

NCFE

CACHE

Tutor guidance

**NCFE CACHE Level 3 Applied General Award in
Health and Social Care
QN: 603/2913/0**

**NCFE CACHE Level 3 Applied General
Certificate in Health and Social Care
QN: 603/2914/2**

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Summary of changes

This section summarises the changes to this Tutor Guidance since the last version.

Version	Publication Date	Summary of amendments
v1.1	September 2019	Assessment tasks added for Unit 01 and Unit 02.
v1.2	June 2022	Reference to Public Health England updated to UK Health Security Agency and Office for Health Improvement and Disparities. Serious case reviews updated to Child Safeguarding Practice Reviews and Safeguarding Adults Reviews. Guide to the General Data Protection Regulation (GDPR) 2018 updated to UK GDPR.

Section 1

General introduction

Introduction

Welcome to your Level 3 Applied General Award and Certificate in Health and Social Care Tutor Guidance document.

This document includes:

- tutor hints, tips and teaching aids
- suggested Schemes of Work to aid your planning.

These tools will assist with the planning and delivery of this qualification.

Qualifications introduction and purpose

The Level 3 Applied General Award and Certificate in Health and Social Care enable learners to develop a range of knowledge and skills in health and social care sector, which will allow them to progress to further education, the workplace and higher education.

The Award consists of two mandatory units with 180 guided learning hours. The Certificate comprises the two Award units and three further mandatory units with 370 guided learning hours.

Rules of combination

- To achieve the Award, learners must achieve a minimum Pass grade for each of the units and an external exam.
- To achieve the Certificate, learners must achieve a minimum Pass grade in all units and both external exams.

Progression

- Upon achievement of these qualifications, learners will be able to progress to higher learning in health and social care and other relevant sectors.

External Assessment

For more information on examination conditions, please see the Regulations for the Conduct of External Assessment on the NCFE website.

For more information on reasonable adjustments, please refer to the Guidance on Accessing Reasonable Adjustments on the NCFE website.

CACHE Entry Requirements

- Learners must be at least 16 years old. We does not set any other entry requirements but Centres may have their own guidelines.

Unit achievement log - Level 3 Applied General Award and Certificate in Health and Social Care

	Unit ref.	Unit no.	Unit title	Unit type	Level	GLH	Page	Notes
★	Y/616/8613	01	Functions of health and social care	Knowledge	3	90	13	
★	D/616/8614	02	Human growth and development	Knowledge	3	90	33	
★	H/616/8615	03	Empowerment in health and social care	Knowledge	3	60	49	
★	K/616/8616	04	Health education	Knowledge	3	60	59	
★	M/616/8617	05	Anatomy and physiology for health and social care	Knowledge	3	60	70	

Section 2:

Tutor hints and tips

Unit 01: Functions of health and social care



Unit reference	Y/616/8613		Unit level	3
Unit hours	Guided learning	90	Non-guided learning	9
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of the health and social care sector.			

Tutor hints, tips and teaching aids

Scope:

- Health and social care provision
- Impact of drivers on health and social care provision
- Legislation and policies
- Roles and responsibilities of health and social care practitioners
- Care values
- Partnership working
- Regulation and inspection
- Child Safeguarding Practice Reviews and Safeguarding Adults Reviews

Health and Social Care Provision

Introduce the unit through a Tutor-led discussion focusing broadly on the health and social care needs of individuals and services accessed in response to.

Following this, learners should work in small groups to research services across statutory, private and voluntary provision. Service functions and the factors that influence delivery across local and national provision must be explored. The diverse range of practitioner roles in relation to services should also be considered as should formal versus informal care.

Each group could review a different service. Outcomes should be shared with the whole group where functions that are common across national and local provision are highlighted. An information leaflet could be created to provide a summary. There should be a particular emphasis upon promotion of health and well-being, high quality cost-effective provision, continuous improvement, meeting needs and utilising expertise.

To conclude the activity, a group discussion could review further the factors that influence service delivery, as well as roles within provision of a range of organisations and bodies, such as the National Institute of Health and Care Excellence and UK Health Security Agency and Office for Health Improvement and Disparities. Learners would then be prepared to undertake independent research in relation to a specific organisation assigned to them.

Impact of drivers on health and social care provision

Learners need to understand that the context of health and social care is changing in response to current drivers shaping provision.

Use activities to enable learners to understand the range of drivers and outcomes. For example, demographics could be explored through the following:

Activity

In small groups, learners undertake research to explore the demographics of a large city. Each group could focus their work around a different city and respond to the following:

1. Describe the demographics of the city.
2. What services does the community need?
3. Who is likely to access the health and social care services?

Learners may wish to produce a display to illustrate their findings. This will support them to envisage the 'community'.

As an extension, approaches to health promotion as well as mortality and morbidity rates could be further explored. Areas of deprivation as identified by region in government statistical data could be used as case studies to explore equality, health-related issues, service provision and policy.

Legislation and policies

Legislation, policies and procedures across health and social care provision could then be reviewed. Begin by setting a context in relation to the legal framework through leading a discussion. A useful whole group activity to demonstrate the relationship between legislation, policies and procedures, as well as provide an overview of all, is outlined below:

Activity

1. Learners work in pairs to identify legislation relevant to the health and social care sector.
2. Learners share identified legislation with the whole group and record the legislation titles on A5 cards.
3. Select learners to stand around the room holding cards with legislation titles.
4. Distribute to remaining learners pre-prepared A5 cards identifying a policy or procedure.
5. Ask learners with a policy card to join the learner holding the related legislation.
6. Ask learners with a procedure card to join the learners holding the related policy.

Undoubtedly, learners will find it difficult to match procedures to just one policy, or indeed one policy to one piece of legislation. Therefore, ask the learners with the policy and procedure cards to form a small cluster group with any legislation they feel they belong to. Extend this activity by introducing professional standards and codes of practice/conduct. Conclude with a whole group discussion to explore how legislation informs policies and procedures.

Roles and responsibilities of health and social care practitioners

Now would be a good time to return to the roles and responsibilities of the health and social care practitioner.

Activity

Ask learners to research a range of job roles. It would be helpful to obtain sample policies, procedures, codes of practice/conduct, job descriptions and person specifications for the roles. In small groups, learners identify work activities, skills, behaviours and attributes of specific health and social care practitioners. Encourage each group to review different practitioner roles.

When undertaking this activity, the range of working relationships could also be explored and partnership working introduced. All groups' feedback findings, and any gaps or omissions, can be considered through Tutor-led discussion.

Take the opportunity to recap and build upon previous learning. The reasons behind adhering to job descriptions, and the consequences for the health and social care practitioner of not doing so, could be emphasised in a legal context. Consider policies and procedures, professionalism, limits and boundaries as well as commitment. Encourage exploration of the consequences for individuals, services and others if practitioners work outside of their job description, and highlight the benefits to all of professional practice in maintaining quality and positive outcomes.

The following case studies could be used to consolidate the roles and responsibilities of health and social care practitioners in context:

Case Study 1

George has recently moved from his own home into a nursing home. This move has become necessary following a fall, as George is now unable to care for himself. George requires support with dressing, washing and eating, all of which he finds difficult. George often takes his meals in his room, preferring to eat alone. He misses his daughter and his grandchildren. They are unable to visit him as often as they used to, as the nursing home is 12 miles away. George used to be very active and played indoor bowls at the local Community Centre. However, since his fall he is afraid to join in any of the activities at the nursing home, and is often bored and unhappy. The nursing home is very expensive, and George worries about how he is going to be able to afford the fees if he needs to stay much longer.

1. Discuss the impact of changes associated with ageing on George.
2. Consider why promoting independence is important.
3. Explain how George's needs can be met.

Case Study 2

Yasmin is seven years old, and is recovering from a major operation in hospital. To minimise cross infection, Yasmin is being cared for in isolation and barrier nursing is being practised. A magician has been booked to entertain the children in the play room. Yasmin is unable to attend this event with the other children. When you explain why she cannot go to the play room, Yasmin becomes very upset.

1. Explain how Yasmin's needs can be met.

It would be informative to invite a health and social care practitioner, for example, a nurse, social worker, or physiotherapist, to present and discuss their roles and responsibilities. Encourage learners to pre-prepare questions to ask.

Learners must recognise how practitioners' own values, beliefs and experiences can impact upon practice and delivery of care. It would be helpful to have a Tutor-led discussion to assess how values, beliefs and experiences can potentially lead to behaviour which undermines equality and diversity. The discussion could consider, for example, stereotyping, making assumptions, labelling and prejudice.

The following activity will extend this learning, and allow for consideration of appropriate actions to take in response to initial reactions to a situation:

Activity

Ask learners to close their eyes and listen. Explain that they are going to hear two accounts that represent the thoughts of two individuals in response to a scenario.

Scenario

Rhiann and Shaun have just moved to the area with their two children. Both children have learning difficulties and have experienced an unsettled school life due to moving house three times in the last year.

Response 1: Head teacher

'This is going to hold all the children back. It will affect the teaching and learning environment. How much are the staff and additional resources going to cost? I bet they won't stay at the school long anyway. This is just what I need at the busiest time of year.'

Response 2: Parent

'Oh, those children need a safe and secure environment where they can feel valued and nurtured. It will be lovely to welcome them to the community - and the parents too, of course. Let's hope the family stays then the children will be able to put down roots.'

Ask learners to explore the responses. What values, beliefs and experiences could be informing the head teacher's and parent's reactions?

Explain that the head teacher's initial thoughts, as reflected in her response, did not affect how she managed the situation. Distribute this diary extract from the school:

Diary extract: Head teacher

'Meeting Rhiann and Shaun with their children on Friday 12th at 08.45 - must make sure I have report from previous school and that all external partnerships are notified before this - can anyone attend? This would help reassure parents - what about networking groups in area to help...can a parent governor be available/contactable?

Need to make sure Ms Collins (SENCO) is around, and that she has all information re: individual learning plans to hand. Ben and Jude have already

been prepared re: newcomers to class - meeting with them again Wednesday
- must make sure that Ms Collins can attend or will need to rearrange. Teaching assistants briefed
- budgets and terms of reference completed already - confirmed attendance for Friday. Cancel 10 a.m. meeting with deputy head, as will need to take time to welcome/induct etc. One last thing - check all specialist resources are available and that Ben, Jude and the teaching assistants are fully competent. Full staff meeting Wednesday evening to check all in place.'

Ask learners to summarise the differences between the initial personal reflections of the head teacher in Response 1 and the actual action taken. Make links to policy and procedure.

