part of a group.

Completing accurate records:

- signed
- dated
- accurate
- legible.

Techniques for reviewing individual progress in communicating:

- one-to-one review
- group discussions
- receiving feedback
 - asking questions to answer in order to determine:
 - how successful communication was
 - what went well, what didn't, and why
 - what could be done differently next time to improve the outcome
 - what has been learnt from the experience.

Learners should practise different methods of communication in different situations and contexts. They must be able to develop an appreciation of their own communication style and be able to reflect on the methods used to inform their future progress.

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 pages 112–119 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 purpose of this assessment is for learners to use different methods of communication to share information for different purposes and in 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 tasks set for the assessment must allow the learner to use different communication methods in different contexts and situations. Learners must show evidence of communicating as part of a group situation and in a one-to-one situation with an individual.

This will ideally be in a real situation, but may be based wholly or in part on a given scenario with a realistic simulation. This may be set up by the teacher and adults playing roles must be fully briefed and stay in character throughout.

The records that the learner completes may be related to the communication that they have undertaken and could be a record of the conversation with the individual, allowing the learner to capture key information. Learners must then review the communication method and skills they used.

The sectors and settings should ideally be different for the different situations.

Evidence

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

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Use different communication methods for different purposes and situations	Witness statement of the learner communicating or a recording of the learner communicating.	Hard copy/ electronic or DVD/CD/Audio	2a and 3a
Complete accurate records	Two completed records.	Hard copy	1a, 1b and 3b
Review own communication skills and methods used	Written report or account of reflection on communication which must include: <ul style="list-style-type: none">• record of the methods used• benefits of using different methods• any barriers• what could be changed for next time• witness statement	Hard copy or electronic/oral presentation	2b and 3c

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 5 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.

Supervision (medium control)

Learners must be supervised when communicating, completing records and when producing their review of their experience of communicating.

If the most suitable place for the learner's communication activities is not in the class room under the supervision of teaching staff, an appropriate adult must complete a witness statement authenticating the learner's communication activity.

Collaboration (limited control)

Learners must communicate within a group situation and each learner must be able to demonstrate evidence of having communicated within the group and in a one-to-one situation. Each learner must complete two sets of records and give an individual report on their experience of communicating.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the purpose of record keeping and information sharing in the sectors	9	19%
2 Understand the importance of effective communication to the sectors	12	25%
3 Be able to use different methods of communication with different people and situations	27	56%
Total	48	100%

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 pages 112–119.

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 purpose of record keeping and information sharing	Described, in limited detail, the purpose of record keeping and information sharing. Outlined, with limited coherence, the skills required to complete accurate records.	Described, in some detail, the purpose of record keeping and information sharing. Given a mostly coherent outline of the skills required to complete accurate records.	Described, in thorough detail, the purpose of record keeping and information sharing. Given a thoroughly coherent outline of the skills required to complete accurate records.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand the importance of effective communication and information sharing	Explained a few methods of communication used with individuals in basic terms. Explained, in limited detail, some of the reasons for using different methods of communication with individuals.	Explained, in some detail, different methods of communication used with individuals. Explained, in good detail, some different reasons for using different methods of communication with individuals.	Given a thorough explanation of a range of different methods of communication used with individuals. Given a thorough explanation of a good range of different reasons for using different methods of communication with individuals.
	0 to 9 marks	10 to 18 marks	19 to 27 marks
3 Be able to use different methods of communication with different people and situations	Used some appropriate communication methods for different audiences with limited effectiveness. Completed records in minimal detail, with limited accuracy. Reviewed some experiences of communicating to inform future progress, with limited reasoning.	Used appropriate communication methods for different audiences, some of which were effective. Completed accurate records, in some detail. Reviewed experiences of communicating to inform future progress with some sound reasoning.	Used highly effective and well-developed appropriate communication methods for different audiences. Completed detailed and accurate records. Reviewed experiences of communicating to inform future progress in detail, with a high level of reasoning.

3

Guidance for delivery

This is an active learning unit, which will allow learners to develop their personal communication skills through knowledge, understanding and practise in using different methods of communication. Whilst the educational environment lends itself well to the learning in this unit, these are skills which may be used in any sector. A wide range of public and private settings may also be employed to broaden learner appreciation.

Learners need to be able to understand and distinguish the consequences and effects of basic poor and good communication and information sharing in order to apply their learning across and within the sectors. They need to be able to understand how poor communication and sharing of information can be overcome and the benefits of effective communication for the person at the centre of the services, organisations and the practitioner.

The opportunity must be provided for learners to explore the ways in which various methods and components of communication may be used with different individuals, so they recognise the personal preferences and needs of a range of different individuals. Learners and teachers may demonstrate inappropriate communication skills through exaggerated role play. Teachers are cautioned to be sensitive in representing differences in minority populations, especially in respect of representing diversity in role play.

Recording and discussing the way learners communicate with each other will allow opportunities to discuss intonation, choice and use of language, fairness and consideration to others and managing their emotions.

Learners should be given the opportunity to test out their use of different communications, to reflect on their appropriateness and effectiveness and to refine their use. This could be done with individuals in a one-to-one situation and as part of a group.

Reviewing literature provided by different organisations in the sectors to communicate with people using their services will raise awareness to the range of different methods of communication employed by organisations in the sectors to provide information to the general public about their services.

Opportunities are available within the educational establishment for learners to consider the context of communication, confidentiality and record keeping. They could find out what personal records are kept by the school and examine blank versions of the types of documents used to record that information. Learners could practise completing different types of records which will enhance their knowledge of the skills required to complete records in learning outcome 1.

Examination of a range of working documents used by different settings in the four sectors to record information will enable learners to develop an understanding of the purpose of different types of documents, their intended audience and the style and formality of them.

Investigating how speech and language therapists work will provide a broader awareness of communication within the sectors.

Visits, work placements and the use of video resources, personal records, photographic data, data bases, birth certificates, school and health records, leisure club membership registration and information all lend themselves to the delivery of an exciting and practical curriculum.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. Full use should be made of employers with which the consortium has links, and of employers used for work experience placements.

Employers may be able to provide, and discuss with the learning group, literature demonstrating how they communicate with people who use their services.

A guest speaker, such as a health visitor or a Children and Families PCT professional might be invited to discuss issues relating to record keeping, accountability and confidentiality covered in learning outcome 1.

Speakers from organisations working with victims of crime might be able to discuss how fear and distress can interfere with communication between the police and victim which could also help to enhance the learning in learning outcome 2.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to solve when visiting settings (IE1)
- analysing and evaluating information, judging its relevance and value, when finding out about the range of documents used by settings to record and share information (IE4)
- considering the influence of circumstances, beliefs and feelings when communicating with individuals and groups (IE5)

Creative thinkers

- asking questions of professionals working in the sector, to extend their thinking (CT2)
- trying out alternatives or new solutions and following ideas through to overcome barriers to communication (CT5)

Reflective learners

- inviting feedback and dealing positively with praise, setbacks and criticism about their own communication skills with a range of individuals (RL4)

Team workers

- adapting behaviour to suit different roles and situations when communicating with individuals and groups in the school/college environment or in sector settings (TW3)
- showing fairness and consideration to other when communicating with them (TW4)
- providing constructive support and feedback to others using both verbal and non verbal communication skills (TW6)

Self-managers

- managing their own emotions and building and maintaining relationships through the communication methods they choose to use and the skills they demonstrate (SM7).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners can develop their reading skills through research and writing skills through recording group discussions and their own contribution to these, completed records and producing written reports. Learners will need to communicate in a style and language suited to the purpose and audience, structuring their work, though it need not be in a formal report format at this level. They will need to be able to record information accurately, concisely and unambiguously.

There are many opportunities for the development of spoken communication skills and putting into practice the principles of verbal and non-verbal communication skills which are essential to working in the sectors and information sharing. Learners will need to be able to use tone and manner to support their words. Group discussions and asking questions to get feedback will provide further opportunities to improve interpersonal skills. If guest speakers are invited, learners will need to use active listening skills to get the most from the opportunity.

