

## SOCIETY, HEALTH AND DEVELOPMENT

### Unit 1: Principles, values and personal development within society, health and development



## Society, Health and Development

### Level 2 Unit 1: Principles, values and personal development within society, health and development

#### Sample scheme of work

<b>Total GLH</b>	60
<b>Aim/s or statement of purpose</b>	<p>To learn about principles, values and personal development within the four sectors by:</p> <ul style="list-style-type: none"> <li>• knowing how shared principles and values underpin the work of the sectors</li> <li>• understanding how regulatory frameworks maintain and promote quality of practice</li> <li>• understanding the importance of personal and professional development</li> <li>• being able to assess values, knowledge and skills needed for work in the sectors.</li> </ul>
<b>Notes</b>	<p>This unit is assessed through an external examination of 1.5 hours.</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 prepare for the external assessment.</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.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Induction</b> (6 hours)</p> <p>It is recommended that all learners take part in this induction session at the start of the course. This will enable learners to meet as a group and begin to establish relationships. It will also provide insight into the unique way of learning on the Diploma.</p>	<p><b>Icebreaker</b></p> <p>Give each learner a number. They have to arrange themselves in numerical order, communicating with each other without speaking or holding up fingers. Then have learners arrange themselves in order of birth or in calendar months.</p> <p><b>'Who Am I'? icebreaker</b></p> <p>In advance, the tutor writes the names of some celebrities and famous people on post-it notes, which will be stuck on the forehead of each learner. Learners must then ask each other questions to work out who they are.</p> <p><b>Structure of the diploma</b></p> <p>Tutor outlines the structure of the diploma course, referring to:</p> <ul style="list-style-type: none"> <li>• principal learning (a brief description of each unit could be given)</li> <li>• additional and specialist learning</li> <li>• functional skills</li> <li>• PLTS</li> <li>• the project.</li> </ul> <p><b>Researching local organisations</b></p> <p>Learners work in small groups to identify local organisations and services that would fall under the four sector headings. Learners then identify situations whereby an individual may access more than one of these sectors at the same time, ie multi-agency working.</p> <p><b>The third sector</b></p> <p>Learners identify a local voluntary organisation and write a brief report, outlining its work, to the rest of the group. This could be done as a homework task (eg to assess literacy levels) or as a group task in class.</p>	

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<p><b>Aim:</b> to know how shared principles and values underpin the work of sectors (LO1)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• outline what is meant by the terminology relating to principles and values (AC1a)</li> <li>• describe how equality and diversity is promoted in the sectors (AC1b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• List five principles and values that are important to individuals</li> <li>• Discuss how principles and values might be important to practitioners in the four sectors. Consider how our own principles and values might affect our treatment of others.</li> <li>• Discuss the rights in school. Outline how these rights may change between schools, year groups, etc, and how some are common to all.</li> <li>• In pairs, define their understanding of the terms ‘principles’, ‘values’ and ‘rights’</li> <li>• Apply the terminology relating to principles and values to their own lives, eg what rights do their age group have in wider society? To what extent do they have privacy?</li> <li>• Watch a clip of a case where an individual is not receiving the care they are entitled to (eg <a href="http://www.youtube.com/watch?v=iQyPwz9XcNI&amp;feature=related">www.youtube.com/watch?v=iQyPwz9XcNI&amp;feature=related</a>). Apply key terminology relating to principles and values.</li> <li>• Work in small groups to research the application of principles and values in one of the four sectors (local area specific). Present findings to class.</li> <li>• Discuss how equality and diversity is promoted across the four sectors. What common themes have emerged?</li> <li>• Work in pairs to write own case study (an individual or a family) that maps out how the sectors may work together, eg from health to adult social care.</li> <li>• Examine a CAF form. Discuss how this might support the work of educational professionals as they lead the support of a young person. Consider which sectors and practitioners this might involve.</li> <li>• Round robin of key terms. Learners define a key term and then the next person applies it to one of the four sectors. The next person can opt to define another key term or apply the previous term to another sector.</li> <li>• Suggest ways in which the sectors could work together to promote equality and diversity</li> </ul>	