Now distribute this diary extract of action taken from Response 2, the parent's response:

Diary extract: Parent

'The new children are starting today - need to just check that my children will not be held back by sitting with the others...decided to speak to the head. Head reassured me that the school follows inclusive approach (not sure what that means, but she sounded pretty serious so must be okay) and that the curriculum is child-centred. She said that the children are valued, and the teaching and learning environment encourages all to reach their full potential. What we should be doing now of course is welcoming them into our community - can you arrange a parent/school meeting soon and invite them, as you are so good at that? I want to be involved - must get on with arranging an event...the Head really appreciated my thoughts.'

Again ask learners to compare the diary extract to the initial personal reflections of the parent in Response 2.

Summarise outcomes of the activity. When summarising, emphasise how the head teacher has been able to reflect on any initial anxieties and work within professional boundaries.

Delivery could now focus on the range of support, learning and professional development opportunities available to health and social care practitioners.

Care values

Continuing on from this, explore health and social care values. Through Tutor-led discussion, the origin of care values can be established and relationships to legislation and standards be reinforced. The links between care values and the roles and responsibilities of the health and social care practitioner can also be considered by undertaking a review of the job descriptions again. It would be helpful to distribute individual cards identifying care values which learners could use to focus their review. These individual cards identifying care values should be displayed and referred to throughout the teaching and learning of the qualification, as they are integral to practice.

Case studies or role plays including empathy activities are useful tools to explore how individuals accessing health and social care services are valued during daily routines. For example, at mealtimes, when engaging in activities and during personal care.

Videos or media reports will also tailor learning. Following viewing, learners can consider how values have or have not been applied and the impacts of this.

Activities focusing on person-centered practice would allow further exploration of care value application. Case studies can be used to review a range of person centered approaches. An exemplar case study is given below.

Case study

Alice is 83 years of age. She lives alone and manages her care independently. Following surgery, Alice has asked for respite care to be arranged 200 miles away so that she can recover close to family members. Alice has been refused respite and is forced to spend a further 2 weeks in hospital. Alice finds this distressing and her family is unable to take time away from their employment in order to support her. Alice has been suffering from anxiety attacks since returning home. Alice's son has discovered that his mother's request for respite had never been processed.

Discuss

To consolidate learning, present a scenario outlining a typical day of a health and social care practitioner. As a whole group learners can discuss how the health and social care practitioner must work to ensure a person-centred approach, providing a clear rationale for their reasoning. To summarise outcomes, learners may choose to produce a display illustrating the day. Alternatively, learners may wish to devise a care plan for an individual from a description shared.

Partnership working

Returning to the role of the health and social care practitioner, the boundaries of professional relationships can be explored so that learners are able to distinguish between a working relationship and a personal one. Through whole group discussion, encourage learners to consider different working relationships and the values and characteristics that underpin them.

Building upon this, the concept of partnership working can be explored. Introduce the terms 'multi-agency' and 'multi-disciplinary' working. Relate these to national and local approaches to safeguarding to allow application of knowledge and promote understanding. Through simulated role play activities, learners will be able to fully explore partnership working and how partnership working occurs in practice. Role play is also a good way to investigate barriers to partnership working and strategies that can be implemented to overcome these.

Regulation and inspection

Reinforcing links to the importance of quality provision introduce regulatory and inspection bodies in health and social care. Through activities explore the roles of the Care Quality Commission (CQC), Ofsted, the Nursing and Midwifery Council (NMC) and the Health and Care Professions Council (HCPC). For example Care Quality Commission reports of services could be obtained and used to engage learners during exploration with a focus upon regulation, inspection processes and of course outcomes.

Child Safeguarding Practice Reviews and Safeguarding Adults Reviews

Conclude the unit through exploring Child Safeguarding Practice Reviews and Safeguarding Adults Reviews. In small groups, learners could research a serious case review and provide a summary for their peers. It would be useful if each group researched a different serious case review. They could then consider the following:

1. How has the serious case review influenced legislation in relation to safeguarding, protection and welfare?
2. What is meant by the term 'whistleblowing'?

Unit 01: Functions of health and social care

Assessment Tasks

This is a non-mandatory task. If used it must be read in conjunction with the assessment of learning criteria. The tasks are designed to contextualise learning. They may not reflect the sequence of criteria and grades in the assessment of learning.

Task 1: Produce an information resource pack divided into sections to aid understanding of the health and social care sector.

Section 1: Health and social care provision (links to P1, P5, P6, M2)

This section of the information resource pack considers health and social care provision. It explores types of provision, practitioners, functions and aims of services, as well as factors which influence delivery.

- Give one example of a health and social care service from each of the following types of provision:
 - statutory
 - private
 - voluntary.
- Describe the roles and responsibilities of health and social care practitioners working in each of the services identified.
- Explain three functions of one of the services identified.
- List three aims of NHS England in relation to health and social care.
- Describe two factors that influence national and local service delivery.
- Explain the role of Health and Well-being Boards and the implications for health and social care service delivery.

Section 2: Impact of drivers (links to P4, D2)

This section of the information resource pack considers the impact of drivers on health and social care provision.

- Identify two drivers in health and social care.
- Explain the impact of one driver on health and social care provision.

Section 3: Roles and responsibilities of health and social care practitioners (links to P2, P3, P7, M3, M4)

This section of the information resource pack focuses further on the roles and responsibilities of health and social care practitioners.

- Outline two key pieces of legislation in relation to health and social care.
- Give two examples of ways legislation is embedded through policy and procedures in health and social care services.
- Describe two key attributes and two care values required to work in health and social care services.
- Discuss how the values, beliefs and experiences of the health and social care practitioner can influence delivery of care.
- Explain the significance for the health and social care practitioner of following a Job Description and Code of Practice.
- Analyse the role of continual professional development to health and social care practice.

Section 4: Partnership working (links to P9)

This section of the information resource pack considers effective partnership working in practice.

- Outline three characteristics of effective partnership working in health and social care.
- Describe two ways barriers to partnership working may be overcome.

Section 5: Care values (links to M1, D1)

This section of the information resource pack considers care values in relation to promoting health and well-being and explores care planning for person-centred practice.

- Describe how health and social care services promote health and well-being through professional care values.
- Analyse care planning for person-centred practice.

Section 6: Child Safeguarding Practice Reviews and Safeguarding Adults Reviews (links to P8, M5)

This section of the information resource pack considers Child Safeguarding Practice Reviews and Safeguarding Adults Reviews and uses an example to demonstrate how they inform practice.

- Explain the purpose of Child Safeguarding Practice Reviews and Safeguarding Adults Reviews for health and social care.
- Use an example to explain how Child Safeguarding Practice Reviews and Safeguarding Adults Reviews inform, review and promote new ways of working in health and social care.

Section 7: Regulation and inspection (links to P10, D3)

This section of the information resource pack considers regulation in relation to sustainability of health and social care services.

- Identify one regulatory body in health and social care.
- Summarise any impact of regulatory outcomes on the sustainability of health and social care services.

Referencing (links to P11)

Include references to support your work and a final bibliography to show wider reading.

Unit 1: Exemplar scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • health and social care provision • impact of drivers on health and social care provision • legislation and policies • roles and responsibilities of health and social care practitioners • care values • partnership working • regulation and inspection • Child Safeguarding Practice Reviews and Safeguarding Adults Reviews <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
2	To explore health and social care provision.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion in relation to types of provision cross sector to include statutory, private and voluntary services both national and local, formal and informal care. Consider within this a range of health and social care needs of individuals and links to services accessed.</p> <p>Facilitate small group activity to research local and national health and social care provision with consideration of the functions of identified services as well as the roles of health and social care practitioners. Each group to research a different service and create an information leaflet to summarise findings and share with peers.</p> <p>Lead a whole group discussion to review the factors that influence service delivery as well as the roles of a range of organisations and bodies i.e. National Institute of Health and Care Excellence, UK</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activity. Share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – internet, textbooks.</p>	<p>Independent research in relation to role of a specific organization/body i.e. Health Education England.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
		Health Security Agency and Office for Health Improvement and Disparities.			
3	To understand the impact of drivers on health and social care provision.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to inform how the context of health and social care provision is shaped by drivers.</p> <p>Small group activity to research and explore demographics of a city, morbidity and mortality rates, health and social care services required and users of. Each group to focus on a different geographical location.</p> <p>Display outcomes of learner work.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activity. Create a display to illustrate the 'community'.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – textbooks, internet.</p> <p>Resources for display.</p>	Consider role of health promotion in an area of deprivation.
4	To explore legislation and policies in relation to health and social care.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to set a context by introducing the legal framework.</p> <p>Facilitate whole group activity to actively explore the relationship between legislation, policies and procedures.</p> <p>Lead a whole group discussion to</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in whole group activity.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group activity – internet, textbooks, cards identifying legislation, policies and</p>	Research a code of practice/conduct relevant to the sector.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
		conclude and summarise findings.		procedures.	
5	To consider the roles and responsibilities of health and social care practitioners.	<p>Introduce aims and objectives.</p> <p>Facilitate ongoing small group work to explore the roles and responsibilities of a diverse range of health and social care practitioners across provision through the review of sample policies and procedures, codes of practice/conduct, job descriptions and person specifications. Consideration must be given to associated, skills, behaviours and attributes.</p> <p>Use case studies to facilitate small group activities to consolidate the roles and responsibilities of health and social care practitioners in context.</p> <p>Introduce next session to include a guest speaker.</p>	<p>Take notes and ask questions.</p> <p>Engage in small group activities. Share outcomes with whole group.</p> <p>Learners to prepare questions to ask the guest speaker in the next session</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activities – sample policies, procedures, codes of practice/ conduct, job descriptions and person specifications, case studies.</p>	Make links between the legal context and the reasons for the health and social care practitioner adhering to their job description.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
6	To explore a day in the life of a health and social care practitioner.	Introduce aims and objectives. Guest speaker – practitioner presentation.	Listen, take notes, and ask questions.	Guest speaker.	Reflect on the day in the life of a health and social care practitioner.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
7	To explore how the health and social care practitioners own values, beliefs and experiences can influence delivery of care.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to assess how health and social care practitioners own values, beliefs and experiences can potentially lead to behaviour which undermines equality and diversity. The discussion to consider stereotyping, making assumptions, labelling and prejudice.</p> <p>Facilitate scenario based whole group activity to allow for consideration of appropriate actions to take in response to initial reactions to a situation.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in whole group activity.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group activity – scenarios, diary entries</p>	<p>Review support, learning and professional development opportunities available to health and social care practitioners.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
8	To explore care values.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to explore the origins of care values and associated links to roles and responsibilities of the health and social care practitioner.</p> <p>Facilitate small group activity focused with case studies/role play empathy activities to explore how individuals accessing health and social care services are valued.</p> <p>Use videos and media reports of instances to facilitate further whole group discussion to evaluate whether care values have been applied and the impact of.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activity. Share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity - case studies/role play empathy activities</p> <p>Resources for whole group discussion – video and media reports</p> <p>Resources for extension activity – sample job descriptions, person specifications, codes of practice/ conduct, policies and procedures.</p>	<p>Revisit and review sample job descriptions, person specifications, codes of practice/conduct, policies and procedures to identify how care values are embedded within practice.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
9	To understand the impact of person centred practice.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to introduce the concept of person centred practice. Reinforce links to care values explored in lesson 8.</p> <p>Facilitate case study based small group activity focused to consider a range of person-centred approaches and impacts of.</p> <p>Lead a whole group discussion in response to a presented scenario outlining a typical day in the life a health and social care practitioner to explore the application of person-centred approaches.</p>	<p>Listen, take notes and ask questions,</p> <p>Engage in small group activity. Share outcomes with whole group.</p> <p>Contribute to whole group discussion.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – case studies/</p> <p>Resources for whole group discussion – scenario.</p> <p>Resources for extension activity – care plan template.</p>	<p>Reflect on learning and create a person-centred care plan for an individual depicted in one of the activity based case studies.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
10	To explore partnership working.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to explore boundaries of professional relationships, different working relationships and the values and characteristics that underpin both.</p> <p>Verbal exposition to introduce the terms 'multi-agency' and 'multi-disciplinary' working. Relate to examples of national and local approaches to safeguarding,</p> <p>Simulate small group role play activities to explore partnership working, barriers and strategies to overcome. Allow for preparation and presentation time.</p>	<p>Listen, take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in small group role play activity and present to peers.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for simulated small group role play activity – scenarios.</p>	<p>Highlight the differences between a personal and a professional relationship.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
11	To consider the role of regulatory and inspection bodies.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to introduce the Care Quality Commission (CQC), Ofsted, Nursing and Midwifery Council (NMC) and Health and Care Professions Council (HCPC) highlighting links to quality standards.</p> <p>Facilitate small group activity to explore the roles of the bodies through reviewing reports focusing upon regulation and inspection processes, outcomes and relationship to quality standards. Each group to research an identified local service.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group work activity. Share outcomes with whole group.</p>	Resources for small group activity – inspection reports and outcomes.	Research standards for regulation across a health and social care practitioner role of choice.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension Activity
12	To explore Child Safeguarding Practice Reviews and Safeguarding Adults Reviews	<p>Introduce aims and objectives.</p> <p>Verbal exposition to introduce Child Safeguarding Practice Reviews and Safeguarding Adults Reviews.</p> <p>Facilitate small group activity to research a serious case review and consider:</p> <ul style="list-style-type: none"> • How the serious case review has influenced legislation in relation to safeguarding, protection and welfare? • What is meant by the term 'whistleblowing'? • How the serious case review has informed practice through review and action planning? <p>Each group to focus upon a different serious case review.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activity. Share outcomes with whole group.</p>	Resources for small group activity Child Safeguarding Practice Reviews and Safeguarding Adults Reviews.	Create a flow chart to illustrate the stages of a serious case review.
13 -15	Revise learning. Lead assessment workshops to introduce and focus upon the assessment of learning.				