Learners may make use of ICT skills in researching good communication and barriers to it. As well as using the internet or software packages, they may make use of email or web-based methods to communicate and exchange information and to record their verbal communication. Producing written records of discussion, case notes, plans or health care charts will utilise word-processing skills and bespoke recording systems may require learners to use databases and spreadsheets.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Websites

- Skills for Justice **www.skillsforjustice.com**
Sector Skills Council for community justice sector
- Skills for Health **www.skillsforhealth.org.uk**
Sector Skills Council for health care workers
- Skills for Care **www.skillsforcare.org.uk**
Sector Skills Council for social care workers
- SkillsActive **www.skillsactive.com**
Sector Skills Council for active leisure and learning
- Children's Workforce Development Council **www.cwdcouncil.org.uk**
- Every Child Matters **www.everychildmatters.gov.uk**
- General Social Care Council **www.gsc.org.uk**

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website:
www.diplomainfo.org.uk

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 1 Unit 5: Introduction to safe working in the sectors covered by Society, Health and Development

What is this unit about?

The purpose of this unit is for the learner to assess the risks that may affect themselves and others in sector settings. In doing so, they will develop their skills to organise time and resources needed to carry out risk assessments and suggest improvements for how risks can be minimised in order to maintain a healthy, safe and secure environment.

Promoting the health, safety and security of people who use services is an important aspect of the work of all four sectors. Workers in the sectors must ensure that they follow policies and procedures to maintain the health and safety of themselves and others. In this unit, learners will find out that this includes minimising the risk of infection in settings such as hospitals.

In this unit, learners will explore the answers to the following questions: How does the school or college make sure that learners and staff are safe and secure? What does a teacher or other member of staff do if they see something which could cause harm to learners? What should they themselves do if they see something that could cause harm? What causes infection and how is infection spread? How do settings in the sectors make sure that if someone has an infection it does not spread to other people?

Learners will gain an understanding of the steps taken within different organisations in the sectors to create and maintain a healthy, safe and secure environment by eliminating or minimising different types of risks for both people working in the setting and people who use the services they deliver.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- self-managers
- effective participators.

Guided learning hours

This unit has 30 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 112–119 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know how the health, safety and security of individuals is maintained in the sectors	a outline key legislation and regulations that govern health, safety and security b describe why organisations have policies and procedures for health, safety and security	
2 Understand how risks to self and others are assessed in and across the sectors	a explain the potential risks to individuals in sector settings b explain how risks are assessed in sector settings	
3 Be able to assess risks to themselves and others in sector settings	a organise time and resources needed to carry out risk assessments	SM3
	b suggest improvements to minimise future risk	EP4

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 1 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must refer to, and use examples from the adult social care sector and, where relevant, the health, children and young people's workforce and community justice sectors. Details of these sectors may be found on pages 16–22 of the specification.

Learning outcome 1: Know how the health, safety and security of individuals is maintained in the sectors

Key legislation and regulations:

- Criminal Justice Act 2003 in terms of supporting and informing victims and respecting and protecting witnesses
- Care Standards Act 2000 in terms of establishing a National Care Standards Commission (now the Commission for Social Care Inspection) to register and regulate children's homes, independent hospitals and clinics, care homes and residential family centres
- Health and Safety at Work Act 1974 and associated regulations, particularly the Management of Health and Safety at Work Regulations 1999 which place a requirement for risk assessment on employers
- Food Safety (General Food Hygiene) Regulations 1995 in relation to guidance and regulations on food safety for all organisations preparing and serving food
- Food Safety Act 1990
- Data Protection Act 1998 in relation to regulations for the protection of personal information
- The Children Act 2004 in relation to the five outcomes (Every Child Matters)
- Manual Handling Operations Regulations 1992
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health Regulations (COSHH) 2002.

Learners are not expected to have a detailed knowledge of all of the above pieces of legislation and regulations relating to health, safety and security. They should know of the existence and broad purpose of key legislation in relation to the sectors.

Organisations have policies and procedures to maintain health, safety and security and minimise risks, including:

- to set out roles and responsibilities of employers in keeping people safe and employees in monitoring risks and working safely
- to provide procedures for workers to follow including the use of personal protective equipment and how to move people and objects using approved techniques
- to set out specific roles for example, in the case of a fire, the role of fire wardens
- to set out infection control procedures
- to provide guidance to follow in a full range of situations where their own or others' health, well-being, safety or security is at risk.

How vulnerable people can be protected in the sectors:

- organisations in the sectors must comply with legislation and regulations for health, safety and security
- employers and employees in the sectors must ensure that policies and procedures are followed, including reporting procedures
- sharing information in the workplace, between organisations, between sectors
- installing security systems.

Learners must know that the principles of health, safety and security apply to all four sectors but that some of the policies and practice may vary across sectors and settings. They will need to know how legislation and regulations guide what is in organisations' policies and procedures, and that individuals have different roles and responsibilities in setting and/or following procedures, and monitoring and reporting risks.

3

Learning outcome 2: Understand how risks to self and others are assessed in and across the sectors

Different risks are:

- vulnerable people being at risk of harm and abuse
- infection
- emergencies, such as fire, accidents
- working environment, such as electrical hazards, obstructed exits.

Harm and abuse is categorised as:

- physical
- mental
- sexual.

Main causes of infection:

- bacteria such as food poisoning
- fungi such as athlete's foot
- viruses such as the common cold.

Transmission of infections:

- airborne, such as coughing or sneezing
- poor hygiene practice, including in relation to food handling, hand washing, equipment cleaning.

Learners need to understand that infection is a risk in sector settings and workplaces. They must be aware of the main causes of infection and how they are transmitted, including what can be done to minimise the risk of the spread of infection at a basic level.

Learners should be aware of what constitutes harm and abuse at a headline level and broadly how the measures, procedures and policies of the sectors can protect individuals.

Learners must know that there is a difference between hazards and risks:

- A hazard is something that can cause harm
- A risk is the chance, high or low, that any hazard will actually cause somebody harm.

How risks are assessed in sector settings:

- identify the hazards or risks
- decide who may be harmed and how
- evaluate the risks to decide:
 - if existing precautions are adequate
 - if more should be done
 - if taking the risk does not outweigh the benefits to the individual
- record the findings
- implement agreed action
- review the assessment and revise it if necessary in the future.

Learners need to know the basic principles of risk assessment, who is responsible for monitoring risks, and the role and responsibilities of organisations in keeping individuals safe.

A few local examples should be looked at although a detailed knowledge of risk assessment processes and procedures in all sectors is not necessary.

Learning outcome 3: Be able to carry out risk assessments in sector settings

Organising time and resources:

- How long it will take
- What resources will be needed to carry it out eg a checklist, help from other people
- identifying the hazards
- deciding who may be harmed and how
- writing up the risk assessment.

Suggesting improvements:

- what should be done to highlight the risk to others
- legislation, policies and procedures to be followed.

Assessment

This unit is assessed through a centre set and marked assignment. Internal 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 pages 112–119 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 brief must clearly state what the purpose of the risk assessment is and where it is to be undertaken.

The purpose of this assessment is for learners to use their skills to carry out a basic health and safety risk assessment for a specific situation or sector setting.

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 assessment will ideally be based on a real situation but if this is not possible it is acceptable for it to be based on a given scenario with a realistic simulation. This means that the learners must still actually carry out an assessment of risk, but it is acceptable for it to be undertaken within an area of the School or College as appropriate.

Evidence

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

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Carry out a health and safety risk assessment for a sector setting	<p>A notice or leaflet highlighting the risk to others. This must include:</p> <ul style="list-style-type: none"> what the risk is eg highlighting the dangers of transmission of infection what people should do eg wash their hands. 	Hard/electronic copy	2a and 2b
	A completed risk assessment checklist or record.	Hard/electronic copy	3a
Suggest improvements to minimise future risks	<p>A short written report of how the risk could be minimised in the future. This must include:</p> <ul style="list-style-type: none"> legislation and policies to be adhered to roles and responsibilities of individuals to assess risks. 	Hard/electronic copy	1a, 1b and 3b

Task taking

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

Time (limited control)

The assignment will take approximately 5 of the 30 guided learning hours available for this unit.

