

SOCIETY, HEALTH AND DEVELOPMENT

Unit 5: How individual needs are addressed by the sectors covered by society, health and development



Society, Health and Development

Level 2 Unit 5: How individual needs are addressed by the sectors covered by society, health and development

Sample scheme of work

Total GLH	60, of which 10 will be needed for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know the breadth of individual needs assessed by the sectors • understand how the sectors address individuals' needs • be able to propose ways to address the needs of individuals.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment will take 10 of the 60 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, through the level of support provided and extension activities undertaken.</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 breadth of individual needs assessed by the sectors (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • define the breadth of individual needs (AC1a) • describe sources of information used to inform assessments (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Develop reflective self assessment skills by reflecting and assessing their own needs • In pairs or small groups, research Maslow's Hierarchy of Needs and produce a visual display illustrating the breadth and integration of needs • Research Bradshaw's Taxonomy of Need • Create a short presentation to explain how Bradshaw's Taxonomy of Need demonstrates how needs are perceived differently by self/others • Research how national standards provide guidance for individual assessment, eg Early Years Foundation Stage www.standards.dfes.gov.uk/eyfs • Work in pairs or small groups to research a relevant legislation, eg The Care Standards Act 2000 www.hmso.gov.uk/acts/acts2000/ukpga_20000014_en_1, which sets out specific approaches to needs assessment. Share the information with other pairs/groups. • Role play a fictional case study based on an individual who has offended and staff from the community justice agencies. Focus the play on information required for assessment of how to address the behaviour, analysis of risks and sources of information. • Investigate a condition/disability and share information with rest of class. Information to include the nature of the condition/disability, the impact on the independence of an individual with the condition/disability, identification of needs and how these may be met. <p>Tutors:</p> <ul style="list-style-type: none"> • Discuss reflective self assessment with learners • Organise and support learner research into Maslow's Hierarchy of Needs and Bradshaw's Taxonomy 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<ul style="list-style-type: none"> • Delegate appropriate legislation to pairs/groups • Conduct feedback sessions • Liaise with community justice sector practitioners to provide appropriate information for the role play 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand how the sectors address individuals' needs (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • Explain the role of the cycle of assessment, planning, implementation and review (AC2a) • Explain the importance of working with individuals and their significant others to address needs (AC2b) • Explain how interventions are designed to meet individual and, where relevant, community needs (AC2c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Define the key terms relevant to the cycle used when addressing needs, ie 'assessment', 'planning', 'implementation' and 'review' • Explain what is involved in each stage of the cycle • Review case study examples where the different needs of individuals are addressed by services from the different sectors • Identify in a case study how the individual is involved at all stages of the cycle • Produce a short presentation on how an individual's rights are promoted and preferences and choices incorporated when an individual's needs are addressed • Discuss in groups positive examples of meeting needs through allocating resources as well as examples of restrictions on resources affecting individuals • Review local service provision using fictitious case study information. Review in terms of limitations on the choice of the individuals described in the case studies. • Analyse three different examples of interventions to determine how they are designed to improve, maintain and monitor factors for the individual concerned, their family and/or community. Include how the interventions meet expected outcomes. One example to involve more than one sector, eg when an offender is being processed for admission to prison (Community Justice and Health), or an individual requiring end-of-life care (Health and Social Care). • Share analyses with the rest of the class <p>Tutors:</p> <ul style="list-style-type: none"> • Ensure learners understand the key terms and are able to explain what each stage involves • Provide case study materials 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<ul style="list-style-type: none"> • Assess case study work • Conduct plenary discussions following presentations on rights, preferences and choices • Lead discussions on addressing needs and resources • Assess reviews of fictitious case studies and the limitations of choice for the individuals described • Provide examples of different types of interventions including some involving more than one sector. Please see Guidance for delivery in the specification for suggestions of suitable examples. • Organise and conduct plenary sessions 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to propose ways to address the needs of individuals (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • collate information needed to assess needs of individuals (AC3a) • generate ideas for addressing the needs of individuals (AC3b) • present ideas to meet individuals' needs (AC3c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Review two case studies that include information from different sources required to assess the needs of two individuals. Identify the key/important aspects in each case study. • Record the sources of information • Collate the information and organise it into an accessible format • Use websites and literature as stimulus material to generate ideas on how needs may be addressed • Discuss in groups or as a class how different interventions could address individual needs. Consideration of time and resources needed and pros and cons, such as any conflict of interest, should be included. • Brainstorm and/or mind map in groups or as a class different ideas to meet the identified needs of an individual. Include the cross checking of individual preferences and those of supporters against other information. • Present ideas to meet an individual's needs in a suitable format. Include an overview of the needs based on the collated information, outline of the proposed interventions, a supporting rationale and the services and resources required. <p>Tutors:</p> <ul style="list-style-type: none"> • Provide case study information for reviews • Assess accuracy of the key/important points from the information and the recording of sources of information • Monitor the use of websites and literature as stimulus material • Lead/support discussions on how different interventions could address individual needs • Conduct plenary feedback sessions following presentations 	<p>CT1</p> <p>EP2</p>