Unit 02: Human growth and development



Unit reference	D/616/8614		Unit level	3
Unit hours	Guided learning	90	Non-guided learning	9
Unit aim	The aim of this unit is to provide the learner with knowledge and understanding of human growth and development through the lifespan.			

Tutor hints, tips and teaching aids

Scope:

- Development from conception to birth
- Key elements of development across the human lifespan
- Influences which impact on human growth and development
- Theories of human growth and development
- Significant life events
- How health and social care services meet the needs of individuals throughout the lifespan

Development from conception to birth

Begin this unit by showing a video to introduce the development of a baby from conception to birth. Following viewing, explore content through leading a group discussion. Highlight key words, stages and concepts to direct independent reading. Learners could be asked to produce a written account to summarise their learning. They may choose to illustrate their summary.

The potential effects on development of pre-conception experiences, pre-birth experiences and birth experiences can then be reviewed through small group work where outcomes are shared through the creation and dissemination of a factsheet.

Key elements of development across the human lifespan

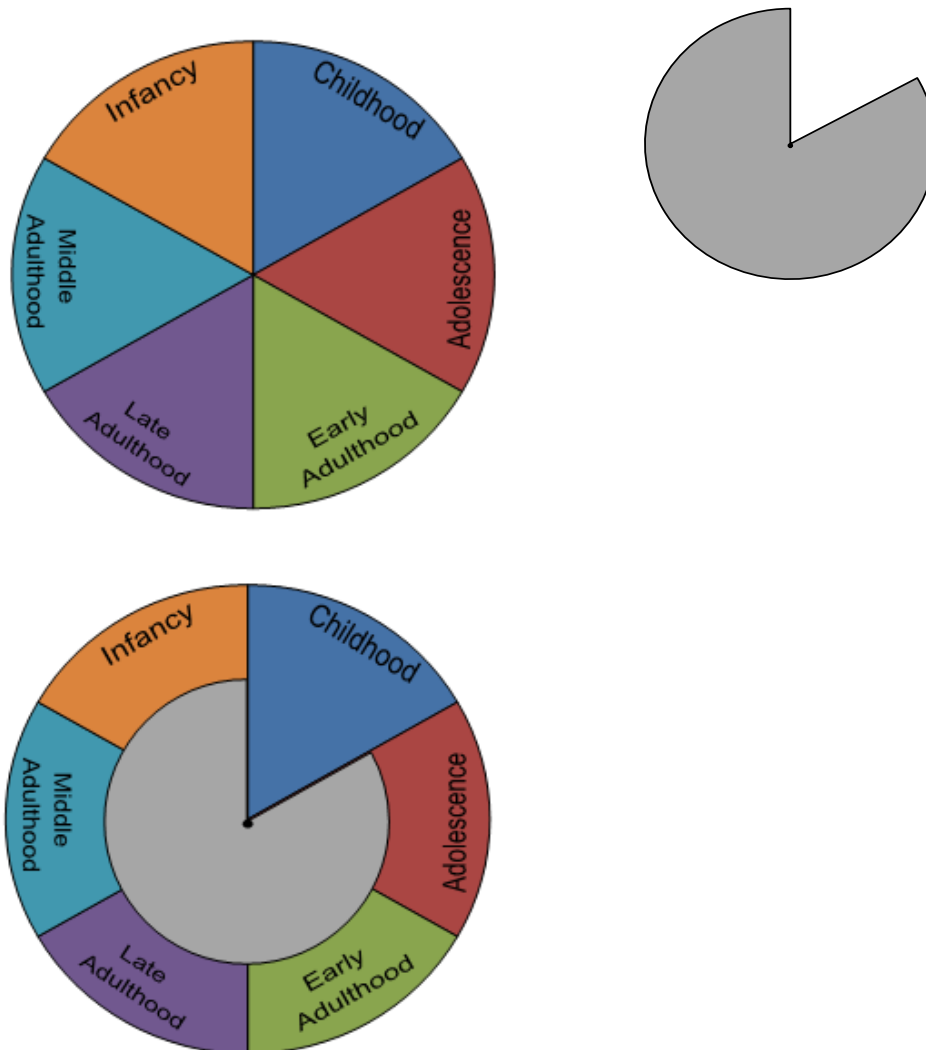
Each area of development through the life stages may now be explored holistically. Learners could consider developments and key milestones that typically occur during infancy, childhood, adolescence, early, middle and late adulthood. Each group could look at a different life stage and produce a presentation to share findings.

Alternatively this could be achieved creatively through the production of a development wheel and associate display. The development wheel will identify and explore the key life stages and developments within. It can also be used as a reference point to inform several activities.

The development wheel

1. To produce the development wheel, an inner and outer circle template is required.
2. Divide the outer circle into six equal segments, each being representative of a life stage including infancy, childhood, adolescence, early adulthood, middle adulthood and late adulthood.
3. Cut a segment out of the inner circle. The segment size must be the same as the individual segments in the outer circle.
4. Divide the learners into six groups and assign each group a life stage to research.
5. Ask the learners to illustrate the assigned segment to show developments within the associated life stage. Learners may select pictures from magazines or online resources.
6. Fix the outer circle to the wall.
7. Secure the inner circle to the outer circle. Movement must be enabled.

The wheel can now be spun to direct further activities. For example, the wheel can be spun in order to prompt a group discussion or activity around a particular life stage.



As activities are undertaken, learners will add to the development wheel if produced and surrounding display to comprehensively detail and summarise outcomes. Learning can be revisited and reinforced with the development wheel acting as a focus point.

Throughout ensure the ways individuals develop holistically through the interdependency of each area is reinforced.

Influences which impact on human growth and development

Learners can now explore further factors which impact development. Begin by asking learners to picture in their head a person they know well. Ask them to consider and identify one aspect of the person's behaviour which they find difficult to understand. Ask them to analyse why the person may behave or respond in this way.

Now introduce the concepts of 'nature' and 'nurture'. Facilitate a nature/nurture debate. Each side of the debate should be directed or led by a Tutor/Teaching Assistant to maximise outcomes. Following the debate, facilitate a group discussion to explore themes and enable learners to come to independent conclusions in response to evidence presented for example are we more influenced by nature or by nurture? Learners should be encouraged to share their conclusions and provide a rationale for any decision-making.

Relevant theories could also be reviewed through tutor led discussion; for example, compare Gesell's Maturation Theory to Bandura's Social Learning Theory. Ask learners once more to reflect on how nature and nurture can impact on our behaviour as individuals.

The debate can be built upon through case studies further exploring a range of factors which may impact development and the reasons for recognising and responding to concerns. Divide learners into groups and allocate a case study. Each group will focus on a different case study. However, create opportunities for all groups to consider each case study prior to sharing feedback. Ensure learning is always related back to human growth and development and if applicable that the development wheel and display is revisited. This will result in well-informed activities. Below are some examples of case studies which may be used.

Case study 1

Bill, aged 45 years, has spent time in care and prison. He has never had a job or achieved any qualifications although he has a very high IQ.

Case study 2

Sian, aged 19 years, has Down's syndrome. She works in the local library café and lives with her devoted parents.