Resources (limited control)

Learners must be given access to sufficient equipment and resources in order to enable them to carry out their risk assessments. It is recommended that a risk assessment template is created for each learner to use to ensure consistency.

Any other resource material needed for the assessment such as realistic scenarios or photographs 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.

Collaboration (limited control)

Learners must each undertake a risk assessment as individuals and write up their own individual report.

Supervision (medium control)

Learners must be supervised when producing their notices or leaflets, when writing up their risk assessment checklists and when producing their written report to suggest how risks may be minimised.

In order to maintain the realistic and sector related purpose of the assessment, it is likely that learners will need to spend some time assessing risks outside of the classroom environment. This may be achieved by small groups going outside or walking around the School or College.

However, this activity must be supervised either by teaching staff or other appropriate adult who has been given the authority to do so. Learners must not be involved in physically trying to move or alleviate any risks and hazards they may come across.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know how the health, safety and security of individuals is maintained in the sectors	9	18.75%
2 Understand how risks to self and others are assessed in and across the sectors	18	37.5%
3 Be able to assess risks to themselves and others in sector settings	21	43.75%
Total	48	100%

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 pages 112–119.

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 how the health, safety and security of individuals is maintained in the sectors	<p>Outlined key legislation and regulations that govern health, safety and security, with limited coherence.</p> <p>Described in limited detail why organisations have policies and procedures for health, safety and security.</p>	<p>Given a mostly coherent outline of key legislation and regulations that govern health, safety and security.</p> <p>Described in detail why organisations have policies and procedures for health, safety and security.</p>	<p>Given a thoroughly coherent outline of key legislation and regulations that govern health, safety and security.</p> <p>Described in thorough detail, why organisations have policies and procedures for health, safety and security.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
2 Understand how risks to self and others are assessed in and across the sectors	<p>Explained, in limited detail, the potential risks to individuals in sector settings.</p> <p>Explained how risks are assessed in sector settings, covering some aspects and with limited accuracy.</p>	<p>Explained, in detail, the potential risks to individuals in sector settings, covering some relevant aspects.</p> <p>Explained how risks are assessed in sector settings, covering different aspects with accuracy.</p>	<p>Explained, in thorough detail, the potential risks to individuals in sector settings, covering relevant aspects.</p> <p>Explained how risks are assessed in sector settings, covering all relevant aspects with a high level of accuracy.</p>
	0 to 7 marks	8 to 14 marks	15 to 21 marks
3 Be able to carry out risk assessments in sector settings	<p>Organised time and resources needed to carry out risk assessments, with a limited amount of effectiveness.</p> <p>Suggested some appropriate improvements to minimise future risk with limited reasoning.</p>	<p>Organised time and resources needed to carry out risk assessments, with some effectiveness.</p> <p>Suggested mostly appropriate improvements to minimise future risk with some sound reasoning.</p>	<p>Organised time and resources needed to carry out risk assessments, with a high level of effectiveness.</p> <p>Suggested appropriate improvements to minimise future risk with a high level of sound reasoning.</p>

Guidance for delivery

It is intended that, wherever possible, delivery should enable learners to adopt an active approach to becoming familiar with the themes in this unit.

At this level learners are not expected to know the detailed legislation but they should be aware that organisational policies are underpinned and supported by legislation and regulation.

An understanding of the importance of health, safety and security across the four sectors may be introduced by inviting employers from each of the four sectors to present and discuss the ways they keep their staff and the users of their services healthy, safe and secure. This session could also help learners to develop an understanding of the breadth of types of abuse and how workers identify, report and act on signs of harm and abuse in the different sectors.

Wherever possible it is best that learners are able to see for themselves potential hazards and risks in real situations. They could be tasked with asking questions about how their work placement ensures the health, safety and security of users of the services and workers. This should raise their awareness to the responsibilities of both the employer and the employee.

Scenarios may be constructed in a defined area of school or college. Looking at fire equipment and evacuation procedures may be done in a work experience setting or on a workplace visit, or in learners' own schools or colleges. The local community can also be utilised for study of traffic risks and environmental pollution risks to health and safety and the potential risks of being a victim of crime.

An examination of the use of security cameras and surveillance equipment can be workplace, school/college or community based. Community support officers may be willing to discuss with learners issues of safety and security in the local community.

Speaking with third sector organisations that run safety campaigns, looking at the campaigns and finding out how successful they have been will raise awareness of a broader range of safety issues.

It might be interesting to look at and discuss in class the criteria published for those who will be given flu injections, ie those who are deemed to be at risk, and to look at how GP surgeries provide this information to patients.

Good hygiene practices can be studied in school/college food preparation areas and work placement settings.

The use of case studies would help learners to explore different perspectives of what constitutes abuse. Learners should be encouraged to evaluate scenarios and assess the risks of abuse. As many opportunities as possible should be presented to learners to develop their skills in assessing a wide range of risks.

Learners could plan and implement activities to raise public or adult awareness of abuse and safety in relation to the different sectors – examples such as road safety for preschool age, devising a personal safety questionnaire for teenagers, 'bug wars' in a health or care environment. These could be in the form of displays, leaflets or campaigns.

Learners could complete a simulated risk assessment. For example, they could plan an outing for an individual or group and investigate associated health and safety issues and how they would be controlled. They could collect relevant information on the venue, available facilities and support for individual needs and travel arrangements and make recommendations based on their findings.

Benefits can be obtained by co-teaching, for example, using the data from this unit as the basis for further work and creating a single purposeful activity. There are opportunities to co-teach this unit with Level 2 Unit 3: The importance of safeguarding and protecting individuals within the sectors covered by Society, Health and Development.

Employer engagement

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

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 help with keeping the examples of legislation, policies and codes of practice used in the taught content, up-to-date.

There are a number of opportunities for employers to be engaged in this unit. For example, for learning outcome 1, it may enhance learners' experience and support achievement if visitors from different sectors could discuss with the groups how they manage risks in their organisations. For example, a practice nurse could speak about infection and how it is spread and prevented in the local community. Equally, if learners are afforded the opportunity to visit their local hospital or GP practice, they will be able to see the measures that are put in place to prevent infections in a practical way.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to solve when visiting settings (IE1)
- analysing and evaluating information, judging its relevance and value, when finding out about the way in which key legislation is put into practice in settings and when conducting risk assessments (IE4)

Creative thinkers

- asking questions of professionals working in the sectors, to extend their thinking (CT2)

Reflective learners

- inviting feedback and dealing positively with praise, setbacks or criticism when reviewing their risk assessment (RL4)

Self-managers

- working towards goals showing initiative, commitment and perseverance when carrying out a risk assessment (SM2)

Effective participators

- discussing issues of concern, seeking resolution when needed as part of the risk assessment process (EP1).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English and ICT in a number of ways.

The use of case studies, books, newspapers, journals and the internet to research hazards, risks and ways of minimising them, as well as key legislation, will provide considerable opportunities for the development of reading skills, including introducing learners to relevant specialised vocabulary. Completing risk assessment records and producing a notice or leaflet and a report on how to minimise risk will enable learners to develop skills in writing in a range of formats and styles to suit the audience and purpose.

Group discussions, guest speakers and visits will afford learners opportunities to practise their speaking and listening skills.

Learners may make use of ICT skills to research the topics they will cover. As well as using the internet or software packages, they may use email, text messaging or web-based methods to communicate and exchange information. Keeping records of discussions or research and presenting their findings and recommendations will provide further opportunities to develop ICT skills, where relevant combining text, images and numbers.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Websites

- Five steps to risk assessment **www.hse.gov.uk/pubns/indg163.pdf**
Leaflet outlines procedures for assessing health and safety risks in the workplace.
- Home Office -Police **<http://police.homeoffice.gov.uk>**
This site provides police-related information, support and guidance and will be useful to anyone involved in policing and justice
- Mind, Body and Soul **www.mindbodysoul.gov.uk**
Includes topical health risk issues.
- Sexual Health and Issues Sex-4 Health from Channel 4 **www.channel4.com/health**
- Every Child Matters **www.everychildmatters.gov.uk**
The information relating to the aims for every child to 'be healthy' and 'stay safe' are of particular relevance to this unit.
- Children's Workforce Development Council **www.cwdcouncil.org.uk/safeguarding**
Legal requirements on safeguarding children and young people.

