

THE SOCIETY HEALTH & DEVELOPMENT DIPLOMA

ADVANCED LEVEL UNITS

A GUIDE FOR LEARNERS

What is the Society Health and Development Diploma?

The Society Health and Development Diploma will open your mind to the range of opportunities within the Health, Social Care, Community Justice and Children's workforce sectors and how these organizations work in partnership.

What does the course involve?

Compulsory Units...

Society Health and Development Diploma learners will complete a series of compulsory and optional units, designed to give them knowledge, skills and experience. Advanced level units have been summarised on the following pages of this booklet.

Work Experience...

Diploma learners will do a minimum of 10 days work experience. They will also get the chance to learn from and be mentored by professionals working in their chosen field

The Learner Project...

All Diploma learners will complete a project to demonstrate the skills and knowledge they have acquired. Learners can choose their own project. For example learners might investigate how to make the waiting time at the Doctor's surgery more interesting for young children.

English, Maths and ICT...

All Diploma learners need to achieve a minimum standard in English, Maths and ICT. These subjects are studied as part of the Diploma and will be taken as a GCSE alongside it

Personal Learning and Thinking Skills...

Mastering essential life and work skills is crucial in today's competitive market. All Diploma learners are encouraged to develop skills like teamwork and self-management as part of their course. They will learn to express themselves confidently and how to apply their knowledge and skills creatively in a business environment

What could the Diploma lead to?

The Diploma is designed to broaden a young person's horizons and give them a wide range of next-step options. The Progression and Advanced Diploma could both lead onto college or university or to further training and employment. Learners who have completed a Foundation or Higher Diploma in Society Health and Development might choose to go on to do a Progression or Advanced Diploma or perhaps to do 'A' levels. They could also decide to start an Apprenticeship or take a job with further training. A Diploma in Society, Health & Development does not mean learners have to pursue a career in the Health Industry. A Diploma gives a learner relevant and transferable skills that will be welcomed by colleges, universities and employers

Unit 1: The Sectors in Context

Externally Assessed

About this unit

How do the Health Care, Social Care, Community Justice and Children's work force sectors work together to meet the needs of a community?

What help have you or your family members needed recently?

How has this been provided?

Is there justification for services to be linked together? How is this best achieved?

Could you improve the way services are organised?

What about the outcomes for, and experiences of, those who use the services? How can these be assessed and improved?

In this unit you will be able to research the similarities and differences in the purpose, structure and practical workings that enable the delivery of support and services across the children and young people's, social care, community justice and health sectors and settings.

Learning outcomes

On completion of this unit, you will:

- LO.1.** Know the different types of support and service provision in and across the sectors and their purpose and structure, including similarities and differences between the sectors
- LO.2.** Understand the provision of support and services locally, regionally and nationally, including the role of the voluntary sector
- LO.3.** Understand the interaction of different types of service provision within and across the sectors
- LO.4.** Know the key legislation that affects responsibilities and roles across sectors and how key current legislative and policy developments direct service provision
- LO.5.** Know the impact of a given policy or reform on service support and provision and its effects on people receiving the support and/or service
- LO.6.** Understand the personal skills, attributes and qualities that are required for employment within and across the sectors.

Unit 2: Principles and values in Practice

Externally Assessed

About this unit

What do we mean when we talk about principles and values?

What are your values and your principles?

Do they match those of the sectors?

Did that motivate you to take this Diploma?

What about codes of practice, policies and legislation? What is their role?

In this unit you will have the opportunity to examine how principles and values can shape and inform key legislation, regulations and codes of practice, as well as underpin policy and practice in the children and young people's, social care, community justice and health sectors and settings.

On completion of this unit you will:

- LO.1.** Be able to articulate how your own values and beliefs relate to work in the sectors
- LO.2.** Know how the choices and rights of people who access services affect service development and provision
- LO.3.** Know the relationship between equality and diversity and how they affect and influence practice within and across the sectors and settings
- LO.4.** Understand how to challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity
- LO.5.** Know the balance and potential conflicts between confidentiality and disclosure of information and identify how these might be managed
- LO.6.** Know how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities
- LO.7.** Understand key legislation, organisational policies and codes of practice within and across the sectors, and how they affect the practice of individuals working in the sectors at different levels.

Unit 3: Partnership Working

Internally assessed

About this unit

The 'Musketeers'? Who were they? The original musketeers were the 'Gray Musketeers', Henry IV's bodyguards who rode grey horses and had a strict code of honour. The 'Three Musketeers' of Alexandre Dumas also had a code of honour. 'All for one and one for all'. Do they represent a good example of partnership working? Is this code still something that we aim for today?

The three musketeers were essentially a team: there was collusion between them and they supported and protected each other and themselves. The short answer to the previous two questions is therefore 'no', but the musketeers are a useful example that helps to illustrate some of the differences between team working and partnership working. How can people and services work together to benefit everyone? Can partnership working be the answer? Why are partnership formed to help people and communities?

An example of one type of partnership is the 'safer school partnership'. It aims to tackle street crime and improve behaviour in schools. Police officers were based in selected schools in areas with high levels of street crime. Is there a 'safer school partnership' in your area? What other partnerships are there? What do they do? What are statutory and non-statutory partnerships?

This unit will allow you to develop an understanding of partnership working and how it involves individuals, colleagues, teams and organisations in improving service provision.

