

THE SOCIETY HEALTH & DEVELOPMENT DIPLOMA

FOUNDATION 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. The foundation 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: Exploring the Sectors

Internally Assessed

In this Unit you will be exploring the four sectors that give the diploma its name. You will also be introduced to the 'Street incident' around which all the units are based.

Through this exploration you will gain a basic knowledge of the structure, purpose and practical workings of the children and young people's, social care, community justice and health sectors. The 'street incident' introduces these sectors through a crisis situation. When you explore the sectors you need to remember that much of the work within them is not necessarily 'crisis-orientated', and you need to explore this too.

Learning outcomes

On completion of this unit, a learner should:

- LO.1.** Be able to identify questions to investigate the sectors
- LO.2.** Know the purpose of the sectors, and the structure within and across them
- LO.3.** Understand the range of services delivered in the sectors
- LO.4.** Know the roles of organisations and how they work together to deliver services in the community.

Unit 2: Exploring Principles and Values

Internally Assessed

In this unit you will develop an understanding of the meaning of the following terms: rights, responsibilities, diversity, equality and understand why the terms are important when working with individuals, groups and communities. You will develop an understanding of the need for confidentiality and why it is so important. You will also study key legislation and its impact on individuals and services. You will develop an understanding of how these principles and values are supported in a variety of settings and explore your own personal, social and moral codes of conduct.

On completion of this unit, a learner should:

- LO.1.** Understand what is meant by rights, responsibilities, equality and diversity and why they are important when working with individuals, groups and communities
- LO.2.** Understand what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality
- LO.3.** Know the purpose and impact of key legislation and codes of practice that relate to principles and values
- LO.4.** Know how different values might be supported in a variety of settings within the sectors
- LO.5.** Be able to reflect on own principles and values in relation to the work of the sectors.

Unit 3: Working Together

Internally Assessed

In this unit you will develop awareness of a wide range of partnerships in local areas. You will develop knowledge that different organisations or individual professionals form teams to work together. This could be in relation to an individual person or a local area.

You will develop an understanding of how people using services are involved in decision making alongside professionals and the reasons why teams are formed and the roles of individuals within them. You will develop the skills needed to work with others as part of a team.

On completion of this unit, a learner should:

- LO.1.** Know different partnerships that provide services in their own community
- LO.2.** Know what is meant by partnership working
- LO.3.** Understand the ways in which individuals receiving services are involved in making decisions
- LO.4.** Understand the purpose, of teams and the role of the individual within a team and across teams
- LO.5.** Be able to work collaboratively to solve problems.

Unit 4: Are We Communicating?

In this unit you will develop understanding of different methods of communication within the sectors and with people of all ages and an understanding of the importance of using appropriate methods of communication, to meet the needs of individuals.

You will develop and practise a variety of communication skills and explore communication skills appropriate to specific individuals or circumstances. You will develop an awareness of the reasons for recording and sharing different types of information within the context of the children and young people's, social care, community justice and health sectors and settings and an awareness of how to use appropriate formats, according to the needs of individuals.

Internally Assessed

On completion of this unit, a learner should:

- LO.1.** Understand different methods of communicating with a range of individuals
- LO.2.** Understand why it is important to use different methods of communication
- LO.3.** Be able to communicate verbally and non-verbally (including listening skills) in specific situations, within and across the sectors and settings
- LO.4** Know the purpose of keeping records and sharing information
- LO.5** Be able to complete records accurately and legibly.

Unit 5: Is it Safe?

In this unit you will develop an understanding of the causes of infection, explore ways in which children, young people and adults can be protected from harm and abuse. You will learn about how developing and implementing effective protection policies in settings protect individuals and ensure that individual practitioners understand their roles and responsibilities.

You will develop an awareness of the role of legislation and regulations that support this and identify three organisational policies with regard to health, safety, and security, and use them to explore how they protect individuals. You will carry out a health and safety risk assessment.