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website:
www.diplomainfo.org.uk

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 1 Unit 6: The importance of health and well-being in Society, Health and Development

What is this unit about?

The purpose of this unit is for the learners to develop the skills to assess the health, well-being and lifestyle of individuals.

This learning is particularly important in relation to the work of the health sector. Through this unit learners will be able to appreciate the pressures placed on the sector, in relation to supporting individuals who require specific support, which may be due to the lifestyle choices they have made.

In this unit learners will gain an understanding of how health, well-being and lifestyle can affect people's quality of life. They will explore the answers to questions such as: How do the choices we make in lives affect our health and well-being now, and throughout our lives? What other factors affect our health and well-being, besides diet and exercise?

Learners will have the opportunity to look at some normal baseline measurements for health and assess the health and well-being of an individual against these measurements, suggesting some ways the individual could make improvements.

The following personal, learning and thinking skills will support learners' achievement in this unit and are embedded in the content:

- reflective learners
- effective participators.

Guided learning hours

This unit has 30 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 112–119 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know how the health and well-being of individuals is assessed in the sectors	a describe the ways in which the health and well-being of individuals can be assessed	
	b outline how baseline measurements for health are recorded in the sectors	
2 Know the factors that influence the health and well-being of individuals	a describe the activities and lifestyle choices that can have a positive and negative effect on health and well-being throughout people's lives	
	b outline the social and economic factors that can have an influence on health and well-being of individuals and communities	
3 Be able to assess the health and well-being of individuals	a assess the health and well-being of individuals using basic baseline measurements	RL1
	b propose improvements for the health and well-being of individuals	EP4

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 1 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must refer to, and use examples from the health sector and, where relevant, the adult social care sector, children and young people's workforce and community justice sectors. Details of these sectors may be found on pages 16–22 of the specification.

Learning outcome 1: Know how the health and well-being of individuals is assessed in the sectors

Ways that health and well-being of individuals can be assessed:

- antenatal and postnatal care to monitor the health of the mother and development of the baby
- day care for older people living in isolation within the community, including third sector organisations, such as Age Concern
- measuring achievements against set criteria in nurseries and schools
- specialist clinics set up to monitor and support particular conditions, eg asthma, diabetes
- the 'Expert Patient' initiative, educating and empowering individuals with chronic conditions to monitor and manage aspects of their health
- health 'MOTs', such as well women/well men clinics monitoring weight, BMI, blood pressure, cervical smear tests
- health trainers supporting adults to make changes to lifestyle
- different agencies working together and being accessible to communities that are particularly disadvantaged.

Learners must know that the way health and well-being is assessed will vary according to different stages of growth, development and life stage of the individual.

Baseline measurements will include:

- weight
- height
- BMI (Body Mass Index)
- BP (Heart Rate).

Learners must know what the normal baseline measurements for health are including the sort of equipment that is used in the sectors to measure and record them.

Learning outcome 2: Know the factors that influence the health and well-being of individuals

Activities that can have a positive and negative effect on health and well-being:

Activities and lifestyle choices that can have a positive effect:

- good personal hygiene
- taking part in exercise
- balanced diet
- developing hobbies which can be carried out thorough out the lifespan
- life long learning
- holidays
- work/life balance.

Activities that can have a negative effect:

- smoking
- poor diet
- binge drinking
- substance misuse
- criminal activity
- poor work/life balance
- poor personal hygiene.

Learners should look at simple examples of positive and negative lifestyle choices and activities in relation to how they affect the health and well-being across the lifespan of individuals.

Social and economic factors relating to health and well-being:

- access to outdoor activities
- housing
- unemployment
- diet.

Learners must know that social and economic factors can have both a positive and negative influence on the health and well-being of individuals. Simple examples should be examined from within the learner's local area in terms of what is being done to promote healthy lifestyle choices.

Learning outcome 3: Be able to assess the health and well-being of individuals

Assessing the health and well-being of individuals:

- using sector equipment to carry out basic baseline measurements
- assessing information on an individual's lifestyle
 - asking questions of, or about the individual
 - identifying opportunities and achievements.

Baseline measurements:

- weight
- height
- BMI (Body Mass Index)
- BP (heart rate).

Learners must be supported to use sector equipment appropriately to carry out baseline measurements.

Proposing improvements:

- writing down the proposal to discuss with the individual
- talking to the individual about the proposal
- suggesting practical and realistic improvements.

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 pages 112–119 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 purpose of this assessment is for learners to assess the health, well-being and lifestyle of an individual and propose some ways that they might make improvements.

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.

Tasks set must involve the learner having to assess the health and well-being of an individual based on either real information or information given in a realistic scenario.

The record of the learner's assessment of health and well-being of an individual must include the comparison of the individual's baseline measurements against normal baseline measurements; how activities undertaken have influenced health and well-being; the potential impact of activities throughout life; and lifestyle choices made by the individual.

The assessment of an individual's health and well-being will be carried out ideally in a real situation using appropriate equipment to carry out baseline measurements for the following:

- weight
- height
- BMI (Body Mass Index)
- BP (Heart Rate).

If this is not possible, then the learner should be provided with relevant data on an individual to assess and compare against normal baseline measurements.

Evidence

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

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Assess the health, well-being and lifestyle of an individual using simple baseline measurements	A written assessment or visual display which must include: <ul style="list-style-type: none"> • a comparison of actual baseline measurements against normal baseline measurements 	Hard copy/electronic	1a, 1b, 2a, 2b and 3a
Propose improvements	<ul style="list-style-type: none"> • the positive and negative effects on the individuals health, well-being and lifestyle • proposals for improvements the individuals could make. 		3b

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 5 of the 30 guided learning hours available for this unit.

Resources (limited control)

Learners should be given information on the normal baseline measurements for health; such as height/weight charts.

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 written assessments or visual displays. If learners are using sector equipment to carry out simple baseline measurements, this must also be carried out under supervision.

Collaboration (limited control)

Team work is not suitable for the assessment of this unit.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know how the health and well-being of individuals is assessed in the sectors	9	18.75%
2 Know the factors that influence the health and well-being of individuals	9	18.75%
3 Be able to assess the health and well-being of individuals	30	62.5%
Total	48	100%

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.

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 how the health and well-being of individuals is assessed in the sectors	Described, in limited detail, the ways in which the health and well-being of individuals can be assessed. Outlined with limited coherence how baseline measurements for health are recorded in the sectors.	Described, in good detail, the ways in which the health and well-being of individuals can be assessed. Given a mostly coherent outline of how baseline measurements for health are recorded in the sectors.	Given a comprehensive description of the ways in which the health and well-being of individuals can be assessed. Given a thoroughly coherent outline of how baseline measurements for health are recorded in the sectors.
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Know the factors that influence the health and well-being of individuals	Described some activities and lifestyle choices that have a positive and negative effect on health and well-being throughout people's lives, in basic terms. Outlined a few social and economic factors that have an influence on health and well-being of individuals and communities in basic terms.	Described relevant activities and lifestyle choices that have a positive and negative effect on health and well-being throughout people's lives, in some detail. Outlined mostly relevant social and economic factors that have an influence on health and well-being of individuals and communities.	Detailed description of relevant activities and lifestyle choices that have a positive and negative effect on health and well-being throughout people's lives. Outlined the relevant social and economic factors that have an influence on health and well-being of individuals and communities.
	0 to 10 marks	11 to 20 marks	21 to 30 marks
3 Be able to assess the health and well-being of individuals	Assessed the health and well-being of individuals using basic baseline measurements, covering some aspects and making judgements which show limited reasoning. Proposed a few improvements for the health and well-being of individuals with limited reasoning.	Assessed the health and well-being of individuals using basic baseline measurements, covering relevant aspects and making judgements which show some sound reasoning. Proposed mostly appropriate improvements for the health and well-being of individuals with some sound reasoning.	Assessed the health and well-being of individuals using basic baseline measurements, covering all relevant aspects and making judgements which show a high level of reasoning. Proposed appropriate improvements for the health and well-being of individuals with fully developed reasoning.

