

SOCIETY, HEALTH AND DEVELOPMENT

Unit 2: The importance of communication and partnership working within the sectors covered by society, health and development



Society, Health and Development

Level 2 Unit 2: The importance of communication and partnership working within the sectors covered by society, health and development

Sample scheme of work

Total GLH	60, of which 10 will be needed for the assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know the purpose of partnership working in the sectors • understand the importance of effective communication within and across the sectors • understand the importance of recording and sharing information within and across the sectors • be able to work collaboratively to communicate within and across the sectors.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. The assignment will take approximately 10 hours of the 60 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>Learning activities</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>Aim: to know the purpose of partnership working in the sectors (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • identify a range of different types of partnerships within and across sectors (AC1a) • describe in good detail what is meant by successful partnership working (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss what they understand by the term ‘partnership working’ • Draw a map of the people at school/college working in partnership, naming personnel • In pairs, write down the purpose of a team. What teams do they belong to? What is their role? • As a group identify other partnerships within SHD – look at multi agency teams and their roles • Work in small groups to research the partnerships in the locality working with/for young people. Identify the members and their roles. • Produce notes on the chosen partnerships for the group • Use press articles of examples and identify where partnerships have been both successful and unsuccessful • Present findings to the group <p>Tutors:</p> <ul style="list-style-type: none"> • Provide definition of the term at end of discussion • Explain the task for drawing the map • Organise learners into pairs and groups for tasks • Provide possible contacts/speakers for the partnerships in your locality – youth offending team, drug action team, PCTs, etc • Provide articles on Baby P, Ian Huntley and others to show partnership working • Conduct a plenary on partnerships and successful working in SHD 	
<p>Aim: to understand the importance of effective communication within and across the sectors (LO2)</p> <p>Learners will:</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Identify the different methods of communication • Discuss reasons for using different methods of communication • View an episode of a television soap opera to analyse the 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<ul style="list-style-type: none"> produce a highly relevant evaluation of the use of a full range of methods of communication (AC2a) explain in thorough detail how barriers to communication are overcome or minimised, with a high level of accuracy (AC2b) 	<p>body language used by different characters</p> <ul style="list-style-type: none"> Work in pairs to research one or more alternative and augmentative methods of communication, including Braille, Makaton, British Sign Language (BSL) and the Picture Exchange Communication System (PECS). Share your findings with other pairs. Discuss in groups/class what is needed for effective communication and the consequences of poor communication Review examples of information literature from sector organisations and services Make a list of barriers to communication and compare your list with another student Produce a wall display on strategies for overcoming barriers Role play applying effective communication skills in various situations. In pairs or a group work through some of the scenarios. Carry out the exercise on adapting communication for different audiences. List the verbal and non-verbal skills demonstrated. Know why they were used. Analyse the adaptations made From both tasks identify when alternative or augmentative communication methods would be used <p>Tutors:</p> <ul style="list-style-type: none"> Introduce work on different methods of communication Ensure students understand all the different aspects of body language Conduct plenary feedback sessions from alternative/augmentative methods research Support discussions on effective communication and consequences of poor communication Supply suitable information literature from sector organisations and services Collate lists of barriers to communication and the 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<p>consequences of poor communication</p> <ul style="list-style-type: none"> • Give scenarios for role plays ensuring a fair allocation of alternative and augmentative methods • Produce the exercise on adapting communication with verbal and non-verbal checklist 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand the importance of recording and sharing information within and across the sectors (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • give a detailed description of most of the ways in which information is shared between teams and organisations (AC3a) • give a fully developed explanation of the purpose of recording and reporting arrangements, referring to a range of sector settings with relevant examples (AC3b) • evaluate difficulties and risks relating to records and sharing information, covering relevant and some complex aspects (AC3c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss as a class what records are kept on them • Make a list of the records kept on them to date • Research the records kept about them at school/college • Identify how these records are used and shared • Look at the school/college attendance policy and identify record keeping and partnership working within it • Create a flow diagram of how information is shared within and across the sectors • Class debate on what information should be shared • Identify the key points as to why information must be shared • Draw a mind map on the purpose of record keeping and reporting • Analyse examples of organisational policies and procedures and highlight issues of conformity • Using the policies, discuss difficulties and risks about sharing records • Design a leaflet on how service users' information is protected and stored. Look at the consequences of sharing or not sharing information. <p>Tutors:</p> <ul style="list-style-type: none"> • Research school/college record keeping • Ask school/college personnel to give a talk on the use of records within the organisation • Access policies, codes of practice and procedural examples for use in class • Ensure all sectors are covered • Conduct the debate on information sharing • Produce articles on lack of sharing – http://news.bbc.co.uk/ • Conduct a plenary on learners' understanding of record sharing 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to work collaboratively to communicate within and across the sectors (LO4)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • collaborate with others with a high degree of success for different purposes (AC4a) • complete highly accurate and detailed records (AC4b) • use highly effective and well developed appropriate communication methods for different audiences and purposes (AC4c) • reflect on their experiences of communicating with others in detail to inform future progress, showing a high level of reasoning (AC4d) 	<p>Learners:</p> <ul style="list-style-type: none"> • As a class mind map possible events for children, young people or older people • Allocate themselves in a group of 4–6 people • Finalise chosen event and client group • Discuss and agree key objectives • Allocate roles within group • Produce basic job role descriptions • Conduct team meetings • Create an action plan with timescales and clearly identified tasks for each team member • Keep effective records of all meetings, tasks, etc • Complete records of own communication skills • Carry out event • Evaluate the event reflecting on own experience <p>Tutors:</p> <ul style="list-style-type: none"> • Set the scene and monitor the work of the teams • Conduct a plenary reflecting on the work 	<p>TW1</p> <p>RL6</p> <p>RL5</p>