

**THE SOCIETY HEALTH & DEVELOPMENT DIPLOMA**

**HIGHER 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 CSE 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: Principles, Values and Personal Development

Internally assessed

### About this unit

Have you ever thought about the laws, rules and regulations in our society? Who decides that a law is necessary and why? Not only do all members of society have rules but the professionals and workers within our sectors have to abide by codes of practice. Why is this?

Why do people talk about social classes? Are people treated differently? Is this fair? Think about your own personal values: What is important to you? What really matters? What are the values we live by and how do we come by these? Consider the following sectors:

- children and young people
- social care
- community justice
- health

How do people work together in these sectors? How do they ensure that those who use the services have confidence in them?

In this unit you will have opportunities to develop an understanding of the key values, principles, legislation and codes of practice that underpin good practice in the children and young people's, social care, community justice and health sectors and settings.

## Learning outcomes

### On completion of this unit, a learner should:

- LO.1.** Understand the meaning of the terms diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership
- LO.2.** Know how equality and diversity are promoted within and across the sectors
- LO.3.** Understand what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged
- LO.4.** Know how key legislation, codes of professional practice, policies and procedures support an individual's rights, and provide a framework to maintain and improve quality of practice
- LO.5.** Be able to assess their own values, knowledge and skills
- LO.6.** Understand what is meant by 'reflective practice' and how practitioners develop their knowledge and skills to continually improve practice and quality of service provision
- LO.7.** Be able to identify different sources of information for professional development.

## Unit 2: Working Together and Communication

Internally assessed

### About this unit

Do you sometimes feel people aren't listening to you? How does this make you feel? Angry? Frustrated? What happens if you need help and can't communicate well? How can people help you? What if the people who can help cannot communicate well? What if they give unclear information? When have you worked in a team? What did you achieve as a result? Did all the team members pull their weight?

People who work in any public sector service require good communication skills, and practitioners are trained to help them understand:

- good communication skills (they get chances to practice these)
- the things that can prevent good communication (barriers)
- the need for accurate, clear and safe record keeping.

If an individual or group needs a variety of services, several agencies often work together to help meet their needs. Services make different kinds of commitment to a partnership depending on what they offer. This can be time, money or people with specific skills.

This unit will examine how and why communication, information sharing and partnership working are of fundamental importance in the children and young people's, social care, community justice and health sectors and settings.

### On completion of this unit, a learner should:

- LO.1.** Understand the use of different methods of communication and how to overcome or minimise barriers to communication
- LO.2.** Be able to use different methods to communicate effectively for different purposes and situations
- LO.3.** Understand the purpose of recording and reporting arrangements for a range of settings and know the ways in which information is shared within teams and between organisations, including inherent difficulties and risks
- LO.4.** Understand why confidentiality, accuracy and security of records are important
- LO.5.** Be able to complete records accurately and legibly
- LO.6.** Understand what is meant by successful partnership working, including statutory and non-statutory partnerships, and the importance of working in partnership to provide effective services
- LO.7.** Be able to work effectively as a member of a team.

## Unit 3: Safeguarding and Protecting Individuals

Internally assessed

### About this unit

How can we safeguard children? What would you do if you worked in an early years setting and suspected a parent who had arrived to drive their child home had been drinking alcohol? Why do we see headlines in newspapers about older people being neglected? What if a police officer was trying to stop a fight and people turned on the officer?

Or a nurse in accident and emergency is trying to assess a patient who becomes aggressive? How do people get injured at work? What about protecting people with learning disabilities?

In this unit you will develop an understanding of the importance of responsibility for personal health, safety, security and risk assessment in the children and young people's, social care, community justice and health sectors and settings.