Guidance for delivery

It is intended that wherever possible delivery should enable learners to adopt an active approach to becoming familiar with the themes in this unit.

Case studies showing the effects of the closure of a major industry on a community, such as a closure of a mine or local factory, would help to develop awareness of the socio-economic impact on health and well-being of individuals and communities.

Teachers may make use of contemporary public health issues (eg transport, allotment schemes, parks and walking groups) to examine their impact on the physical environment and effect on the health and well-being of individuals and communities.

Learners might investigate the activities adults might engage in to maintain physical and intellectual agility, mental health, social and emotional well-being by visiting/seeing what is available through local amenities such as leisure centres, community centres, libraries, FE colleges, etc.

Visits might be arranged to organisations (for example, health clinics, doctors surgeries, occupational health services, school health, health visiting, Sure Start, hospital out-patients) where health and well-being is checked.

Learners could investigate the effect of diet on health and well-being by reviewing their school or college's healthy eating policy or keeping a food diary and/or exercise diary for a week and matching against the government guidelines.

This unit lends itself to reflective learning, affording learners the opportunity to assess their own health needs if appropriate and to plan, action and review personal progress in making health and lifestyle changes. For example, they could log on to NHS Health Space to set up their own assessment record or plot their own data on a personal chart.

If this unit is taught over time, learners could start to assess their own baselines for health and well-being and the activities to change them early in the learning process and review them after an appropriate time, and on more than one occasion, to identify changes they have been able to effect.

Employer engagement

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

There are a number of ways in which employers may be able to engage with the learning in this unit. For example, a community justice employer might be able to discuss with the learner group the impact of social factors on well-being, such as the effects of drug abuse, alcohol abuse and domestic violence, which could assist with the learning for learning outcome 2.

An employer from a nursery might be invited to discuss with the learner group the importance of play for a child's health and well-being and discuss the different play activities used in the nursery to encourage children to play together.

A GP or health visitor might be invited to lead a discussion on the influence of economic factors on the health and well-being of individuals and communities, or discuss how they measure health and well-being and to supervise the group as they conduct self assessments.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to solve when visiting settings (IE1)
- analysing and evaluating information, judging its relevance and value, when finding out about the factors that impact on health and well-being in their community (IE4)
- considering the influence of circumstances, assessing their own health and well-being (IE5)

Creative thinkers

- asking questions of practitioners working in the sectors, to extend their thinking (CT2)

Reflective learners

- setting goals with success criteria for their health improvement (RL2)
- reviewing progress and acting on outcomes when reviewing their personal health development goals (RL3)

Team workers

- showing fairness and consideration to others when taking baseline health measurements (TW4)

Self-managers

- working towards goals, showing initiative, commitment and perseverance when implementing their personal health improvement plan (SM2).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The unit will involve learners accessing information in a variety of formats and styles, such as case studies, photographs, diagrams, charts, news reports and other literature about lifestyle impacts and the factors that influence health and well-being. Learners can extend their vocabulary to include specialist terms concerned with assessing health and well-being. There are opportunities to develop writing skills by keeping a record of their own measurements and activities in a suitable format to compare them with normal baselines and over time as well as when producing the written assessment or visual display.

Obtaining information may involve verbal requests for information or help, either face-to-face or over the telephone. If guest speakers are used, learners will need to use active listening skills to get the most from the opportunity.

Mathematical skills can be developed when measuring (with support), recording, calculating, presenting and evaluating results such as height, weight, BMI, blood pressure and pulse. This might include the use of graphs and charts, percentages and fractions, margins of tolerance and probability.

Interactive media may be used to assess own measurements against baselines. Learners may use email or web-based methods to communicate and exchange information as part of their research. As well as researching, learners may make use of ICT skills in developing and presenting information, including a combination of text, tables, numbers, graphs and/or records, when assessing against baseline measurements and proposing improvements. This might be done as a written account or as a visual display.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Stationery Office Books. (2004). *Choosing Health: Making healthy choices easier*. Published: Stationery Office Books. ISBN-13: 978-0101637428.

Squire, A. (2002). *Health and Well-being for Older People, Foundations for Practice*. Published: Bailliere Tindall. ISBN: 978-0702023156.

O'Brien, T. S. (2003). *The Personal Trainer's Handbook* (2nd edition). Published: Human Kinetics Europe Ltd. ISBN: 978-0736045018.

Websites

- Patient UK **www.patient.co.uk**
Provides the sort of information provided by GPs to patients during consultations
- National Health Service **<https://www.healthspace.nhs.uk/>**
HealthSpace is a free, secure online personal health organiser, helping the individual to manage their own health.
- Department of Health – Patient and Public Involvement
www.dh.gov.uk/en/Managingyourorganisation/PatientAndPublicinvolvement/index.htm
NHS initiative aiming to engage people in the design and delivery of services they use.
- Local involvement networks (LINKs)
www.dh.gov.uk/en/Managingyourorganisation/PatientAndPublicinvolvement/DH_076366
LINKs aims to give citizens an input into how their health and social care services are delivered.
- Skills for Justice **www.skillsforjustice.com**
Sector Skills Council for the community justice sector
- Skills for Health **www.skillsforhealth.org.uk**
Sector Skills Council for health care workers
- Skills for Care **www.skillsforcare.org.uk**
Sector Skills Council for social care workers
- SkillsActive **www.skillsactive.com**
Sector Skills Council for active leisure and learning
- Children's Workforce Development Council **www.cwdcouncil.org.uk**
- Every Child Matters **www.everychildmatters.gov.uk**
Particularly information on the 'be healthy' agenda.

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website:
www.diplomainfo.org.uk

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 1 Unit 7: Introduction to how needs are assessed by the sectors covered by Society, Health and Development

What is this unit about?

The purpose of this unit is for learners to develop their skills to collect information related to individuals' needs.

In this unit, learners will explore how addressing the differing needs and preferences of individuals is central to the work of all of the sectors. They will learn how practitioners in the sectors ensure that the individual is at the heart of any discussion or decision on planning and addressing their needs. The skills that the learner will begin to develop in this unit will therefore be useful should they wish to pursue further learning or a career in the sectors in the future.

Upon undertaking this unit, learners might consider such questions as:

What are the basic needs we all have and how are these met? How do the needs of children and young people differ from the needs of older people or people with disabilities? Do you have a relative who is considering moving into sheltered or residential accommodation? Do you know someone who has been injured in an accident and needs other people to help with their care? How are the needs of these different individuals addressed? What rights and responsibilities do individuals and their families and carers have in deciding about the care and treatment provided?

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- independent enquirers
- creative thinkers.

Guided learning hours

This unit has 30 GLH assigned to it, of which 6 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 112–119 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know how the needs of individuals can be addressed by the sectors	a identify the needs and preferences that individuals may have in relation to their health and well-being	
	b outline how the needs of individuals can be met	
2 Understand how needs are addressed in the sectors	a explain the role of practitioners in assessing, reviewing and supporting individuals' needs	
	b explain the role of individuals, their families and carers in addressing needs	
3 Be able to suggest ways to meet individuals' needs	a collect information relating to individuals' needs	IE4
	b generate ideas to meet individuals' needs	CT1

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 1 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must refer to, and use examples from, the health, adult social care and children and young people's workforce, where appropriate and relevant. Details of these sectors may be found on pages 16–22 of the specification.

Learning outcome 1: Know how the needs of individuals can be addressed by the sectors

Needs and preferences of individuals.

Needs:

- physical – food, drink, exercise, warmth, safety, health care
- intellectual – development of skills and knowledge, stimulating environment
- emotional – giving and receiving love, affection, feeling secure, sense of belonging, self worth
- social – companionship, family, communication, friendship, cultural and traditional connections, heritage
- spiritual – belief systems.

Preferences:

- lifestyle choices
- choice of where to be cared for
- choice of school.

A detailed knowledge of all contexts in all the sectors is not necessary but simple examples from across the four sectors should be examined to illustrate the breadth of needs and preferences individuals may have. Preferences may be examined in relation to the learner as an individual.