Internally Assessed

On completion of this unit, a learner should:

- LO.1.** Understand the main causes of infection
- LO.2.** Understand the ways in which vulnerable people can be protected from harm and abuse
- LO.3.** Know key legislation and regulations that govern health, safety and security
- LO.4.** Know why organisations have policies for health, safety and security, and how these policies protect individuals
- LO.5.** Be able to carry out a basic health and safety risk assessment for a specified setting.

Unit 6: Is it Safe?

In this unit you will discover how lifestyle choices have an impact on health and wellbeing and how the activities we participate in can have a negative or positive effect on health and wellbeing.

You will develop an understanding of the social and economic factors that influence the health and wellbeing of individuals and groups. You will investigate and carry out the methods used to assess how health and wellbeing can be developed, knowledge of what normal baseline measurements include, eg pulse rates, blood pressure, waist circumference, BMI. You will need to be able to assess an individual's physical and mental health and wellbeing and review their lifestyle choices based on: the measurements, an interview, the individual's own view of their health.

Externally Assessed

On completion of this unit, a learner should:

- LO.1.** Know how lifestyle choices affect health and wellbeing
- LO.2.** Understand activities that have a positive and negative effect on health and wellbeing in childhood and throughout life
- LO.3.** Understand the social and economic factors that can have an influence on the health and wellbeing of individuals and communities
- LO.4.** Know the ways in which the health and wellbeing of individuals can be assessed
- LO.5.** Know the normal baseline measurements for health and how these can be measured
- LO.6** Be able to assess an individual's health, wellbeing and lifestyle.

Unit 7: Meeting Needs

Internally Assessed

In this unit you will develop an awareness of the breadth of individual needs and their importance for health and wellbeing, how individuals differ in terms of their needs and preferences according to, for example, age or state of health. You will develop an understanding of how the needs of individuals can be addressed, an understanding of the cyclical nature of service delivery and the roles of professionals. You will investigate the role of professionals in interventions, such as a behavioural intervention or a developmental intervention and understand the importance of partnership working in meeting an individual's needs. You will develop an understanding of the role of the individual, their families and carers in addressing the needs of older people, younger people, individuals with medical needs, additional needs, offenders and victims of crime. You will examine methods of collecting and collating information in relation to the needs of individuals, including the use of observations, interviews, questionnaires.

On completion of this unit, a learner should:

- LO.1.** Know the needs and preferences that individuals may have in relation to their health and wellbeing
- LO.2.** Understand how the needs of individuals can be addressed
- LO.3.** Understand the role of the professional in assessing, reviewing and supporting individual needs
- LO.4.** Understand the role of the individual, their families and carers in addressing their needs
- LO.5.** Be able to collect and collate information in relation to an individual's needs.

Unit 8: Growth and Development

Externally Assessed

In this unit you will identify the key aspects of physical development through the life stages, including a basic awareness of development during: infancy, childhood, adolescence, adulthood, older adulthood including changes in height and weight, maturation, skill development including gross and fine motor skills, locomotion and hand/eye co-ordination, ageing. You will develop knowledge of health issues and social issues relating to age and ageing. You will learn how to assess how babies and children develop physically, socially, intellectually and emotionally through sequences, in different ways and at different rates through observation using a checklist. You will develop an understanding of life events including childbirth, transition, marriage, divorce, bereavement, retirement, moving house and how these impact on individuals and families. You will explore different types of play including imaginative, creative, expressive, exploratory, social, fantasy. You will develop activities aimed at different age groups.

On completion of this unit, a learner should:

- LO.1.** Know key physical developments and changes across the lifespan
- LO.2.** Know health and social issues relating to age and ageing
- LO.3.** Be able to assess an individual's stage of development
- LO.4.** Understand what is meant by 'life events' and their impact for individuals and families
- LO.5.** Know the importance of play in the development of children and young people
- LO.6.** Be able to generate ideas and plan development activities for individuals.