

SOCIETY, HEALTH AND DEVELOPMENT

Unit 1: The sectors within society, health and development in context



Society, Health and Development

Level 3 Unit 1: The sectors within society, health and development in context

Sample scheme of work

Total GLH	90
Aim/s or statement of purpose	<p>To learn about the sectors within society, health and development by:</p> <ul style="list-style-type: none"> • understanding the impact of legislation and policy developments on support and service provision • understanding the links between different types of services provided across the sectors • knowing how to carry out research into service provision within and across the sectors • being able to carry out research into the influence of policy and reform on 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 30 of the 90 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 prepare for the external assessment.</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>Induction (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>Icebreaker</p> <p>Place a pen and piece of paper on each learner's desk. When they enter the room, ask them to draw a picture of something that reflects their personality. Collect the picture and show the group each drawing. Ask the learners to guess what drawing belongs to which learner.</p> <p>'Who Am I?' icebreaker</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>Structure of the diploma</p> <p>Tutor outlines the structure of the diploma course, referring to:</p> <ul style="list-style-type: none"> • principal learning – a brief description of each unit could be given • additional and specialist learning • functional skills • PLTS • the project <p>Researching the professions</p> <p>Learners work in small groups to identify professions that would fall under the four sector headings. Learners then identify situations whereby an individual may access more than one of these professions at the same time, ie multi-agency working. Try to encourage learners to include as many of the four sectors as possible.</p>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<p>Placement code of conduct</p> <p>Tutor explains to learners the level of work placement required at this level. Learners suggest examples of good practice when on placement and discuss. Agree a diploma code of conduct for all learners when on placement.</p>	
<p>Aim: to understand the impact of legislation and policy developments on support and service provision (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • explain how key legislation details responsibilities and roles across the sectors (AC1a) • analyse the impact of recent reform and policy on people receiving services or support (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Debate current topics relevant to each of the different sectors. Consider issues receiving coverage in the news at the time. • Research what Government reforms and policies are involved in the above • Work in groups to research one of the key pieces of legislation listed in the specification (under LO1). Consider how legislation details responsibilities and roles across the sectors by setting out the principles and values that must be adhered to, by providing guidelines for behaviour, such as confidentiality, collaboration and maintaining professional boundaries, and by setting out the operational framework within which professionals work, such as integrating services. • Work in pairs to identify a recent policy or reform in one of the four sectors. Evaluate the impact of recent policy or reform on the service, both positive and negative, and then the impact on users of the service. • Class discussion on reasons for the different reports of recent changes, eg media to sell papers vs. services confidentiality/unable to give full details <p>Tutors:</p> <ul style="list-style-type: none"> • Provide an overview of main facts on key legislation, as needed • Provide examples of contemporary policies and reforms across the four sectors, for use if needed 	
<p>Aim: to understand the links between different types of services provided across the sectors (LO2)</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Class discussion on services that would be classed as 'local', 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Learners will:</p> <ul style="list-style-type: none"> compare the provision of support and services locally, regionally and nationally (AC2a) evaluate the role of the voluntary/third sector in the provision of support and services (AC2b) 	<p>'regional' or 'national'. This could be a card sort activity.</p> <ul style="list-style-type: none"> Write this information up into a table Consider what 'multi-disciplinary working' means and propose examples of when this may occur Write a case study that depicts multi-disciplinary working Discuss prior knowledge of cases where multi-disciplinary care has failed or has not happened Identify the job roles of the professionals involved in the Victoria Climbié case http://news.bbc.co.uk/1/hi/uk/2062590.stm Conduct a comparative study across the different sectors, highlighting where there is effective provision Write a report on the implementation of a new policy in one of the sectors in the local area that examines what changes have or have not happened as a result of the implementation of the policy <p>Tutors:</p> <ul style="list-style-type: none"> Consider creating a card sort activity for local, regional, and national services Create case study examples of multi-disciplinary care that use professionals from more than one sector Provide notes on the nature of multi-disciplinary working and multi-disciplinary teams Provide centre or local authority information on 'team around the child' working/case meetings, etc. Provide examples of case studies in which multi-agency work has failed to occur Try to identify service users who may be willing to speak to learners about their experience of service provision Try to identify speakers from national or local third sector organisations who will talk about their work Encourage learners to investigate the opportunities provided by voluntary work 	
<p>Aim: know how to carry out research into service provision within</p>	<p>Learners:</p>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>and across the sectors (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • select research methodologies (AC3a) • describe planning techniques used for research (AC3b) 	<ul style="list-style-type: none"> • Brainstorm the ways in which we can obtain data (ie the methods) • Define the difference between primary and secondary data. Discuss the advantages and limitations of each. • Devise a questionnaire that incorporates a range of question types • Conduct a non-participant observation of another lesson in their home centre • Sit on an 'ethics committee' to discuss 'proposed' pieces of research • Locate examples of official crime statistics and suggest ways in which these may not be an accurate picture of crime • Identify the method used for obtaining information for the British Crime Survey and discuss the advantages and limitations of this • Work in small groups to devise a research proposal • Visit the school/college library to conduct a literature search <p>Tutors:</p> <ul style="list-style-type: none"> • Provide notes explaining the different research methods that include the advantages and limitations of each • Provide examples of proposed research for the 'ethics committee' to discuss • Provide an up-to-date copy of the British Crime Survey (www.homeoffice.gov.uk) • Try to recruit a centre librarian to run a session on the 'literature search' 	
<p>Aim: be able to carry out research into the influence of policy and reform on the sectors (LO4)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • organise time, resources and actions required for research (AC4a) • evaluate the influence of policy and reform on the sectors 	<p>Learners:</p> <ul style="list-style-type: none"> • Individually write their hypothesis for research into the influence of policy and reform on the sectors • Discuss their individual ideas with a partner. Support each other to identify SMART targets for the research, priorities, resources needed and methods to be used. • Write a research plan • Conduct a self-review of their progress against the plan. Amend if 	<p>SM3</p> <p>IE3</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>(AC4b)</p> <ul style="list-style-type: none"> • review progress against research plan (AC4c) • present findings of research in relevant ways for different audiences (AC4d) 	<p>necessary.</p> <ul style="list-style-type: none"> • Arrange interviews/questionnaires with professionals and practitioners in the sectors • Write up findings in an appropriate format • Adapt the form of presentation as appropriate <p>Tutors:</p> <ul style="list-style-type: none"> • Provide differentiated support for learners as needed 	<p>RL3</p> <p>RL6</p>