Learners will now be ready to explore the medical and social models of health and wellbeing. In small groups learners could research the models and their impact on practice, presenting their findings to the whole group. They could then undertake a comparison of the underpinning principles to inform a critique.

Theories of human growth and development

Next theories could be reviewed. The delivery guidance for this unit identifies relevant theories, and these have been listed here however you may wish to expand upon these.

- cognitive - Piaget, Kohlberg, Vygotsky
- psychosocial – Erikson
- humanist – Maslow
- learning/conditioning – Skinner
- social learning – Bandura
- ecological – Bronfenbrenner

In small groups, learners can research a theory, create a factsheet and update the display or development wheel to summarise outcomes. Links should be made to consider application of the theories to practice.

Significant life events

Delivery could now turn to transitions and significant life events. Ask learners to create a timeline to identify significant life events which may be experienced through each life stage.

The following case studies will encourage learners to appreciate the short and long term impacts of significant life events on human growth and development. The case studies could be reviewed in small groups where each focuses on a different life stage. Opportunities to explore the role of the health and social care practitioner in preparing individuals and supporting them through transitions and significant life events will be embedded.

Case Study

Alsi is two and a half years of age and will be starting nursery soon. Alsi has always been cared for by her mother and other members of her extended family.

1. How may starting nursery affect Alsi's holistic development?
2. What preparation can be undertaken to support transition for Alsi?

Case Study

Will is fourteen years old. He has recently moved into foster care whilst his mum recovers from a serious illness. Will is an intelligent person and has been studying hard for his upcoming exams. However, his recent school report does not read well, and Will has been fighting with peers. The teachers are concerned with Will's anti-social behaviour.

1. At fourteen years old, Will is experiencing the changes of puberty. How can puberty affect human growth and development?
2. For Will, the challenge of puberty is exacerbated by confusing and overwhelming personal change. Describe this transition for Will and how it might affect his holistic development.

Case Study

Maria is four months pregnant. She has not yet been to see a midwife. Maria has been feeling increasingly tired and lethargic. Her work colleagues are concerned about her health as she often misses meals and seems to be uncharacteristically withdrawn.

1. What advice would you offer Maria? Give reasons for your answers.

Case study

Maureen is seventy-six years old. She has been recently widowed. Maureen spent most days with her husband, Jim, as they ran a local newsagent together. Maureen has not been able to work since Jim died, and is finding it more and more difficult to cope. The business is now up for sale, and Maureen is considering moving into sheltered accommodation.

1. Identify the changes Maureen is experiencing.
2. Maureen is obviously finding it difficult to cope with the loss of Jim. How do you think she could be supported during this challenging time?

'Personal histories' can be created for individuals depicted within the case studies experiencing a transition or significant life event, accompanied by 'records' from the health and social care practitioner to evidence the support of the individual's needs. In small groups, learners can review the situation and provide an overview. The overview will consider both the potential impact to the individual's well-being and how well the health and social care practitioner has prepared and/or supported each individual during the transition or significant life event.

Learners could now independently research the impact of a transition within a specific life stage. Encourage learners to choose potential events across different life stages and consider also a range of intrinsic and extrinsic factors which contribute to positive transitions. Learners can then share their findings.

A guest speaker could be invited to share his/her own experiences in relation to the impact of a transition or significant life event. For example, a medical condition or an event pertaining to a specific life stage. Encourage learners to prepare questions in advance.

How health and social care services meet the needs of individuals throughout the lifespan

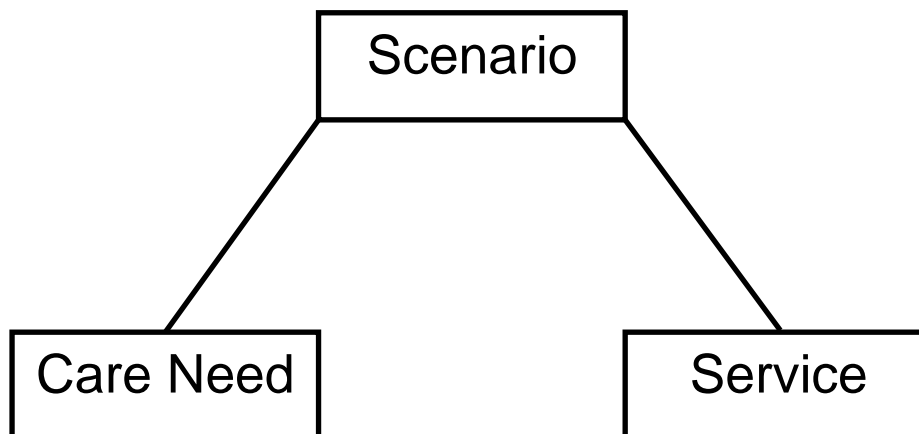
In small groups, learners can explore the care needs of individuals across identified life stages. For example, the needs of infants, children, adolescents and adults including those in young, middle or late adulthood. Learners could then make links to services likely to be accessed in response to the identified needs. Each group will feed back their findings, allowing services common to all life stages to be highlighted.

To combine elements of learning as well as explore further care needs throughout the life stages, use the following activity.

Activity

This activity requires learners to review a set of scenarios to identify individual care needs and how they can be met effectively.

1. Produce cards; some cards will identify a specific care need such as communication, personal care, and some cards will identify health and social care services (i.e. hospital, residential care home).
2. Produce cards which include various scenarios. For example:
 - George is 72 and has dementia
 - Kayli is 13 and self-harms
 - Sammy is 23 and is struggling to cope with her newborn baby
 - Davy is 53 and is alcohol dependent. He has been told to leave his rented accommodation today
 - Si is 4 and has cerebral palsy. His foster parents are concerned that his mainstream school will not meet his transitional needs.
3. Display the cards, identifying the care needs and health and social care services around the room.
4. Present a learner with a scenario card.
5. Encourage the learner to identify the individual's care needs as well as services they may access and attach wool to the associated cards as appropriate.
6. Then present a new scenario to a different learner and repeat.
7. Each scenario and associated link will have its own colour of wool.



Facilitate a discussion to analyse outcomes and make links between care needs and services. To expand upon initial findings, also discuss the roles and responsibilities of the health and social care practitioner to include behaviours, skills and attributes, as well as underpinning care values. Learners can then record outcomes upon the display surrounding the development wheel if created. They could produce a written summary of outcomes illustrated by a picture depicting the individual within the scenario explored. Learners can then consider once more the importance of recognising and responding to concerns regarding an individual's growth and development.

To conclude this unit, explore the role of care planning in relation to meeting the needs of individuals and promoting well-being. Through whole group discussion consider the purposes of care planning and the care planning cycle. Learners could produce a care plan in response to a given scenario. The review process could then be explored through role play activities.

Unit 02: Human growth and development

Assessment Tasks

This is a non-mandatory task. If used it must be read in conjunction with the assessment of learning criteria. The tasks are designed to contextualise learning. They may not reflect the sequence of criteria and grades in the assessment of learning.

Task 1: This task explores development through the life span (links to P1, P2)
Produce a display/poster to:

- Identify significant stages of development from conception to birth.
- Identify significant developmental milestones within each life stage.

Include written work to accompany the display/poster which:

- Explains one potential effect of pre-conception lifestyle choices on development.
- Explains one factor that potentially could affect development during gestation.
- Uses an example to describe what is meant by the term 'holistic development'.

Task 2: This task explores factors which impact on development and theories in relation to human growth and development (links to P6, P7, P8, M2)

You have been asked to lead a discussion with peers considering influences on human development. To facilitate this produce a PowerPoint presentation supported with written hand-outs to:

- Identify two biological factors and two environmental factors that may affect human growth and development.
- Outline the nature/nurture debate in relation to human growth and development.
- Contrast two theories of human growth and development.
- Use an example to explain potential effects of biological factors on holistic development. A minimum of two relevant theories must be included.

Task 3: This task explores significant life events and care needs across the life span (links to P3, P4, P5, P10, M1)

Consider the timeline of Doris below.

02/03/54: Doris is born.
1955 Malcolm (Doris' brother) is born.
1959 Doris starts primary school.
1966 Doris starts secondary school.
1968 Doris moves house and school.
1970 Doris' father has a heart attack.
1981 Doris gets married.
1983 Doris has a son. He is born prematurely.
1983 Doris is diagnosed with post-natal depression.
1987 Doris' son is diagnosed with being on the autism spectrum.
1995 Doris divorces.
2003 Doris is diagnosed with diabetes.
2016 Doris retires to care for her elderly mother who has dementia.
2019 Doris remarries.

- Identify significant life events for Doris at each stage of her development.
- Describe the potential impact of one significant life event on Doris.
- Identify two different potential care needs of Doris at each life stage.
- Describe how health and social care services could meet Doris' care needs at one life stage.

Now

- Explain two factors that contribute to positive transition during one stage of human development.
- Describe three benefits of care planning in relation to person-centred practice.
- Analyse the potential effects in later life of care needs left unmet during childhood.

Task 4: This task explores models of health and well-being and their impact (links to P9, D1)

You have been asked to write an article for a health and social care newsletter.

The newsletter article must:

- Outline the medical and social models of health and well-being in the context of health and social care.
- Compare and contrast the significance of the medical and social model to an individual's health and well-being.

Referencing (links to P11)

Include references to support your work and a final bibliography to show wider reading.