How needs can be met:

- how needs are identified by the sectors
- options offered to meet the needs and how preferences are addressed
- how the options are presented to the individual
- how planning is supported
- the care/service is provided to meet needs and preferences.

Learners should know that needs are addressed in a similar way across all four sectors although the terminology used may be different.

Learning outcome 2: Understand how needs are addressed in the sectors

Role of practitioners will include:

- undertaking assessments to identify needs, taking individual preferences into account, communicating appropriately
- supporting decision making, providing accurate information, giving advice and guidance so that individuals can make informed choices and decisions, providing or facilitating provision of care
- reflecting on the support provided, monitoring progress, any changes identifying with the individual.

How practitioners address needs will include:

- interviewing individuals to ensure they are at the centre of the process
- working with their families and carers
- sharing information with other authorised practitioners
- taking baseline measurements such as weight, height, BMI, blood pressure.

Learners require a broad understanding of how professionals address the needs of individuals. At Level 1, examples should be at a local level and could include how the learners' own needs are addressed and taken care of at the School or College, and which practitioners are involved in addressing their needs.

3

How individuals are involved in addressing their own needs will include:

- providing as much information as possible by communicating openly with the professional
- being honest and open
- expressing preferences
- making choices and decisions
- giving consent to treatment if required
- participating in reviews of care/treatment provided
- keeping the professional up-to-date with any changes in circumstances
- compromising if necessary.

How families and carers are involved will include:

- discussing and sharing information
- offering choices
- empowering individuals
- conducting advocacy
- supporting/providing care
- expressing own needs clearly
- helping to solve any issues or problems.

Learning outcome 3: Be able to suggest ways to meet individuals' needs

Collecting information will include:

- deciding on the best method to collect the information
- using questionnaires, internet search functions, resources given by the teacher
- organising the information collected.

Generating ideas through:

- discussing with others
- using different techniques to record ideas such as brainstorming, mind mapping
- writing ideas down individually and then discussing.

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 pages 112–119 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 purpose of this assessment is for learners to use their skills to collect information related to the needs of an individual and generate some ideas for how their needs may 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 involve learners collecting relevant information about the needs of one individual.

A realistic simulation would be appropriate for this assessment. A role play scenario could be set up whereby the teacher or other appropriate adult could play the part of an individual with specific needs. It must be made clear to the learner who the individual is. Learners must then collect relevant information from the individual to enable them to assess their needs. If this is not possible, it is acceptable for learners to be given data and information about the individual and their needs in the brief.

The information related to the individual's needs must be at an appropriate level for the learners and should not be based around a specific condition or disability.

Evidence

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

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Collect information relating to the health and well-being needs of an individual	A written record of the information collected which must include: <ul style="list-style-type: none"> • how they collected the information • details of any questions they asked the individual • any other information that was presented in the brief that was relevant to the individual's needs. 	Hard copy/ electronic copy of record	1a and 3a
Generate ideas to address the health and well being needs of an individual	Ideas to address the needs which must include: <ul style="list-style-type: none"> • a record of the ideas generated • ways the individual's needs may be addressed and by whom. 	Oral presentation of ideas or a visual display	1b, 2a, 2b and 3b

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 6 of the 30 guided learning hours available for this unit.

Resources (limited control)

Learners must be given sufficient information in the brief related to needs of an individual. Case studies, photographs or literature used in the brief must 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 preparing questions to ask/find out about the needs of individuals, when collecting information related to individual needs and when generating ideas for how their needs may be addressed. This will include writing up their ideas into a suitable format for assessment.

Collaboration (limited control)

Learners may work collaboratively in realistic scenarios to collect information about an individual's needs. However, each learner must be given the opportunity to ask questions of the individual about their needs. Each learner must produce a record of the information they collected and generate their own ideas for how the individual's needs may be addressed and write up their assessment or produce their visual display.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know how the needs of individuals can be addressed by the sectors	12	25%
2 Understand how needs are addressed in the sectors	15	31%
3 Be able to suggest ways to meet individuals' needs	21	44%
Total	48	100%

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.

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 how the needs of individuals can be addressed by the sectors	Identified a few needs and preferences relating to individuals' health and well-being in limited detail. Outlined how the needs of individuals can be met, covering a few aspects.	Identified a range of needs and preferences relating to individuals' health and well-being, in detail. Outlined how the needs of individuals can be met, covering some relevant aspects.	Identified a broad range of needs and preferences relating to individuals' health and well-being, in thorough detail. Outlined how the needs of individuals can be met covering relevant aspects.
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand the role of individuals in addressing needs in the sectors	Explained, in limited detail, the role of practitioners in assessing, reviewing and supporting individuals' needs. Explained the role of individuals, their families and carers in addressing needs, relating some aspects, with limited detail.	Explained, in some detail the role of practitioners in assessing, reviewing and supporting individuals' needs. Explained in some detail the role of individuals, their families and carers in addressing needs, covering some relevant aspects.	Given a thorough explanation of the role of practitioners in assessing, reviewing and supporting individuals' needs. Given a thorough explanation of the role of individuals, their families and carers in addressing needs, covering relevant aspects.
	0 to 7 marks	8 to 13 marks	14 to 21 marks
3 Be able to suggest ways to meet individuals' needs	Collected a limited amount of appropriate information relating to individuals' needs. Generated some appropriate ideas to meet individuals' needs, with limited reasoning.	Collected a range of mostly appropriate information relating to individuals' needs. Generated appropriate ideas to meet individuals' needs with sound reasoning.	Collected a broad range of appropriate information relating to individuals' needs. Generated highly appropriate ideas to meet individuals' needs, with fully developed reasoning.

3

Guidance for delivery

It is intended that wherever possible delivery should enable learners to adopt an active approach to becoming familiar with the themes in this unit.

The assessment cycle is one with which most learners will be familiar within their own learning and development and so it may be appropriate to begin by getting them to think about their own physical, intellectual, emotional, social and spiritual needs and how they are and have been addressed by a variety of people and organisations, such as family, friends, and school/college, and what choice they have had in determining their own health and well-being.

A range of case studies showing the needs of individuals across the life stages may be used to support class discussions on differing needs throughout life and an exploration of how those needs can be met.

Learners might be able to speak to someone who has a health condition such as 'diabetes' about how they have a part in addressing their needs and who else is involved in providing for their treatment and care.

Learners should hold discussions sensitively and ethically with individuals who are fully comfortable and co-operative, and who understand that the information they provide is confidential.

They might be able to visit an organisation providing respite care, such as the third sector organisation like Crossroads for Carers, which provides care for carers.

Learners could examine the five outcomes for children or the seven outcomes for adults (*Our Health, Our Care, Our Say*) and discuss how they are addressed by the sectors.

They could also debate how successfully and fairly needs are addressed, discussing for example, 'postcode lottery', age discrimination, funding restrictions.

Learners may be able to use their work placement experience to ask questions of practitioners about how they assess and address needs in the setting. This should give learners the opportunity to hear and see in action how the individual is placed at the centre of the process.

It will be necessary to support learners to develop questioning skills and techniques to draw out relevant information about health and well-being; this may be approached through role play.

It will be possible to draw on the learning undertaken in Unit 1 A background to the sectors of children and young people's workforce, health, adult social care and community justice to identify options which are available to address a wide variety of needs. This unit may provide the opportunity for individual learners to examine how particular needs which are of interest to them are addressed.

This unit also has links to the learning undertaken in Unit 5 Working safely to protect individuals in children and young person's workforce, health, adult social care and community justice and Unit 6 The impact of lifestyle on the health and well being of individuals.

Benefits can be obtained by using the data from this unit as the basis for further work and creating a single purposeful activity.

Employer engagement

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

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 help with keeping the examples of legislation, policies and codes of practice used in the taught content, up-to-date.

It may be possible to invite a range of people with differing needs, for example a victim of crime, a person who is recovering from injury after an accident, a young new mother, an older person wishing to live independently but requiring support to do so to speak with the group about their needs and preferences and how they are met.

Employers from sector organisations might be invited to discuss the assessment cycle and how it is implemented in their sector.