### On completion of this unit, a learner should:

- LO.1.** Be able to research and gather information
- LO.2.** Know the key legislation that supports safe practices and maintaining standards of health and safety and understand the role of legislation, regulations and codes of practice in governing health, safety and security to protect individuals
- LO.3.** Understand how following policies and procedures in an organisation helps to maintain a safe environment and working conditions and know how to ensure own safety and the safety of others
- LO.4.** Know a range of emergencies and the appropriate responses to them
- LO.5.** Understand the main causes of infection and the importance of standard precautions in infection prevention and control
- LO.6.** Understand the role of risk assessment within and across the sectors and be able to carry out an assessment of risk in a specified situation
- LO.7.** Understand the importance of establishing and maintaining a trusting relationship with individuals and know how to recognise the signs that an individual is at risk of harm or abuse.

## Unit 4: Growth Development and Healthy Eating

Externally assessed

### About this unit

Why do some people do well in life and others don't? How is it that people from the same family can vary so much? Some people get in trouble with the police and get over it. Others seem to be on a downward slide and end up as addicts or in prison, or both. Then there are those who never seem to put a foot wrong. Even then they aren't always happy. Why?

What is adversity? Sometimes things just happen. How do people cope? What support is there to help people overcome adversity?

In this unit you will develop an understanding of how human growth and development and the health, wellbeing and lifestyle of individuals affect service provision in the children and young people's, social care, community justice and health sectors and settings.

### On completion of this unit, a learner should:

- LO.1.** Know the key physical, emotional, social and intellectual changes and developments that take place across the life span
- LO.2.** Know how the sectors support and monitor these key changes and developments
- LO.3.** Understand how life events may affect growth, development, health and wellbeing
- LO.4.** Understand how disability and illness might affect physical, emotional, social and intellectual changes and development, lifestyle choices and opportunities for an individual
- LO.5.** Know the influence of different conditions, religions, beliefs and cultures on lifestyles
- LO.6.** Understand the impact of lifestyle choices on health, wellbeing and life opportunities
- LO.7.** Be able to assess an individual's health, wellbeing and lifestyle, and make recommendations for improvement.

## Unit 5: Needs and Preferences

### About this unit

What needs do we have? What needs do you have? What needs do your parents and grandparents have? Do our needs change as we go through life? What about a newborn baby? What about those with additional needs?

How do the sectors understand what needs an individual might have? How do they go about supporting the individual in meeting these needs? Are individual preferences considered? If so, how?

This unit will allow you to develop an understanding of how services address the needs and preferences of individuals, families, carers, groups and communities through a cycle of assessment, planning, implementation and review.

**Internally assessed**

### On completion of this unit, a learner should:

- LO.1.** Know the breadth of individual emotional, intellectual, mental, physical, social and spiritual needs
- LO.2.** Understand the extent to which individuals' preferences and choices can determine how their needs are addressed
- LO.3.** Understand the importance of working with individuals receiving support and/or services and their significant others
- LO.4.** Understand the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes
- LO.5.** Know the information sources used to inform assessments
- LO.6.** Understand how interventions are designed to meet individual and, where relevant, community needs
- LO.7.** Be able to collect and collate information that relate to addressing the needs of individuals.

## Unit 6: Antisocial and Offending Behaviour

### About this unit

How safe do you feel in your local area? What would make you feel safer? What is the role of the community justice sector in helping to limit offending and anti-social behaviour and keep your environment safe? Do people in your area worry about levels of crime and antisocial behaviour? What can they do about it? How can they help? How could you help?

In this unit you will be introduced to the reasons for and the work of the community justice sector, by looking at the causes and impacts of antisocial and offending behaviour. You will find out about the services that make up the justice sector.

You will also look at the penalties that the police and other services can give someone who is guilty of breaking the law, as an alternative to sending them to a court.

Maybe someone in your group or someone you know has been a victim of crime or had to give evidence in a court case You will explore how victims and witnesses need protecting. You will also have the opportunity to try to do something about one crime issue that is important to you and people in your area, such as graffiti, drugs or underage drinking.