Unit 2: Exemplar scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • development from conception to birth • key elements of development across the human lifespan • influences which impact on human growth and development • theories of human growth and development • significant life events • how health and social care services meet the needs of individuals throughout the lifespan. <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
2	To explore development from conception to birth.	<p>Introduce aims and objectives.</p> <p>Play video to introduce the stages of development from conception to birth.</p> <p>Lead a whole group discussion to explore content of video. Highlight key words, stages and concepts.</p> <p>Facilitate small group activity to explore factors which impact on development with a focus upon pre-conception, pre-birth and birth experiences. Each group to research a different factor and create a factsheet detailing impact of the given factor.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in small group activity.</p> <p>Feedback outcomes to all via creation and dissemination of a fact sheet.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group discussion – video.</p> <p>Resources for small group activity – textbooks, internet.</p>	<p>Independent reading in relation to stages of development from conception to birth.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
3 - 4	To understand development across the lifespan.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to define stages across the life span (to include infancy, childhood, adolescence, early/middle/late adulthood) as well as areas of developments (to include social, emotional, cognitive and physical). Reinforce understanding of holistic development.</p> <p>Whole and small group activities to research and create a display to illustrate key life stages and developments within. Each small group to be allocated a life stage.</p> <p>Display learner work.</p> <p>The display will be revisited and added to throughout delivery of this unit as further areas are explored.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in whole and small group activities. Create a display.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole and small group activities – internet, textbooks.</p> <p>Resources for display.</p>	Explore interdependencies and the ways individuals develop holistically.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
5 - 6	To understand influences which impact on human growth and development.	<p>Introduce aims and objectives.</p> <p>Facilitate an independent activity where learners consider an individual, identify a particular behaviour they display which they find difficult to understand and analyse why the individual may respond in this way.</p> <p>Direct a debate – nature versus nurture.</p> <p>Lead a whole group discussion to explore outcomes from the debate and enable learners to form conclusions independently in response to evidence presented. Introduce and compare relevant theories i.e. Gesell’s Maturation Theory and Bandura’s Social Learning Theory.</p> <p>Facilitate small group activity centered on case studies to consider:</p> <ul style="list-style-type: none"> • further factors which impact development • the reasons for recognising and 	<p>Take notes and ask questions.</p> <p>Undertake independent activity.</p> <p>Engage in debate.</p> <p>Contribute to whole group discussions, share independent conclusions and rationale for decision making.</p> <p>Engage in small group activity. Share outcomes with whole group.</p> <p>Revisit and update display to include factors that impact on development at each life stage.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – case studies.</p> <p>Resources for display.</p>	Consider reasons why nature and nurture is debated.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>responding to concerns regarding an individual's development.</p> <p>Each group to focus upon a different case study.</p> <p>Conclude session through leading a whole group discussion to summarise outcomes.</p> <p>Display learner work.</p>			
7	To explore the medical and social models of health and well-being.	<p>Verbal exposition to introduce the medical and social models of health and well-being.</p> <p>Facilitate small group activity to research either the medical or social model of health and well-being including the model's application to practice. Each group to present their findings to the whole group.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activity and create a presentation to share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – internet, textbooks.</p>	<p>Undertake a comparison of the principles of the medical and social models of health and well-being to inform a critique.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
8 - 9	To research theories of human growth and development.	<p>Introduce aims and objectives.</p> <p>Facilitate small group activity to research theories of human growth and development. Each group to research a different theory.</p> <p>Display learner work.</p>	<p>Take notes and ask questions.</p> <p>Engage in small group activity. Produce fact sheets to summarise theory.</p> <p>Revisit and update display to illustrate theories.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – internet, textbooks.</p> <p>Resources for display.</p>	Consider application of the theories to practice.
10	To review significant life events across the lifespan.	<p>Introduce aims and objectives.</p> <p>Facilitate small group activity to identify transitions and significant life events through the life span.</p> <p>Facilitate small group activity using case studies with ‘personal histories’ of individuals depicted and ‘records’ completed by the health and social care practitioner to explore:</p> <ul style="list-style-type: none"> the impact of transitions and significant life events the role of the practitioner in preparing and supporting individuals for transitions and 	<p>Take notes and ask questions.</p> <p>Engage in small group activities. Create a timeline to identify typical transitions and significant life events for each life stage. Share outcomes with whole group.</p> <p>Undertake independent work.</p> <p>Revisit and update display to provide an over view of transitions and significant</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – case studies, personal histories and records.</p> <p>Resources for independent work – internet, textbooks.</p>	To review the relationship between resilience and positive transition.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>significant life events.</p> <p>Facilitate independent work to research the impact of a transition within an identified life stage, considering intrinsic and extrinsic factors which contribute to positive transition.</p> <p>Display learner work.</p>	<p>life events.</p>	<p>Resources for display.</p>	
11	To explore how health and social care services meet the care needs of individuals throughout the lifespan.	<p>Introduce aims and objectives.</p> <p>Facilitate small group activity to explore typical care needs of individuals at each life stage. Each group to focus upon a different life stage and update display to summarise findings. Consideration to be given to services accessed to meet identified care needs.</p> <p>Facilitate whole group activity to explore care needs and services accessed throughout each life stage. Use scenarios which require learners to identify associated care needs and suitable services to be accessed.</p>	<p>Take notes and ask questions.</p> <p>Engage in small and whole group activities.</p> <p>Contribute to whole group discussion.</p> <p>Revisit and update display to include care needs and services accessed at each life stage.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – internet, textbooks.</p> <p>Resources for whole group activity – scenarios, wool.</p> <p>Resources for display.</p>	Review the role of informal care in relation to scenarios posed.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>Lead a whole group discussion to analyse outcomes and make links to care needs and services accessed.</p> <p>Display learner work.</p>			
12	To understand the role and purpose of individualised care planning.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to explore the purpose of care planning and the care planning cycle.</p> <p>Facilitate small group activity to create a care plan for an individual portrayed in a scenario.</p> <p>Role play activity to explore the review process in line with the care plan created.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in small group activity. Share outcomes with whole group.</p> <p>Engage in role play activity. Present to peers.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group and role play activity – scenario, care plan template.</p>	Reflect upon how the care planning process is person-centred.
13 -15	Revise learning. Lead assessment workshops to introduce and focus upon the assessment of learning.				

Unit 03: Empowerment in health and social care



Unit reference	H/616/8615		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	9
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of empowerment in health and social care.			

Tutor hints, tips and teaching aids

Scope:

- Empowerment
- Risk management when empowering individuals
- The role of advocacy in relation to empowerment

Empowerment

Learners may be unfamiliar with the term 'empowerment', therefore, a useful way to begin this unit would be for the learners to independently define empowerment. Ask learners to come up with their own definition which they then compare to a textbook definition.

Tutor-led discussion could then explore the meaning of empowerment as well as the importance of empowering individuals. The activity below would facilitate the discussion.

Activity

Revisit the different types of services across health and social care provision. In small groups, learners could provide examples of how individuals accessing each service are empowered. For example in a residential care home, a practitioner must empower an individual through promoting independence, respecting dignity, assessment and a review of need. Each group could consider a different service.

Here, links could be made to the legal framework, as well as relevant standards governing practice. In particular, the limits and boundaries of the role of the health and social care practitioner could be examined.

Moving on the following case study could be used to focus small group work and examine why practitioners might fail to empower individuals:

Case study

Tomas is twenty years old. He lives in a residential home with four other young adults. Tomas and his housemates have learning difficulties. Freeda works as a support worker at the house. Freeda has a responsibility to follow the care plans for Tomas and his housemates. However, Freeda does not always follow Tomas' care plan, as she has assumed that he doesn't understand what he is entitled too.

1. Do you think Freeda empowers Tomas?
2. How could Freeda support Tomas in order to empower him in the future?

After feedback, further small group work could be undertaken to explore a range of factors that could impact on the empowerment of individuals. For example learners could start by exploring inclusion and discrimination.

Activity

In small groups learners could research how to promote equality and support diversity. Learners could prepare factsheets to explain how individual differences can affect people's beliefs, preferences and choices. Areas for discussion may include religious views, diet and nutritional requirements or sexual orientation.

Small group work could focus upon how the health and social care practitioner can value each individual and show respect for their diverse needs, for example celebration of particular festivals and traditions and catering for individual diets.

Extending this learners could now explore the range of individual communication needs, factors which influence communication, barriers to communication and strategies to overcome these barriers. Visual and audio materials of interactions would be useful resources here. Simple case studies could also be used for group work. One example is included below.

Case Study

Saida, aged fourteen, has a hearing impairment. She will be attending the young carers' group.

1. Identify barriers to communication.
2. Problem-solve how to overcome the identified barriers.
3. Explore sources of support for Saida and how each can be accessed.

Following the group work, learners could each undertake further research in relation to factors which impact. Peer presentations, followed by question-and-answer sessions, could then take place.

Outcomes here could lead on naturally to the need for personalisation and person-centered ways of working in order to empower individuals. A range of strategies to empower individuals should be explored.

Risk management when empowering individuals

A Tutor led discussion to cover challenges and risks when empowering an individual as well as barriers and strategies to overcome would lead naturally onto positive risk management approaches. The following activity could be used to link learning and explore in-depth strategies to empower:

Activity

Read the scenario:

Hollie is twenty-five years old and has mental health problems. Last year she moved into a supported housing project with the aim of developing life skills for independent living. Hollie has made excellent progress to date. She has made new friends, works as a volunteer at the local charity shop and attends college on a part-time basis. In light of her progress, plans are being developed to support transition to her own flat. Hollie is delighted.

Hollie's parents have always been anxious about her move to independent living. They are concerned about her ability to cope. They are used to making decisions on Hollie's behalf, and are worried that moving into independent living may not be the right one for their daughter. They want her to move back to the family home to live with them. Hollie doesn't want this, but has confided to you that she feels unable to stand up to her parents.

1. Identify Hollie's needs.
2. Summarise Hollie's parents' perspective.
3. Outline the role and responsibilities of the health and social care practitioner in responding to the needs of Hollie and her parents.
4. Produce a care plan to empower Hollie. Consider strategies to empower and manage risks.
5. Discuss the benefits of implementing strategies to empower Hollie for her future well-being.
6. Describe sources of support for both Hollie and her parents.

Now will be a suitable time to consider ethical dilemmas. The case study below will support learners to consider appropriate responses. Links to policies and procedures should be highlighted.

Case Study

Jo is 16 years old. She is a single parent to Mia, aged three months. Jo and Mia currently live with a foster carer. There are two other young single parents also living with the foster carer. Jo has been invited to a birthday celebration taking place 50 miles away from the foster carer's home. If Jo were to go to the birthday celebration, it would involve her spending an evening away. House rules clearly state that no overnight stays are allowed. Jo is desperate to see her friends and her foster carer would really like to give her a well-deserved break.

1. Identify the dilemma.
2. How do you think Jo is feeling?
3. What decision do you think the foster carer should make? Why?
4. What action should Jo and the foster carer take?

The role of advocacy in relation to empowerment.

Again advocacy is likely to be a new term for learners. Therefore facilitate a whole group discussion to explore the key principles and values.

The following activity will enable learners to explore themes in more depth:

Activity

In small groups learners could create a code of practice to illustrate key principles and values through considering the roles, responsibilities and skills of an advocate. On completion the learner created codes of practices could be cross referenced with the advocacy charter and an actual code of practice. Learners could create a display to illustrate their work.

It would be helpful for an advocate to be invited as a guest speaker to discuss their role. Encourage learners to prepare questions to ask the advocate prior to the session.

Independently learners can now research advocacy services within the local area. Then once more in in small groups learners can be tasked to research models of advocacy. Each group should research a different model and prepare a summary which they share with the whole group. The summary should include an illustration of the model through the design of a case study.