On completion of this unit, a learner should:

- LO.1.** Be able to plan and carry out research, exploring issues, events or problems from different perspectives
- LO.2.** Know the role, key features and range of partnership working, including statutory and non-statutory arrangements for partnership working
- LO.3.** Understand the benefits of and barriers to partnership working for service providers and communities, including how these barriers can be managed
- LO.4.** Understand how information can be shared through partnership working
- LO.5.** Understand why people who use services are central to partnership working and the influence of partnership working on service provision
- LO.6.** Be able to develop collaborative relationships adapted to different contexts.

Unit 4: Communication and Information Sharing

Internally assessed

About this unit

Do you use text a lot? Is it always an effective way to communicate? What about email? Do these methods make it easier for you to pass on information or communicate with people effectively? Do all people find it easy to pass on information? What advantages are there to electronic communication? What disadvantages might there be? What happens if a computer system fails? Do you know any silver surfers?

What if you don't have a mobile phone or computer? What happens if important information isn't passed on? How frustrating is it when you don't get answers to your questions? What if a professional hasn't recorded information accurately? Have you ever heard, 'We've just moved office!' What if someone passes on information or gossip, or a secret about you? How do you feel?

If communication between people is poor for whatever reason it becomes frustrating. However, when people and organizations in the 4 sectors do communicate effectively – both verbally and non-verbally – then people feel valued and positive about their care and work.

This unit will provide opportunities for you to investigate how effective communication, information sharing and record keeping is vital in the children and young people's, social care, community justice and health sectors and settings.

- LO.1.** Know different methods of effective communication with individuals of all ages and backgrounds, and in a range of different circumstances
- LO.2.** Understand the barriers to communication, their consequences, approaches that can be taken to overcome these barriers and when and how they should be applied
- LO.3.** Know the similarities and differences in accepted terminology within and between sectors
- LO.4.** Know the types of technology that are used to support communication
- LO.5.** Be able to communicate effectively with a range of individuals and in a range of different situations, employing various communication methods
- LO.6.** Understand why it is important to keep accurate records, what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information
- LO.7.** Be able to review the effectiveness of recording and reporting arrangements in a range of settings.

Unit 5: Personal and Professional Development in the Work Environment

Internally Assessed

About this unit

What goes on in organisations that provide services? How are they organised and managed? How do they put the people receiving services at the heart of their provision? Does this work? What about staff development? What if a member of staff is not sure about something and doesn't know who to ask? Experience of workplace settings is a great opportunity for you to find out the answers to some of these questions.

This unit will be based on your own experience in one or more workplace settings, and will help prepare you for employment in one or more of the sectors, and for higher education. You will have opportunities to reflect on how to:

- improve your own practice
- identify good practice
- plan for professional development to contribute effectively in a work setting.

A workplace setting means a real working environment where real services are provided. The 10 days spent in such settings do not have to take place in one block but may, for example, be spread over several weeks or months.

The focus for your experience in workplace settings should be on personal and professional development in the work environment. It should allow you to gain an understanding of the nature of the professional development necessary for those who work within that setting, and the importance of up-to-date practice.

On completion of this unit, a learner should:

- LO.1.** Know how key legislation, policies and procedures shape and govern professional practice, activities and actions
- LO.2.** Understand a workplace, covering how the underpinning principles and values of the sectors are demonstrated, based on experience in a workplace setting
- LO.3.** Know what is meant by evidence-based practice and the key aspects of reflective practice, including the theories and principles that underpin it
- LO.4.** Know the roles and responsibilities of the individual and the organisation in supporting personal and professional development
- LO.5.** Understand how personal and professional development, and reflective practice can support effective service provision and improve practice
- LO.6.** Be able to evaluate own strengths and areas for development for working effectively in a sector and develop a personal development plan which links to organisational objectives
- LO.7.** Be able to generate and explore ways of addressing problems or issues.

Unit 6: Safeguarding and Protecting Individuals and Society

Internally Assessed

About this unit

Are children's play areas safe? Are there risks? How are they managed? Do you feel safe in your local community? How safe do you feel when you go out? How do you make sure you are safe? Do you go out alone after dark? When you are out with your friends, how are you treated by others?

How are communities changing? Try talking to somebody who has lived in your own community for many years. What are their perceptions of the community now?

Health, safety and security play an important role in making our communities and our workplaces safer for children, young people and adults; in fact, for everybody.

In this unit you will develop an understanding of the importance of promoting and protecting the health, safety and security of individuals and society. You will also learn about the assessment of risks in the workplace and in communities.

- LO.1.** Know the key legislation and organisational procedures that apply to safeguarding and protecting individuals and understand the roles and responsibilities of workers in different settings to safeguard and protect individuals from the risk of harm and abuse
- LO.2.** Understand the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments
- LO.3.** Understand the importance of establishing and maintaining trusting relationships with individuals and those who care for them, while maintaining appropriate professional boundaries
- LO.4.** Know how to recognise signs of potential harm or abuse and the steps that should be taken in response
- LO.5.** Be able to carry out a risk assessment and a health and safety audit for different work settings
- LO.6.** Be able to carry out a risk assessment for a community to support crime reduction
- LO.7.** Know what is meant by conflict resolution and coping strategies in professional situations and be able to develop problem solving, conflict resolution and coping strategies