**Internally assessed**

### On completion of this unit, a learner should:

- LO.1.** Know the purpose and overall structure of the justice sector
- LO.2.** Know different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending
- LO.3.** Know the range of penalties that may be imposed as an alternative to a court appearance
- LO.4.** Be able to evaluate information to recognise the consequences of behaviour for self and others
- LO.5.** Understand the impact of crime on victims and witnesses and their need for protection, respect, recognition, information and confidentiality
- LO.6.** Know the ways in which crime and disorder can be reduced in a community
- LO.7.** Be able to generate ideas to reduce crime and disorder in an area.

## Unit 7: Supporting Children and Young People

Internally assessed

### About this unit

In this unit you will be able to research the developmental stages that a child will progress through and the checks that people working in the children's workforce use to make sure they are progressing as expected.

You will also learn about the transitions that children and young people go through and the effect these can have on their development and behaviour. Unfortunately sometimes a child or young person shows signs that their development is different from what is normally expected, and you will learn how to recognise these signs and the different ways those who work with young people can help support their future development and wellbeing.

This unit introduces the work of the children's workforce in supporting the development of children and young people through an examination of the range of children's services available.

### On completion of this unit, a learner should:

- LO.1.** Know the key stages in a child and young person's development
- LO.2.** Be able to recognise signs that could indicate that development might differ from agreed norms.
- LO.3.** Understand how different experiences can enhance the learning and development of a child and a young person
- LO.4.** Understand how changes in a child or young person's life can affect their behaviour and development
- LO.5.** Know the purpose and broad overall structure of the children's workforce
- LO.6.** Understand how those working with children and young people can support their continuing development and wellbeing in conjunction with families and carers
- LO.7.** Be able to devise activities to support the development of children and young people.

## Unit 8: Patient-Centred Health

Internally assessed

### About this unit

What services does your local surgery provide? What happens when you become ill? When did you last visit your doctor or practice nurse? Did you have any measurements taken? Pulse rate? Peak flow? What happens when patients are referred to hospital? How do families cope with illness? What are national service frameworks?

You could consider what might follow these initial investigations in terms of, for example, further investigations, care or treatment. This could lead on to consideration of the full patient care pathway for character (E).

This unit will introduce you to the patient-centred nature of work in the health sector through an examination of how common health conditions are supported.

### On completion of this unit, a learner should:

- LO.1.** Know the normal baselines for health and their measurement
- LO.2.** Be able to use simple measures for their own health baseline
- LO.3.** Know common conditions that can affect individuals throughout the life cycle and how they are treated
- LO.4.** Understand the potential impact of a range of common conditions on the wellbeing of individuals, their families and carers
- LO.5.** Be able to map a patient care pathway for a common condition
- LO.6.** Understand the range of healthcare practitioners involved in a patient/care pathway for a common condition
- LO.7.** Know the basic structure of the health sector as it supports the patient-centred approach.

## **Unit 9: Growth Development and Healthy Eating**

**Internally assessed**

### **About this unit**

Have you ever thought about how individuals in wheelchairs move around the shops in town? Do you feel sorry for them or want to help them? Or do you think that the town should be better organised to enable them to do their shopping more easily? Consider other disabilities as well, such as sensory impairment.

In this unit you will be introduced to the social model of disability through an examination of its aims, objectives and meaning.

### **On completion of this unit, a learner should:**

- LO.1.** Know the development of the social model of disability, its aims and objectives
- LO.2.** Understand what is meant by the social model of disability, why it is important in addressing discrimination, how it supports independence and choice and how it differs from the medical model
- LO.3.** Understand how the social model of disability shapes and continues to influence the development of support, service provision and the environment
- LO.4.** Understand how potential barriers in society and the environment might be overcome
- LO.5.** Know the role of ethics, key legislation and policies that support the social model of disability
- LO.6.** Be able to recognise their own values, attitudes and own personal and social responsibility towards others.