Following feedback and sharing of outcomes, Tutor led discussion could enable a comparison between the models to be undertaken where similarities and differences are highlighted.

The following scenarios could be used to focus group work in relation to identifying when individuals may require an advocate or access to advocacy services:

Scenarios

- Martin has been sectioned under the Mental Health Act.
- Georgia and Yasmin are unhappy with the support provided by staff at the day centre they attend.
- Elizabeth has dementia but does not want to go into a care home.
- Richard is a looked after child and is anxious about his upcoming review.

To pull learning together learners could explore the role of advocacy in relation to safeguarding. This will enable exploration of empowerment, duty of care, promotion of rights and risk management for example.

To conclude this unit, learners could be asked to research and obtain information from local and national organisations in relation to empowerment of individuals. Practices in relation to self-directed support, rehabilitation, reablement and of course advocacy, could be used as areas to focus learners. A well-being event could be held where collated information is shared. The health event could take place in a common area over lunch so staff and peers can attend.

Unit 3: Exemplar scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> empowerment risk management when empowering individuals the role of advocacy in relation to empowerment <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.
2	To explore empowerment.	<p>Introduce aims and objectives.</p> <p>Facilitate independent work to provide a definition of empowerment which learners then compare to a textbook definition.</p> <p>Lead a whole group discussion to explore the meaning and importance of empowerment.</p> <p>Facilitate small group activity where learners consider:</p> <ul style="list-style-type: none"> how individuals are empowered when accessing different 	<p>Take notes and ask questions.</p> <p>Undertake independent work.</p> <p>Contribute to whole group discussion.</p> <p>Engage in small group activity. Share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for independent and small group work – internet, textbooks.</p>	Identify the principles underpinning the Mental Capacity Act 2005.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		services <ul style="list-style-type: none"> the impact of legislation and standards in relation to requirements for empowerment the limits and boundaries of the health and social care practitioner in relation to empowerment. 			
3 - 4	To review factors which impact on the empowerment of individuals.	Introduce aims and objectives. Facilitate case study based small group activity to explore why the health and social care practitioner might fail to empower individuals. Continue small group focussed activities to enable learners to consider a range of factors which may impact upon empowerment i.e. inclusion, discrimination, communication and mental capacity. Facilitate independent activity where learners research a further factor which may impact upon empowerment and share outcomes through peer presentation followed by a question and answer session.	Take notes and ask questions. Engage in small group activities. Share outcomes with whole group. Undertake independent activity, present findings to peers and contribute to a question and answer session.	Tutor Guidance. Class notes. Resources for small group work – internet, textbooks, case studies. Resources for independent work – internet, textbooks.	Problem solve strategies to overcome barriers to empowerment.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
5	To understand strategies to empower individuals.	<p>Introduce aims and objectives.</p> <p>Recap learning from lessons 3 & 4.</p> <p>Lead a whole group discussion to explore strategies to empower individuals.</p> <p>Facilitate a whole group scenario based activity to explore strategies in depth.</p>	<p>Ask questions and take notes.</p> <p>Contribute to whole group discussion.</p> <p>Engage in whole group activity.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group activity – scenario.</p> <p>Resources for extension activity – care plan template.</p>	Create a care plan for the individual depicted in the scenario to identify strategies to empower.
6	To explore the relationship between risk management and empowerment.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to introduce ethical dilemmas and tensions between balancing rights and duty of care.</p> <p>Facilitate small group activity using case studies to explore ethical dilemmas and appropriate action to take in response to the situation posed as well as rationale for. Make links to policies and procedures.</p>	<p>Listen, ask questions and take notes.</p> <p>Engage in small group activity. Share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – case studies, sample policies and procedures.</p> <p>Resources for extension activity – risk assessment template.</p>	Create a risk assessment as an action in response to case study explored during small group activity.
7	To understand the principles and values of advocacy.	<p>Introduce aims and objectives.</p> <p>Facilitate whole group discussion to</p>	<p>Ask questions and take notes.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p>	Review roles, responsibilities and skills of an advocate.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>explore the principles and values of advocacy.</p> <p>Facilitate small group activity where learners create an 'advocacy code of practice' which once completed they cross reference to the advocacy charter and actual code of practice highlighting similarities and omissions.</p> <p>Display learner work.</p> <p>Introduce next session to include a guest speaker.</p>	<p>Contribute to whole group discussion.</p> <p>Engage in small group activity. Create a display to summarise outcomes.</p> <p>Learners to prepare questions to ask the guest speaker in the next session.</p>	<p>Resources for small group work – advocacy charter and code of practice.</p> <p>Resources for display.</p>	
8	To explore a day in the life of an advocate.	<p>Introduce aims and objectives.</p> <p>Guest speaker – advocate presentation.</p>	<p>Listen, take notes, and ask questions.</p>	<p>Guest speaker.</p>	<p>Reflect on the day in the life on an advocate.</p>
9	To review models of advocacy.	<p>Introduce aims and objectives.</p> <p>Facilitate independent work to research advocacy services in the local area.</p> <p>Facilitate small group activity to</p>	<p>Take notes and ask questions.</p> <p>Engage in independent work.</p> <p>Engage in small group</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for independent activity – internet, library.</p>	<p>Consider which models are used for different types of advocacy.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>research a model of advocacy and create a summary including an illustration of the application of the model through design of a case study. Each group to research a different model.</p> <p>Lead a whole group discussion to compare and contrast models.</p>	<p>activity. Share outcomes with whole group through presentation of the case study.</p> <p>Contribute to whole group discussion.</p>	<p>Resources for small group activity – internet, textbooks.</p>	
10	To explore when individuals may require access to an advocate or advocacy services.	<p>Introduce aims and objectives.</p> <p>Facilitate scenario based small group activity to consider access to advocacy.</p> <p>Lead a whole group discussion to consider the role of advocacy in relation to safeguarding individuals to consolidate and link learning i.e. exploration of empowerment, duty of care, promotion of rights, risk management.</p>	<p>Take notes and ask questions.</p> <p>Engage in small group activity. Share outcomes with whole group.</p> <p>Contribute to whole group discussion.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – scenarios.</p>	<p>Summarise the role of the Independent Mental Capacity Advocates (IMCA) and the Independent Mental Health Advocates (IMHA).</p>
11	To prepare for a well-being event.	<p>Prepare for well-being event.</p> <p>Facilitate small group activity to research and obtain information from national and local organisations in relation to the empowerment of individuals to share at a well-being</p>	<p>Contribute to small group activity.</p> <p>Collate and prepare resources for the upcoming well-being event.</p>	<p>Resources for small group activity – internet, textbooks, library.</p>	<p>Explore the relationship between empowerment and advocacy.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		event i.e. self-directed support, rehabilitation, reablement, advocacy services.			
12	To host a well-being event.	Organise and facilitate well-being event.	Host well-being event.	Information collated in relation to the empowerment of individuals.	Reflect upon and evaluate the well-being event.
13 -15	Revise learning. Lead assessment workshops to introduce and focus upon the assessment of learning.				

Unit 04: Health education



Unit reference	K/616/8616		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	9
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of health education.			

Tutor hints, tips and teaching aids

Scope:

- **Healthy lifestyles**
- **Relationship between health promotion and health education**
- **Approaches to health education**
- **Behaviour change in health education**
- **Role of the health educator**
- **Purposes and stages of health education campaigns**
- **Current health education campaigns**

Healthy lifestyles

Begin this unit through introducing UK Health Security Agency and Office for Health Improvement and Disparities to include their role, responsibilities and priorities. Explore the term 'public health' and related policy areas.

A review of healthy lifestyles can then be undertaken. Through Tutor-led discussion consider the impact of lifestyle choices on health and well-being. Learners can then independently research lifestyle publications and health profiles providing them with an opportunity to explore statistical data in relation to health conditions, lifestyle risk factors, wider determinants of health and health protection.

To focus activities, small group work exploring healthy life expectancies at birth across geographical areas would enhance understanding not only of the impact of healthy lifestyles but also the inherent relationship with wider determinants. Affluent versus areas of deprivation could be compared for example. Encourage learners to consider the role of local and national government in promoting healthy lifestyles to address public health issues. The benefits to both individuals and societies should be reinforced. Learners could create a table top display to share their findings.

Through small group work focussed by scenarios learners can explore how a range of practitioners contribute to health promotion. Highlight the importance of using person-centred approaches here.

Examples of scenarios you may use are given below. For each learners should identify and explain the practitioner(s) role in relation to contributing to health promotion.

Scenarios

- Rhiannon is told she has early signs of gum disease at her 6 month dental check-up.
- Amit has just been diagnosed with high blood pressure during a routine health check.
- Gary has type 2 diabetes. He has a referral to see a dietician.
- Maria has moved to a new area and has registered with a GP. She declares she smokes 20 cigarettes a day during a medical.
- Sarah is a social worker. She is worried that Terry, one of the children in her care is overweight.
- Simon is a primary school teacher and is concerned with the high level of absenteeism in his class.

Each group should feedback their conclusions.

It would be useful for learners to be able to interview a health and social care practitioner to find out more about their role in relation to health promotion. In the same groups learners could devise three questions to ask a considered practitioner where a nominated member of the group arranges for and conducts the interview. Interviewee responses should be shared with all. This could be through a presentation.

Relationship between health promotion and health education

Now the terms 'health promotion' and 'health education' could be explored through a Tutor-led discussion. Reference to the World Health Organisation (WHO) definitions would be useful here. In small groups learners could then explore in more detail health promotion or health education contributing to a display to identify the relationships and interdependencies between. Be sure to highlight key terms such as enabling control and increasing knowledge and skills to make changes to improve own health. Consider also the key similarities and differences.

Approaches to health education

Next approaches to health education could be introduced through a Tutor-led discussion. In small groups learners will then be prepared to research an approach considering both the aims and methods. Learners should find an example of when the approach has been used. For example the medical approach would link to intervention an example being mammography, breast cancer screening. Learners should evaluate the approach researched and consider advantages and disadvantages. An information leaflet summarising findings should be created and distributed to peers.

Learners may choose to consider international approaches. This would inform a valuable comparison activity.

Through Tutor-led discussion the range of communication methods used for different purposes and target audiences could be reviewed.

Behaviour change in health education

Make links to the approaches explored and specifically models of behaviour change. Consider the role of behaviour change models in explaining and predicting health behaviour. In small groups learners can research the models and create diagrams to illustrate structure and process. Learners should identify where the models have been applied in relation to an aspect of health education for example smoking cessation. Each group should research a different model and present their findings.

How barriers impact on behaviour change can be explored through case study activities.