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	<p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Lead discussions on principles and values. Where do we get them from? Are there any that are common to us all?</li> <li>• Provide definitions of the terminology relating to principles and values</li> <li>• Provide an appropriate clip of failing to meet standards of care</li> <li>• Guide learners towards appropriate organisations to research (ensuring that all four sectors are covered)</li> <li>• Refer learners to ways in which equality and diversity are promoted within their sector, eg by respecting and promoting the rights of individuals, by respecting different cultures and beliefs. Provide learners with these headings on a 'prompt sheet'.</li> <li>• Lead explanation of a CAF form and refer to multi-agency work in educational settings <a href="http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework/">www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework/</a></li> </ul>	
<p><b>Aim:</b> to understand how regulatory frameworks maintain and promote equality of practice (LO2)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• explain how key legislation, policies, codes of practice and procedures support individuals' rights and promote quality of practice (AC2a)</li> <li>• discuss how inappropriate behaviour can be constructively challenged (AC2b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Name any laws, codes of practice or policies that they are aware of (can be from any setting)</li> <li>• Discussion – why do regulatory frameworks exist?</li> <li>• In pairs, discuss a regulatory framework that they have had experience of, eg in a sports game, in school, in a car, etc. Consider the purpose of the framework, if it always functions and what happens when someone does not conform.</li> <li>• Use ICT to design a cartoon-style strip of images that will help to remember key ideas from the legislation</li> <li>• Individually research one of the six codes of practice listed in the specification. Students design a poster for display in a staff work area (relevant context) that covers: the key features of the code, who it applies to and when it applies; how it supports an individual's rights; what framework it establishes; what guidance it gives relevant workers; and what standards it sets.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Feed back to class and discuss how the shared principles and values of the sectors are ensured in the different sectors</li> <li>• Watch the clip 'Judge Me Not' and consider the National Association of Social Workers Code of Ethic</li> <li>• Apply knowledge of codes of practice and policies so far to consider how they 1) ensure compliance with legal requirements; 2) provide guidelines for those working in the sectors on specific issues; 3) monitor and review services and their delivery; 4) identify staff development and training needs</li> <li>• Suggest what behaviours may be considered inappropriate in different settings, eg teacher in a classroom, GP in the surgery, nurse on a ward</li> <li>• Look at the list of suggested inappropriate and unacceptable behaviours. Consider how receiving any of these may affect an individual.</li> <li>• Identify examples of these behaviours that could be seen in one of the four sectors. Make notes and feed back to the class.</li> <li>• Work in pairs to write a scenario displaying inappropriate behaviour. The scenario must enable work on the next point.</li> <li>• Research a procedure that may be followed if this inappropriate behaviour had been observed. Where possible use complaints procedure from local organisations.</li> <li>• Look at an extreme example of inappropriate behaviour – the Rodney King case. Learner discussion to follow.</li> <li>• Suggest ways in which inappropriate behaviours may be better dealt with in their home centres</li> <li>• Quick quiz on key terms covered – definitions</li> <li>• Name a code of practice and one key idea from it</li> <li>• Thumbs up or down to check knowledge and understanding of different aspects of the work covered</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Outline the difference between legislation and a code of practice/policy</li> <li>• Remind students about any SHD diploma framework that they are</li> </ul>	

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	<p>working to, eg learner agreement, classroom contract designed as part of an induction session</p> <ul style="list-style-type: none"> <li>• Lead an explanation of two key pieces of legislation – Human Rights Act (1998) and the Disability Discrimination Acts of 1995 and 2005</li> <li>• Provide written fact sheets on the legislation above</li> <li>• Define what is meant by a code of practice or a policy</li> <li>• Make the ‘Judge Me Not’ clip available to learners: <a href="http://www.youtube.com/watch?v=ebyHTNfiVIM">www.youtube.com/watch?v=ebyHTNfiVIM</a></li> <li>• Lead discussion on how codes of practice and policies support individuals’ rights and maintain and promote quality of practice in the four ways stated in the specification</li> <li>• Prepare Rodney King clip and facilitate discussion <a href="http://www.youtube.com/watch?v=ROn_9302UHg">www.youtube.com/watch?v=ROn_9302UHg</a></li> </ul>	
<p><b>Aim:</b> to understand the importance of personal and professional development (LO3)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• explain the purpose of reflective practice (AC3a)</li> <li>• explain how sources of information are used to support professional development (AC3b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Use reflective practice to write about how they are performing on the course so far. What is going well? What do they find challenging?</li> <li>• Compare with another learner to discuss and evaluate how others view them</li> <li>• Class discussion on how reflective practice may help people to improve as individuals and also as service providers</li> <li>• Research organisations in the local area. Review their provision and provide the results, eg GP surgery, local hospital, local police station, fire service.</li> <li>• Work in allocated pairs/groups to research the sources of information that are used to support professional development in a specified occupation. These will cover the four sectors.</li> <li>• Present findings to the rest of the class</li> <li>• Working in their groups/pairs, reflect on their own practice and feed back to the rest of group</li> </ul> <p><b>Tutors:</b></p>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<ul style="list-style-type: none"> <li>• Explain how teachers use reflective practice in planning/preparing lessons, performance management/appraisals</li> <li>• Provide materials from their own centre on 'reflective practice' that is given to newly qualified teachers</li> <li>• Provide definition of reflective practice and reasons why it is helpful to practitioners</li> <li>• Allocate occupations to pairs/small groups for research, ensuring that these cover the four sectors</li> <li>• Provide notes on why professional development is important</li> <li>• Where possible, invite a guest speaker to talk about the induction programme they experienced and what ongoing professional development opportunities are available to them. If this is not possible, the teacher could talk about their experience.</li> <li>• Provide an induction policy for a local organisation. If this is not possible use:  <a href="http://www.brightonandhovepct.nhs.uk/healthprofessionals/generalpractice/practicenursing/education/documents/InductionofnewPracticeNurses.pdf">www.brightonandhovepct.nhs.uk/healthprofessionals/generalpractice/practicenursing/education/documents/InductionofnewPracticeNurses.pdf</a> </li> </ul>	
<p><b>Aim:</b> to be able to assess individual values, knowledge and skills needed for work in the sectors (LO4)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• assess the different values needed for work in the sectors (AC4a)</li> <li>• suggest ways to address knowledge and skills needed (AC4b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Define the terminology relating to principles and values covered in LO1</li> <li>• Provide examples from the four sectors on how these are put into practice</li> <li>• Audit their own skills and experience to reflect on what they have already achieved</li> <li>• In pairs/small groups, identify what skills and knowledge they might need to develop</li> </ul> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Have key definitions to hand to provide support for learners</li> <li>• Encourage learners to provide examples from all four sectors</li> </ul>	