An occupational therapist might be invited to discuss how the needs of older people who want to remain living in their own homes are addressed.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to solve when visiting settings or speaking with individuals about their needs (IE1)

Creative thinkers

- asking questions of practitioners working in the sector, to extend their thinking (CT2)

Reflective learners

- assessing themselves and others in relation to needs and preferences (RL1)

Effective participators

- acting as an advocate for views and beliefs that may differ from their own, when generating ideas for addressing individuals' needs (EP6).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

Speaking and listening will be important for this unit as the learner is required to collect and collate information relating to an individual's needs and generate ideas to meet them. The opportunity to apply reading and writing skills will also be gained through research and presentation of results.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Richard Smithson. *AQA Health and Social Care*. Published: Nelson Thomas. ISBN: 978-1-4085-0398-0.

Adrian Lamb. *GCSE Health and Social Care*. Published: Philip Allan. ISBN: 978-1-84489-619-6.

Websites

- Skills for Justice www.skillsforjustice.com
- Sector Skills Council for health workers www.skillsforhealth.org.uk
- Sector skills council for care workers www.skillsforcare.org.uk
- SkillsActive, the Sector Skills Council www.skillsactive.com
- Children's Workforce Development Council www.cwdcouncil.org.uk
- Every Child Matters www.everychildmatters.gov.uk

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

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 1 Unit 8: The importance of human growth and development in Society, Health and Development

What is this unit about?

The purpose of this unit is to enable learners to devise development activities suitable for people at different stages of life.

Learners will examine how different activities can be used to support development for people of all ages. They will find out the answers to such questions as: Why is play so important to the physical development of young children? What happens to us as we get older? What sorts of activities are suitable for people in later adulthood to help them to remain active and independent?

They will learn about the key physical developments and changes that occur throughout people's lives and how the choices that we make can impact upon our growth and development over time.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- reflective learners
- creative thinkers
- self-managers.

Guided learning hours

This unit has 30 GLH assigned to it, of which 8 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 112–119 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know key physical developments and changes across the lifespan	a identify key physical developments and changes across the lifespan	
	b describe the importance of play in the physical development of children and young people	
2 Know about health and social issues relating to the lifespan	a describe health and social issues relating to age and ageing	
	b outline the impact of life events on individuals and families	
3 Be able to plan development activities for individuals at different life stages	a assess individuals' stages of development	RL1
	b generate ideas for development activities for individuals	CT1
	c organise time and resources needed in development plans	SM3

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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 1 Principal Learning in Society, Health and Development, learners receive as broad an experience as possible. Teachers must refer to, and use examples from the health, adult social care and children and young people's workforce, where appropriate and relevant. Details of these sectors may be found on pages 16–22 of the specification.

Learning outcome 1: Know key physical developments and changes across the lifespan

The human lifespan must be learnt as the following five stages:

- Early years – from birth to 8 years
- Later childhood – 8 – 11 years
- Adolescence – 12 – 18 years
- Adulthood – 19 – 65 years
- Later adulthood – 65+ years.

Key stages of physical developments and changes:

Gross motor skills:

- mobility
 - crawling, standing, walking, running
 - flexibility, speed, stamina, balance, strength.

Fine motor skills:

- co-ordination
 - hand-eye co-ordination
 - hand-toe co-ordination.
 - dexterity, such as holding a pen, drawing a circle, grasping and handling objects.

Body growth

- height
- weight
- growth spurts
- ageing.

Learners must learn key physical developments in terms of positive changes and gradual decline in terms of ageing.

Importance of play in physical development:

- improves physical capacity
- promotes physical development
- contributes to general health and well-being.

Different types of physical play activities that are used to promote physical development can include:

- movement games, catching, climbing, shape and tower sorters, jigsaw puzzles.

The importance of play should be learnt in the context of the physical development of children in the early years and childhood life stages. Learners must know how play is used to promote physical development in relation to the sorts of activities that are undertaken.

Learning outcome 2: Know about health and social issues relating to the lifespan

Health issues relating to age and ageing include:

- the impact of different lifestyle choices made through the lifespan
 - diet, exercise, substance use
- illness, injury and/or permanent disability and its impact on individuals and families
 - as people develop from early years, immunity will improve until later adulthood, decline and vulnerability may increase in terms of health, through the later adulthood life stage.

Social issues relating to age and ageing include:

- the different roles people play and the different levels of support they may need at different stages of their lifespan, in terms of dependency and independence
 - the role parents, carers, other family members take throughout the lifespan
 - social skills development: forming different types of relationships
- attitudes towards age and ageing, such as
 - common perceptions and attitudes towards older people and teenagers.

Health and social issues relating to age and ageing must include the lifestyle choices that people make as they get older and the impact of other health and social issues on individuals and families.

Life events and their impacts will include:

- birth
- puberty
- bereavement
- divorce
- marriage
- retirement.

Life events are likely to have positive or negative impacts in terms of

- physical, intellectual, emotional and social aspects of growth and development.

The likely impact of a life event on an individual at different life stages must be learnt.

Learning outcome 3: Be able to plan development activities for individuals at different life stages

Assessing the stage of development of individuals involves:

- finding out about the individual by asking questions, using profile information
- matching the individual's age to their life stage
- drawing simple conclusions about their stage of development in relation to
 - key physical developments
 - any relevant health and social issues
 - any life events that may have an impact on the individual.

Generating ideas through:

- group discussions
- brainstorming ideas
- use of stimulus material such as websites and literature.

Generating ideas for suitable activities includes:

- considering who each activity is for, based on their stage of development
- deciding on the aim of each activity in terms of which aspect of physical development it will help.

Development activities must relate to physical development and health and social issues relating to age and ageing. Activities that learners suggest may include outdoor activities, mobility exercises for later adulthood, walking, games and the use of toys for children and young people.

Organising time and resources:

- time required for the activity
- any resources (including other people) needed for the activity.

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 pages 112–119 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 purpose of this assessment is for learners to plan development activities to support individuals' development across the lifespan. The objective of the brief must state that the development activities must support individual development.

The brief must specify two different individuals: one individual must be in early years or later childhood stage and one should be from a later stage.

Profile information must be included which specifies the age of the individual, their name and any other key relevant information relating to their life. A life event or health and social issue that may have affected the individual's growth or development should also be included in one of the profiles.

A selection of profiles should be made available to allow learners to select from a range for each task. This will help to maintain authenticity of individual work.

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.

Evidence

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

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Generate ideas for development activities for two individuals	A plan must be produced for each activity for each individual and must include: <ul style="list-style-type: none"> • ideas generated which must cover <ul style="list-style-type: none"> ◦ an assessment of the individual's stage of development ◦ suitable activities based on their stage of development • the aim of the activity • time and resources needed • pictures or photographs of the activity. 	Hard or electronic copy	1a, 1b, 2a, 2b and 3a
Produce a plan for each individual			3b and 3c

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 8 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.

A range of relevant resources should be given to assist learners to generate ideas for suitable activities. Learners could be given a selection of different resources to choose from.

If information from particular websites is to be given to learners to refer to, it is recommended that the relevant page is printed off by the teacher and given to the learner with the assessment brief.

Supervision (medium control)

Learners must be supervised when generating ideas for development activities and when producing their plans. This includes using any given resources to develop their ideas and/or sourcing pictures/photographs to include in their plans.