Role of the health educator

Recap learning of the relationship between health promotion and health education. To contextualise and extend ask learners to consider the role of the health educator. Through a whole group activity a job description can be created.

It would be helpful to obtain sample job descriptions for a range of practitioner roles where learners can identify the specific health promotion responsibilities within each. Practitioner roles such as nurse, social worker and dentist could be explored alongside a range of public health practitioner roles. This will inform the creation of the job description which should be displayed for future reference.

Role play activities in response to scenarios will provide an opportunity for learners to act out an aspect of the health educator role. The scenarios explored in relation to healthy lifestyles could be revisited here. Learners may identify any aspects of behaviour change and explore behaviour change techniques which will support and consolidate earlier learning.

Purposes and stages of health education campaigns

Approaches, models and the role of the health educator can be revisited before exploring health education campaigns.

The reasons for health education campaigns should be considered here and explored through Tutor-led discussion. This would inform learning in relation to design, development and review of campaigns. Real life health education campaigns can be used to apply learning.

Current health education campaigns

Through Tutor-led discussion once more explore current public health issues and associated national campaigns. Independently learners can research linked local campaigns.

Learners should now be ready to create, implement and review their own health education campaign in small groups. Learners must provide reasons for their chosen campaign and show how they have approached the campaign through illustrating each stage of development. Implementation can take place at a health event. A year 10 group from a neighbouring school could be invited to attend.

Following this learners should evaluate their campaign and share outcomes through peer presentations to conclude the unit.

Unit 4: Exemplar scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • healthy lifestyles • relationship between health promotion and health education • approaches to health education • behaviour change in health education • role of the health educator • purposes and stages of health education campaigns • current health education campaigns. <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
2 - 3	To explore healthy lifestyles.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to introduce UK Health Security Agency and Office for Health Improvement and Disparities to include roles, responsibilities and priorities.</p> <p>Lead a whole group discussion to consider the impact of lifestyle choices on health and well-being.</p> <p>Facilitate independent work to research lifestyle publications and health profiles.</p> <p>Facilitate small group activity to:</p> <ul style="list-style-type: none"> • review healthy life expectancies at birth across geographical locations • consider the role of national and local government in addressing public health issues. <p>Facilitate small group work focused with scenarios to explore how a range of practitioners contribute to health promotion.</p>	<p>Listen, take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Undertake independent work and present findings to peers.</p> <p>Engage in small group activities. Create a table top display to share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for independent work – internet, textbooks, lifestyle publications and health profiles.</p> <p>Resources for small group activities – internet, textbooks, scenarios.</p> <p>Resources for table top display.</p>	<p>Interview a health and social care practitioner to establish their contribution to health promotion.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		Display learner work.			
4	To understand the relationship between health promotion and health education.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to explore the terms 'health promotion' and 'health education'. Refer to the World Health Organisation (WHO) definitions.</p> <p>Facilitate small group activity to explore further the terms. Each group to focus on either health promotion or health education.</p> <p>Facilitate whole group activity to create a display to identify the relationships and interdependencies between health promotion and health education.</p> <p>Display learner work.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in small group activity. Share outcomes with whole group.</p> <p>Engage in whole group activity. Contribute to creating a display.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group discussion – WHO definitions for health promotion and health education.</p> <p>Resources for small group activity – internet, textbooks.</p> <p>Resources for display.</p>	Highlight the key similarities and differences between health promotion and health education.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
5	To explore approaches to health education.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to introduce approaches to health education.</p> <p>Facilitate small group activity to research an approach to health education considering both aims and methods. Learners to identify an example of when the approach has been used and undertake an evaluation. Each group to research a different approach.</p> <p>Lead a whole group discussion to explore the range of communication methods used in health education. Highlight different forms of communication used for different purposes and target audiences.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activity. Share outcomes with whole group through creation and distribution of an information leaflet summarising findings.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – internet, textbooks.</p>	<p>Research international approaches to health education and undertake a comparison with approaches used in the United Kingdom.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
6	To consider behaviour change in health education.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to review the role of behaviour change models in relation to explaining and predicting health behaviour.</p> <p>Facilitate small group work to research a given behaviour change model and create a diagram to illustrate. Each group to research a different model. Learners to identify an application of the models. Each group to present their findings.</p> <p>Facilitate small group case study work to explore barriers to behaviour change.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activities. Share outcomes with whole group through presenting findings.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activities – internet, textbooks, case studies.</p>	<p>Problem solve strategies to overcome barriers to behaviour change,</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
7	To review the role and responsibilities of the health educator.	<p>Introduce aims and objectives.</p> <p>Recap learning of the relationship between health promotion and health education.</p> <p>Facilitate whole group activity to consider the role of the health educator through a review of sample job descriptions of a range of practitioners with specific health promotion responsibilities as well as for public health practitioners. Co-ordinate the creation of a job description for a health educator.</p> <p>Facilitate small group role play activity to explore the role of the health educator in relation to behaviour change. Revisit the scenarios explored in lessons 2 – 3 to set the scene.</p> <p>Display learner work.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in whole group activity.</p> <p>Engage in small group role play activity. Present to peers.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group activity – sample job descriptions.</p> <p>Resources for small group role play activity – scenarios.</p> <p>Resources for display.</p>	<p>Link strategies used in role play activity to the behaviour change model.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
8 - 10	To create a health education campaign.	<p>Introduce aims and objectives.</p> <p>Recap learning in relation to approaches, models and the role of the health educator.</p> <p>Lead a whole group discussion to explore:</p> <ul style="list-style-type: none"> the reasons for health education campaigns how health education campaigns are designed, developed and reviewed current public health issues and associated national campaigns. <p>Facilitate independent work to research local linked campaigns.</p> <p>Facilitate small group activity to create a health education campaign. Reasons for the chosen campaign and approach to be considered.</p> <p>Brief and prepare learners to present their health event during lesson 11.</p>	<p>Listen, take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Undertake independent work. Share outcomes with whole group.</p> <p>Engage in small group activity.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group discussion – internet, health education campaigns.</p> <p>Resources for independent work – internet, textbooks.</p> <p>Resources for small group work – internet, textbooks.</p>	Prepare for health event.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
11	To host a health event.	<p>Introduce aims and objectives.</p> <p>Organise and facilitate health event.</p>	<p>Host health event.</p> <p>Engage in small group work. Create presentation to summarise evaluation undertaken.</p>	Health education campaign materials.	<p>Reflect upon own contribution to the health event:</p> <p>Obtain peer feedback to evaluate designed health education campaign and prepare to present findings in the next session.</p>
12	To evaluate own health education campaign.	<p>Introduce aims and objectives.</p> <p>Facilitate small group peer presentations sharing outcomes of evaluation of designed health education campaign.</p> <p>Facilitate question and answer sessions.</p>	Engage in peer presentation and question and answer sessions.	Resources for presentation.	Suggest further recommendations to improve the design and implementation of the health education campaign.
13 -15	Revise learning. Lead assessment workshops to introduce and focus upon the assessment of learning.				

Unit 05: Anatomy and physiology for health and social care



Unit reference	M/616/8617	Unit level	3	
Unit hours	Guided learning	60	Non-guided learning	9
Unit aim	The aim of this unit is to provide learners with knowledge and understanding of anatomy and physiology of the human body.			

Tutor hints, tips and teaching aids

Scope:

- **Structure and functions of the organ systems of the human body**
- **Homeostasis in the human body**
- **Physiological measurements**

Structure and functions of the organ systems of the human body

To introduce the unit, the relationship between structure and function could be explored through a class discussion, as this will provide a foundation for learning in relation to the organs and organ systems. These concepts will be explored further when covering cells, tissues, organs/systems.

The connection between cells, tissues, organs and organ systems could now be discussed. The types of tissues found in the human body and their functions may also be introduced here. Learners could examine diagrams, pictures, and microscopic slides of the various tissue types. A matching activity, such as the one described below, could reinforce this discussion.

Activity

Provide the learners with pictures of cells, tissues, organs, and organ systems. In groups or pairs, the learners match the pictures together to form a complete set. For example, the heart consists of cardiac muscle cells and cardiac muscle tissue and functions within the circulatory system. Remind the learners that organs, such as the heart, contain various types of cells and tissues.

Following this, the cell structures and functions could be covered in more depth. This would be a good opportunity for learners to further examine histology slides or pictures of cells. In groups or individually, learners could construct a model or label a diagram of a human cell including parts such as: cell membrane, nucleus, cytoplasm, mitochondria, endoplasmic reticulum, Golgi apparatus, lysosomes, lytic enzymes, ribosomes for example.

Learners could now explore the structure and functions of the organs and organ systems of the human body and the relationship between them. Models and pictures are particularly useful when exploring the organs. It is important to reinforce that the organs can function in more than one system. Learners could create an organisational chart which includes the organ systems, main organs and their main functions. Dynamic learning materials such as those within a Virtual Learning Environment (VLE) and resources obtained from local health promotion services may be helpful teaching tools.

To expand upon learning, an investigative activity may be undertaken. The learners could research the organ systems and create diagrams or posters. Learners could label the organs/systems and describe their functions. Alternatively, the learners could also be put into groups and assigned an organ system to investigate. The groups could then prepare a presentation or poster to share with the class.

Videos, animations, illustrations, and diagrams could all be useful tools in studying the organ systems. For example, showing videos or animations of the heart and the circulatory system may be helpful in understanding the functions of the heart, the heartbeat, and blood circulation.

Throughout explore the structure and function of the organ systems in relation to disorders for example diabetes as a disorder of the endocrine system.

Homeostasis in the human body

Building on the organ systems, homeostasis within the human body can be explored. To introduce this concept, the learners could be asked to reflect on their knowledge of homeostasis providing related terminology for guidance. Learners could be asked to share and a discussion could be facilitated from this.

Learners could be divided into small groups to investigate the processes of homeostasis and how homeostasis maintains healthy body functions. Learner groups could be assigned to positive or negative feedback mechanisms and related areas of control including blood glucose, osmoregulation, thermoregulation, blood pH, respiratory rates for example. The opportunity can be taken here to expand on the understanding of the functions of the nervous system and the endocrine system and how they work together to maintain homeostasis.

Case studies relating to homeostatic imbalances could be useful in understanding healthy body functions and the importance of homeostasis.

Physiological measurements

Learners may now be introduced to physiological measurements including temperature, blood pressure, pulse, respiratory rate and oxygen saturation. Learners could be asked to consider times when their own breathing rate, blood pressure, pulse, etc has been affected by an external event. For example, heart rate may rise when learners are faced with sitting an exam (stress). This could lead into a discussion around how other factors (such as gender, age, activity levels, and emotions) affect changes in physiology and physiological measurements.

