

SOCIETY, HEALTH AND DEVELOPMENT

Unit 2: Principles and values in practice in the sectors covered by society, health and development



Society, Health and Development

Level 3 Unit 2: Principles and values in practice in the sectors covered by society, health and development

Sample scheme of work

Total GLH	90
Aim/s or statement of purpose	<p>To learn about principles, values and personal development within the four sectors by:</p> <ul style="list-style-type: none"> • understanding how principles and values underpin practice in the sectors • understanding how legislative frameworks impact on practice in the sectors • being able to articulate own values and beliefs relating to work in the sectors.
Notes	<p>This unit is externally assessed by a written examination of two 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>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 understand how principles and values underpin practice in the sectors (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • analyse how key legislation, organisational policies and codes of practice protect and promote individual rights and responsibilities (AC1a) • assess how the choice and rights of people who access services affect service development and provision (AC1b) • explain how equality and diversity influences practice within and across the sectors and settings (AC1c) • evaluate ways to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity (AC1d) • evaluate how potential conflicts between confidentiality and disclosure of information are managed (AC1e) 	<p>Learners:</p> <ul style="list-style-type: none"> • In pairs, define the terms: ‘individuality’, ‘rights’, ‘choice’, ‘privacy’, ‘independence’, ‘dignity’, ‘respect’ and ‘partnership’ • Consider these terms in relation to their own experiences (individual task). Feed back examples to class. • Research the organisational policies, codes of practice and relevant legislation affecting one organisation from one of the four sectors. Link to the promotion of the key terms listed above. • Present findings to the class • Examine key legislation in context as a class or in smaller groups • Using the school/college policies, identify ways in which equality and diversity influences practice in the educational setting • In pairs, create a table that highlights how equality and diversity influences practice within and across sectors and settings. Settings to be drawn from all four sectors. • Write a report outlining Equality Impact Assessments in public authorities using www.idea.gov.uk/idk/core/page.do?pagelid=8017247 • Debate the issue to be found on the following web page: www.nursingtimes.net/whats-new-in-nursing/news-topics/ethics-and-law-in-nursing/investigation-launched-after-woman-demands-all-white-maternity-team/5007936.article • Discussion – what is meant by ‘the personalisation agenda’? What impact does this have on service development and provision? • Research individual rights under the Data Protection Act • Looking again at equality and diversity policies for the school/college, discussion of how discrimination and poor practice is tackled in that setting. How effective do learners consider this to be? • Produce materials about an area covered in this unit, which enable equality and diversity • Contact a local organisation to see how they enable equality and 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<p>diversity, eg GP surgery. Feedback to class.</p> <ul style="list-style-type: none"> • Case study or class debate on the confidentiality of information given to teachers by students • Write examples of scenarios that depict confidentiality versus disclosure of information <p>Tutors:</p> <ul style="list-style-type: none"> • Have a range of suggested organisations that cover the four sectors • Provide specific examples of key legislation in practice in specific contexts across the four sectors • Obtain relevant school/college policies on equality/diversity • Provide information on local issues and events surrounding issues of equality and diversity • Copies of article from Nursing Times on white-only delivery team • Lead discussion on a teacher's responsibilities with issues of confidentiality, eg when a student wants to tell you something 	
<p>Aim: to understand how legislative frameworks impact on practice in the sectors (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • evaluate how key legislation, organisational policies and codes of practice affect the practice of individuals working in the sectors at different levels (AC2a) 	<p>Learners:</p> <ul style="list-style-type: none"> • Work in small groups to research the roles and responsibilities of professionals and other people outlined in one of the following pieces of legislation: Care Standards Act 2000 (updated 2005), Children Act 2004, Offender Management Act 2007 <p>Tutors:</p> <ul style="list-style-type: none"> • Provide instruction on the form of assessment for the roles/responsibilities task, eg role play, presentation, written report • Provide information on the roles and responsibilities of professionals and others from the legislation covered in LO1 	
<p>Aim: be able to articulate own values and beliefs relating to work in the sectors (LO3)</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Write a statement of own values and beliefs, using the key terms provided 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Learners will:</p> <ul style="list-style-type: none"> analyse own values and beliefs in relation to work in the sectors (AC3a) reflect on opportunities and achievements in relation to experience of work in the sectors (AC3b) 	<ul style="list-style-type: none"> In pairs, identify the values and beliefs of practitioners in one of the four sectors Provide feedback to the rest of the class Identify similarities and differences between their own values and beliefs and those of practitioners from each of the four sectors In pairs, exchange feedback on the views of others Write a statement on what their values were at the beginning of this unit with a comparison of what they are like now <p>Tutors:</p> <ul style="list-style-type: none"> Provide key terms from values and beliefs for inclusion in individual statements Ensure that all four sectors are being covered, across the group, for the values and beliefs of a practitioner task Provide feedback to learners to help with their self-reflection 	