

## SOCIETY, HEALTH AND DEVELOPMENT

### Unit 2: Introduction to principles and values in the sectors within society, health and development



## Society, Health and Development

### Level 1 Unit 2: Introduction to principles and values in the sectors within society, health and development

#### Sample scheme of work

<b>Total GLH</b>	30, of which 5 will be needed for the assessment
<b>Aim/s or statement of purpose</b>	<p>To learn about principles and values within the four sectors by:</p> <ul style="list-style-type: none"> <li>• knowing the purpose of key legislation, policies and codes of practice in relation to principles and values within and across the sectors</li> <li>• understanding the importance of principles and values in the sectors</li> <li>• being able to relate principles and values to work in the sectors.</li> </ul>
<b>Notes</b>	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. The assignment will take approximately 5 hours of the 30 GLH.</p> <p>Differentiation will take place through question and answer, peer or group work, through the level of support provided and extension activities undertaken.</p> <p>On completion of the learning outcomes, learners should undertake the assessment appropriate for this unit.</p> <p><b>Learning activities</b></p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to know the purpose of key legislation, policies and codes of practice in relation to principles and values within and across sectors (LO1)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>outline the purpose of key legislation, codes of practice and policies that relate to principles and values (AC1a)</li> <li>describe how different values are supported in the sectors (AC1b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>Individually map out own values. Report back to class and define the term 'values'. Discussion of why values are important in the four sectors.</li> <li>Discussion of a SHD diploma learner code of conduct</li> <li>Individual designs of the new SHD code of conduct using IT</li> <li>Look at anti-bullying policy. Work in pairs to create guidance for teachers on how to treat someone who is a victim of bullying.</li> <li>In pairs draw a diagram highlighting the main provisions of the Human Rights Act</li> <li>Individually create case study of own client who is accessing multi-agency care. Describe the client, their needs and the services they would access.</li> <li>Role-play privacy and dignity</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>Provide a definition of the term 'legislation' and provide examples of legislation that has affected the learners, eg 1988 Education Reform Act</li> <li>Provide an overview of the Human Rights Act 1998</li> <li>Provide examples of school/college anti-bullying policies</li> <li>Provide examples of school/college equality and diversity policies</li> <li>Provide examples of local sector organisations or multi-agency partnerships for referring to</li> <li>Provide definition of 'multi-agency working'</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to understand the importance of principles and values in the sectors (LO2)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• explain the meaning of key terminology in relation to principles and values (AC2a)</li> <li>• explain why principles and values are important when working with individuals, groups and communities (AC2b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Attempt own definitions of the key terms listed in the specification. This could be a sorting activity.</li> <li>• Read through and discuss the correct definitions</li> <li>• In pairs, create a written scenario in which the key term, for example ‘dignity’, is being met and then a scenario where it is not being met</li> <li>• Read through and discuss the knife wound article</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Provide definitions of the key terms listed in the specification</li> <li>• Allocate a key term to each pair</li> <li>• Direct learners towards article on doctor’s confidentiality with knife wounds:  <a href="http://www.timesonline.co.uk/tol/news/uk/crime/article6851092.ece">www.timesonline.co.uk/tol/news/uk/crime/article6851092.ece</a> </li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to be able to relate principles and values to work in the sectors (LO3)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• review their own principles and values (AC3a)</li> <li>• reflect on their own principles and values in relation to the sectors (AC3b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Class discussion on what is meant by ‘principles’ and ‘values’</li> <li>• Research values, eg religious, cultural, that are different from their own. Report back to class.</li> <li>• Draw a table that shows own principles and values and map these against those of different sectors and settings</li> <li>• Complete a reflective diary sheet of learning in this unit</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Create reflective diary sheet on which learners can log their skills in terms of principles and values that would help them work in the four sectors</li> </ul>	<p>RL1</p>