Case studies may be useful in exploring changes in physiological measurements (i.e. fit versus an unfit heart in relation to pulse).

Case Study

Joaquin is twenty-five years old. He works in the city and rides his bike to work after taking the train. He enjoys running and swimming. He exercises at least three times a week. He sometimes competes in triathlons in his free time. He often makes time to prepare healthy meals. Joaquin's weight is within his ideal body weight range. During his last GP check-up, his resting heart rate was 65 beats per minute.

John is also twenty-five years old. He works in the city and commutes to work by train and walking. He often works late and does not always have time to exercise or prepare healthy meals. He sometimes exercises twice a week. Due to his inactive lifestyle, John's weight is higher than his ideal body weight range. During his last GP check-up, his resting heart rate was 81 beats per minute.

1. In relation to this information, why is Joaquin's resting heart rate lower than John's?
2. In relation to this information, what factors affect the heart rate of these two adults?

In relation to obtaining physiological measurements, it may be useful to hold a class or group discussion to explore the following questions, guiding learners to consider policies, procedures, and infection prevention and control.

1. Why should someone ensure their own competence before undertaking measurements on others?
2. Why is it important to ask an individual for permission to take their measurements?
3. What are the reasons for preparing the measurement equipment?
4. Why should measurements be accurately recorded soon after they have been taken?

To close this discussion, ask learners to share and facilitate a whole class discussion, perhaps through an online student forum or module.

Case studies could then be used to explore causes for concerns in physiological measurements (i.e. high or low blood pressure, high heart rate, fluctuations during pregnancy, irregular measurements accompanied by other symptoms) and procedures for reporting measurements that are a cause for concern.

Following this, correct procedures for taking physiological measurements may be demonstrated to the learners. Common units of physiological measurements and ways to record measurements (tables, charts, graphs) may be explored before undertaking the following activity:

Activity

Measurement Stations

Learners should be given the opportunity to demonstrate practical and technical skills in relation to obtaining and recording physiological measurements. This can be through simulated class activities.

It may be useful to set up stations with equipment in the classroom to enable measurement and recording of temperature, blood pressure, pulse, respiratory rate and oxygen saturation. In pairs, the learners may move through each station taking each other's physiological measurements. Be sure that infection prevention and control precautions are applied.

The learners could also take their own measurements outside of class time. Learners could be asked to keep a log/diary for a week (or other set period of time) detailing their own physiological measurements, such as heart rate and temperature. Learners could take and record measurements at various times of the day (upon waking, just before going to sleep) and after rest or activity. The learners could then be asked to create charts or graphs of their own measurements so as to show possible fluctuations in measurements throughout different times of the day.

To conclude the unit and link learning explore the reasons for taking physiological measurements. This could be through a Tutor-led discussion.

Unit 5: Exemplar scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • structure and functions of the organ systems of the human body • homeostasis in the human body • physiological measurements <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.
2	To introduce the relationship between structure and function of the organ systems.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to introduce the relationship between structure and function.</p> <p>Lead a whole group discussion to explore the connections between cells, tissues, organs and organ systems. Enable learners to examine diagrams, pictures and microscopic slides of various tissue types.</p> <p>Facilitate a small group matching activity. Provide learners with pictures of cells, tissues, organs and</p>	<p>Listen, take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in small group activity.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for whole group discussion – diagrams, pictures and microscopic slides of various tissue types.</p> <p>Resources for small group activity –</p>	Create a summary of the organ system explored in the matching activity.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		organ systems which they match together to form a complete set i.e. cardiac cells, cardiac muscle tissue, heart, circulatory system.		pictures of cells, tissues, organs and organ systems.	
3	To understand cell structure and functions.	<p>Introduce aims and objectives.</p> <p>Verbal exposition to introduce the structure and function of a human cell.</p> <p>Facilitate small group activity to examine histology slides or pictures/diagrams of cells.</p> <p>Facilitate independent work to construct a model or label a diagram of a human cell to include parts i.e. cell membrane, nucleus, cytoplasm, mitochondria, endoplasmic reticulum, Golgi apparatus, lysosomes, lytic enzymes, ribosomes</p> <p>Display learner work.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activity.</p> <p>Undertake independent work.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – histology slides, pictures/ diagrams of cells.</p> <p>Resources for independent work – model materials, diagrams.</p> <p>Resources for display.</p>	Create a glossary of cell parts.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
4 - 5	To explore the structure and function of the organs and the organ systems of the human body.	<p>Introduce aims and objectives.</p> <p>Verbal exposition. Use models, pictures and resources obtained from local health promotion services as tools to begin to explore the organs and organ systems.</p> <p>Show videos and animations to explore each of the organ systems further i.e. heart and circulatory system to understand the functions of the heart, heartbeat and blood circulation. Make links to disorders of the organ systems to reinforce understanding. Highlight that the organs can function in more than one system.</p> <p>Facilitate small group activity where learners create an 'organisational chart' which shows organ systems, main organs and their functions.</p> <p>Display learner work.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activity. Share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources – models, pictures, resources obtained from health promotion services, videos and animations</p> <p>Resources for display.</p>	Identify all systems which an organ functions within.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
6	To undertake investigative activity to explore the structure and function of the organs and the organ systems of the human body.	<p>Introduce aims and objectives.</p> <p>Facilitate small group investigative activity to research organs and organ systems. Each group to be assigned a different organ system and create illustrated diagrams and posters, as well prepare a presentation for delivery in lesson 7.</p> <p>Display learner work.</p>	<p>Take notes and ask questions.</p> <p>Engage in small group activity. Prepare resources for peer presentation in next lesson.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – internet, textbooks.</p> <p>Resources for display.</p>	Summarise disorders of the organ system being investigated.
7	To present outcomes of investigative activity to explore the structure and function of the organs and the organ systems to peers.	<p>Introduce aims and objectives.</p> <p>Facilitate small group presentations following investigative activity undertaken in lesson 6.</p> <p>Lead a whole group discussion to summarise and consider the relationships between the organ systems in maintaining healthy body functions. Make links again to disorders of organ systems.</p>	<p>Listen, take notes and ask questions.</p> <p>Present outcomes from investigative activity undertaken.</p> <p>Contribute to whole group discussion.</p>	Resources for presentation and display.	Create an overview of each organ system presented by peers.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
8 - 10	To explore homeostasis in the human body.	<p>Introduce aims and objectives.</p> <p>Lead whole group discussion to introduce the concept of homeostasis. Encourage learners to reflect on their understanding.</p> <p>Facilitate small group activity to investigate:</p> <ul style="list-style-type: none"> • the process of homeostasis • how homeostasis maintains healthy body functioning <p>Assign each group a positive or negative feedback mechanism and related area of control i.e. blood glucose, osmoregulation, thermoregulation, blood pH, respiratory rates.</p> <p>Facilitate small group activity focused with case studies of homeostatic imbalance to consolidate the importance of homeostasis in relation to healthy body functions.</p> <p>Lead a whole group discussion in relation to the functions of the nervous system and endocrine</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activities. Share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activities – internet, textbooks, case studies.</p>	<p>Produce a factsheet to provide a summary of how the nervous system and endocrine work together.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		system to reinforce how they work together to maintain homeostasis.			
11	To explore physiological measurements.	<p>Introduce aims and objectives.</p> <p>Facilitate whole group activity to explore factors which impact physiological measurements. Encourage learners to reflect on when their own physiological measurements have been affected by a situation i.e. heartrate and sitting an exam (stress). Through tutor led discussion explore additional factors which affect changes in physiology and physiological measurements.</p> <p>Facilitate case study based small group activity to further consider:</p> <ul style="list-style-type: none"> • changes in physiological measurements i.e. fit versus unfit heart in relation to pulse • causes for concern in relation to physiological measurements. 	<p>Take notes and ask questions.</p> <p>Contribute to whole group activity.</p> <p>Contribute to small group activity. Share outcomes with whole group.</p>	<p>Tutor Guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – case studies.</p>	<p>Research procedures and protocol in relation to taking physiological measurements.</p>
12	To understand how physiological measurements are undertaken.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to consider reasons for taking</p>	<p>Listen, take notes and ask questions.</p> <p>Contribute to whole group</p>	<p>Tutor Guidance.</p> <p>Class notes.</p>	<p>Create a log of own physiological measurements for a week and produce graphs/charts</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>physiological measurements. Extend the discussion through asking the following questions:</p> <ul style="list-style-type: none"> • Why should a practitioner ensure their own competence before undertaking measurements on others? • Why is it important to gain consent prior to undertaking measurements? • What are the reasons for preparing the measurement equipment? • Why should measurements be accurately recorded after they have been taken? <p>Verbal exposition and demonstration to introduce equipment to take physiological measurements i.e. thermometer, sphygmomanometer, watch, pulse oximetry, stethoscope, specialised equipment for recording physiological measurements.</p> <p>Set up stations to enable measuring and recording of physiological measurements which learners undertake in pairs.</p>	<p>discussion.</p> <p>Take and record physiological measurements of peers.</p>	<p>Resources for activity – equipment to take physiological measurement and recording charts.</p>	<p>to illustrate fluctuations.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
13 -15	Revise learning. Lead assessment workshops to introduce and focus upon the assessment of learning.				

Section 3:

Assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to these qualifications

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Section 4:

Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of these qualifications.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory Documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Unit Submission Form (Award)

Level 3 Applied General Award in Health and Social Care

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

Learner
Name:
PIN:
Site/Centre no.

Learner declaration

Unit –

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner signature:

Date:

Comments: refer to assessment of learning

Signatures

Tutor:

Date:

Internal Quality Assurer signature:
(if chosen for sample)

Date:

Unit Submission Form (Cert)

Level 3 Applied General Certificate in Health and Social Care

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

Learner

Name:

PIN:

Site/Centre no.

Learner declaration

Unit –

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner signature:

Date:

Comments: refer to assessment of learning

Signatures

Tutor:

Date:

Internal Quality Assurer signature:
(if chosen for sample)

Date:

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Version 1.2 June 2022

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Qualification title and reference number:

NCFE CACHE Level 3 Applied General Award in Health and Social Care	603/2913/0
NCFE CACHE Level 3 Applied General Certificate in Health and Social Care	603/2914/2

Publication date

Version 1.0	September 2018
Version 1.1	September 2019
Version 1.2	June 2022

Publisher

Registered Office: NCFE, Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808