Collaboration (limited control)

This is an individual assessment and learners are expected to work independently when reading and assessing profile information and when producing their subsequent plans for development.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know key physical developments and changes across the lifespan	16	33.3%
2 Know about health and social issues relating to the lifespan	16	33.3%
3 Be able to plan development activities for individuals at different life stages	16	33.3%
Total	48	100%

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 pages 112–119.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 6 marks	7 to 11 marks	12 to 16 marks
1 Know key physical developments and changes across the lifespan	<p>Identified limited key physical developments and changes, with minimal detail of changes across the lifespan.</p> <p>Described the importance of play for the physical development of children and young people, covering some aspects in minimal detail.</p>	<p>Identified key physical developments and changes, with some detail of changes across the lifespan.</p> <p>Described the importance of play for the physical development of children and young people covering different aspects in some detail.</p>	<p>Identified key physical developments extensively, with good detail of changes across the lifespan.</p> <p>Described the importance of play for the physical development of children and young people, covering all relevant aspects in good detail.</p>
	0 to 6 marks	7 to 11 marks	12 to 16 marks
2 Know about health and social issues relating to the lifespan	<p>Described a few aspects of health and social issues relating to age and ageing, in minimal detail.</p> <p>Outlined the impact of a few life events, supported with limited detail.</p>	<p>Described various aspects health and social issues relating to age and ageing, in some detail.</p> <p>Outlined the impact of several life events, supported with some relevant detail.</p>	<p>Described a wide range of health and social issues relating to age and ageing, in good detail.</p> <p>Outlined the impact of a good range of life events, supported fully with relevant detail.</p>
	0 to 6 marks	7 to 11 marks	12 to 16 marks
3 Be able to plan development activities for individuals at different life stages	<p>Assessed some aspects of each individual's stage of development in minimal detail.</p> <p>Generated a few ideas with some aims, for a limited range of suitable activities.</p> <p>Shown a limited consideration of the need to organise time and resources for the development activities, providing little detail of what would be required.</p>	<p>Assessed relevant aspects of each individual's stage of development in some detail.</p> <p>Generated some ideas with clear aims for mainly suitable activities.</p> <p>Shown some consideration of the need to organise time and resources for the development activities, providing some detail of what would be required.</p>	<p>Detailed assessment of relevant aspects of each individual's stage of development.</p> <p>Generated a good range of ideas, with clear aims for activities, all of which are suitable.</p> <p>Shown clear consideration of the need to organise time and resources for the development activities, providing comprehensive detail of what would be required.</p>

Guidance for delivery

It is intended that, wherever possible, the delivery approach should encourage learners to adopt an active approach to studying the themes in this unit.

This is a wide-ranging topic and the volume of material that could be covered is huge. A detailed study of all areas of growth and development, however, is not required. The important aspect is the individual and how they change over a lifetime.

One starting point for this unit may be to ask learners to reflect on their own lives and to consider the development and growth that has happened at different stages. Learners could review their own Child Health Record (if they have one) or their own School Health Record, and think about how they have changed and grown over the years.

This could be followed by a class discussion on growth and development, exploring such questions as: Why does growth often happen in spurts? At what stage is growth normally complete? Why do some people grow and develop at a different pace to others? It is important that a sensitive approach is used when approaching this subject; there could be learners in the class whose own growth and development has been different from stated norms resulting in a range of disabilities. It is essential that these young people's situations are treated in an inclusive way, embracing diversity.

Learners could also draw on their own experiences of being with relatives in later adulthood to identify the health and social issues relating to age and ageing. Teachers may wish to invite an adult social worker and health practitioner or occupational therapist to participate in this lesson. Similarly, a nursery worker or childminder would be able to discuss with the group the importance of play for child development and show the different play activities used in the nursery. Learners could also review a toy manufacturer's sales catalogue, looking at the description and recommended ages and identifying which areas of development the toys are designed to stimulate.

A discussion about how learners themselves have used play throughout childhood and adolescence will help them to reflect on their own development and the impact play has had on it. A discussion of scenarios demonstrating childhood deprivation from stimulation or opportunities to learn through play would enhance learners' understanding.

Work in small groups using either learners' own experiences or case studies could be used to help learners to develop ideas to meet a variety of developmental needs. Observations in work placements of the types of activities used to support development could be reported back to the whole group thus giving learners the opportunity to hear about activities used with individuals across the lifespan.

A person in later adulthood could be invited to talk and answer questions about the life events they have experienced and their impacts on themselves, their family and community. Learners could investigate the activities that adults might engage in to maintain physical development by looking at what is available in their local area.

Employer engagement

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

It would be helpful for teachers to maintain contact with a range of employers in the sectors who may be able to provide information about suitable development activities for individuals across the lifespan. For example, local nurseries may be able to provide details of the sorts of play activities they provide for the children in their care. Similarly, a local branch of Age Concern might be able to provide details of the sorts of support and activities they provide for older people in the community.

It would also contribute to the learners' achievement if employers could contribute to the setting of realistic assessment briefs where this is feasible.

Whilst on work experience in sector settings, it may be possible for the learner to observe different development activities being carried out with individuals or groups. Learners could then be encouraged to reflect on their observations back in the classroom.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identifying questions to answer and problems to solve when visiting settings (IE1)
- analysing and evaluating information, judging its relevance and value, when finding out about the way in which individuals grow and develop (IE4)
- considering the influence of life events when assessing stages of growth and development (IE5)

Creative thinkers

- asking questions of practitioners working in the sector and of individuals, to extend their thinking (CT2)

Reflective learners

- evaluating experiences and learning to inform future progress when reflecting on the play activities they have engaged in during childhood and adolescence and the impact of life events on their growth and development (RL5)

Team workers

- collaborating with others to work towards common goals when generating ideas for development activities (TW1).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners will be given the opportunity to use speaking and listening skills when asking questions (with support) about an individual's stage of development. Learners may include an oral presentation when presenting their findings and suggestions.

Mathematical skills may be developed when identifying the time and resources needed for their development plans.

Learners may use email or web-based methods to communicate and exchange information as part of their research. As well as researching, learners may make use of ICT skills in developing and presenting information, including a combination of text, images, tables, numbers, graphs and/or records, when assessing against baseline measurements and proposing ways to meet the needs of individuals. These proposals will take the form of written plans and may also include visual support for an oral presentation.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Stationery Office Books. (2004) *Choosing Health: Making healthy choices easier*. Published: Stationery Office Books. ISBN: 978-0101637428.

Sheridan, M.; Sharma, A.; Cockerill, H. (2008). *From Birth to Five: Children's Development Progress*. Published: Routledge. ISBN: 978-0415423656.

Websites

- Skills for Justice www.skillsforjustice.com
- Sector Skills Council for health workers www.skillsforhealth.org.uk
- Sector skills council for care workers www.skillsforcare.org.uk
- SkillsActive, the Sector Skills Council www.skillsactive.com
- Children's Workforce Development Council www.cwdcouncil.org.uk
- Every Child Matters www.everychildmatters.gov.uk

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

AQA-City & Guilds will also publish suggested learning and teaching resources on its website: www.diplomainfo.org.uk

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

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 1 Principal Learning in Society, Health and Development.

Aspect	Level 1	Level 2	Level 3
1 Task setting	Limited	Limited	Limited
2 Task taking			
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
3 Marking	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

4.4 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. 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 1 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 Diploma 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 1 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).

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 PLTS 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 1 Principal Learning in Society, Health and Development. Further details of the approval process are available on the website at: www.diplomainfo.org.uk

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 (SHD1U1)

Unit 2 (SHD1U2)

Unit 3 (SHD1U3)

Unit 4 (SHD1U4)

Unit 5 (SHD1U5)

Unit 6 (SHD1U6)

Unit 7 (SHD1U7)

Unit 8 (SHD1U8)

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

5.7 Awarding grades and reporting results

The Foundation Diploma in Society, Health and Development will be reported on a three-grade scale: A*, A and B. Learners who fail to reach the minimum standard for grade B will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 1 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 1 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCDA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCDA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCDA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCDA in order to certificate whole Diploma qualifications for the Diploma in Society, Health and Development at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCDA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 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.

5.11 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.

5.12 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/

or you can follow the link from our website:

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 external 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.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 1 Principal Learning in Society, Health and Development.

Appendix A

Connections to other qualifications

The Higher Diploma in Society, Health and Development incorporates the following qualifications in addition to the Principal Learning:

Functional Skills qualifications in English, mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

www.cityandguilds.com/functionalskills

The Level 1 Project qualification

For details of the AQA-City & Guilds Level 1 Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Foundation Diploma in Society, Health and Development

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Foundation Diploma in Society, Health and Development is published on the National Database of Accredited Qualifications. Visit:

www.accreditedqualifications.org.uk

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Foundation Diploma in Society, Health and Development are also published on:

www.diplomainfo.org.uk

Appendix C

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.

Level 1 – Principal Learning

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