

# GCE

## Specification

Edexcel Advanced Subsidiary GCE in Health and Social Care  
(Single Award: 8741)/(Double Award: 8742)

Edexcel Advanced GCE in Health and Social Care  
(Single Award: 9741)/(Double Award: 9742)

Edexcel Advanced GCE with Advanced Subsidiary  
(Additional) in Health and Social Care (9743)

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

#### *Acknowledgements*

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Health and Social Care (9743)**



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# Introduction

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This suite of nine qualifications comprises General Certificates of Education in:

- Applied Art and Design
- Applied Business
- Applied ICT
- Engineering
- Health and Social Care
- Leisure Studies
- Media
- Performing Arts
- Travel and Tourism.

The qualifications are designed to give learners a broad introduction to a vocational sector.

## Edexcel GCE in Health and Social Care

The Edexcel GCE in Health and Social Care qualification has been developed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the health and social care sector. The Edexcel GCE has been designed to be delivered in a work-related context and to allow learners to develop an understanding of the diverse and complex nature of the health and social care sector.

There are no optional units, therefore choice has been embedded within each of the internally assessed units. Learners may apply their learning to any of the following service-user groups:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

However, in order to gain an understanding of the holistic nature of care services, learners should be encouraged to vary their choice of contexts across the internally assessed units.

To achieve this, it is suggested that they produce internally assessed work from **at least two** of the service-user groups. The learners should choose which of the service-user groups they study for each internally assessed unit, with guidance from their centres.

There is an opportunity for choice of client group in the following internally assessed units:

- Unit 2: Communication and Values
- Unit 3: Positive Care Environments
- Unit 5: Activities for Health and Well-being
- Unit 6: Public Health
- Unit 8: Promoting Health and Well-being
- Unit 9: Investigating Disease
- Unit 10: Using and Understanding Research
- Unit 11: Social Issues and Welfare Needs.

If learners carry out interviews or activities with clients, as part of their internally assessed work, it is essential that they obtain the client's consent and maintain full confidentiality throughout.

Externally assessed units may require application of learning in any of the client groups listed on the previous page.

## **Qualification codes**

Each qualification title is allocated a QCA National Qualifications Framework (NQF) code.

### **QCA NQF codes**

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the learner's final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel Advanced Subsidiary GCE in Health and Social Care (Single Award): 100/4292/1

Edexcel Advanced Subsidiary GCE in Health and Social Care (Double Award): 100/4293/3

Edexcel Advanced GCE in Health and Social Care (Single Award): 100/4294/5

Edexcel Advanced GCE in Health and Social Care (Double Award): 100/4295/7

Edexcel Advanced GCE with Advanced Subsidiary (Additional) in Health and Social Care: 500/5715/7

# Qualification overview

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## Structure

### **Advanced Subsidiary/Advanced GCE (Single Award)**

All Single Award Advanced GCE qualifications in this suite comprise six equally-weighted units and contain an Advanced Subsidiary subset of three AS units. The AS is the first half of a GCE course and contributes 50 per cent of the total Advanced GCE marks. The A2, the second half of the Advanced GCE, comprises the other 50 per cent of the total Advanced GCE marks.

### **Advanced Subsidiary/Advanced GCE (Double Award)**

All Advanced GCE (Double Award) qualifications in this suite comprise 12 equally-weighted units and contain an Advanced Subsidiary (Double Award) subset of six AS units. The Advanced Subsidiary (Double Award) is the first half of an Advanced GCE (Double Award) course and contributes 50 per cent of the total Advanced GCE (Double Award) marks. The A2, the second half of the Advanced GCE (Double Award), comprises the other 50 per cent of the total Advanced GCE (Double Award) marks.

### **Advanced GCE with Advanced Subsidiary (Additional)**

All Advanced GCE with Advanced Subsidiary (Additional) qualifications in this suite comprise nine equally-weighted units.

## Guided learning hours

The number of guided learning hours for the three-unit Advanced Subsidiary GCE (Single Award) qualification is 180.

The number of guided learning hours for the six-unit Advanced Subsidiary (Double Award) qualification is 360.

The number of guided learning hours for the six-unit Advanced GCE (Single Award) qualification is 360.

The number of guided learning hours for the nine-unit Advanced GCE with Advanced Subsidiary (Additional) qualification is 540.

The number of guided learning hours for the twelve-unit Advanced GCE (Double Award) qualification is 720.

## Overview of units

Unit	Title	Unit code	Level	AS	AS (Double)	GCE	GCE with AS (Additional)	GCE (Double)	Assessment mode	Assessment availability
1	Human Growth and Development	6938	AS	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	External	January/June
2	Communication and Values	6939	AS	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Internal	January/June
3	Positive Care Environments	6940	AS	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Internal	January/June
4	Social Aspects and Lifestyle Choices	6941	AS	N/A	Compulsory	N/A	Compulsory	Compulsory	External	January/June
5	Activities for Health and Well-being	6942	AS	N/A	Compulsory	N/A	Compulsory	Compulsory	Internal	January/June
6	Public Health	6943	AS	N/A	Compulsory	N/A	Compulsory	Compulsory	Internal	January/June
7	Meeting Individual Needs	6944	A2	N/A	N/A	Compulsory	Compulsory	Compulsory	External	January/June
8	Promoting Health and Well-being	6945	A2	N/A	N/A	Compulsory	Compulsory	Compulsory	Internal	January/June
9	Investigating Disease	6946	A2	N/A	N/A	Compulsory	Compulsory	Compulsory	Internal	January/June
10	Using and Understanding Research	6947	A2	N/A	N/A	N/A	N/A	Compulsory	Internal	January/June
11	Social Issues and Welfare Needs	6948	A2	N/A	N/A	N/A	N/A	Compulsory	Internal	January/June
12	Understanding Human Behaviour	6949	A2	N/A	N/A	N/A	N/A	Compulsory	External	January/June

## Rationale

This suite of nine General Certificates of Education is part of the Level 3 provision of the National Qualifications Framework (NQF).

These GCEs aim to:

- widen participation in vocationally-related learning
- allow learners to experience vocationally-related learning to see if it is suitable for them
- enable learners to make valid personal choices on completion of the qualification
- raise attainment at Level 3/Advanced level of the NQF.

The broad objectives of the GCEs are to:

- introduce learners to work-related learning
- give learners a broad introduction to a vocational sector
- give learners the technical knowledge, skills and understanding associated with the subject at this level
- equip learners with some of skills they will need in the workplace or in further education or training
- empower learners to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential.

The Applied GCE suite of qualifications contributes to the quality and coherence of national provision, as shown by their place in the Government's Green Paper '14-19 Extending Opportunities, Raising Standards'.

The GCE in Health and Social Care has been designed to provide a broad educational basis for further education or for moving into employment within the Health and Social Care sector. This is achieved by ensuring that learners develop the general skills, knowledge and understanding needed within the sector. This qualification conforms to the Qualifications and Curriculum Authority (QCA) General Qualification Criteria for GCEs, any additional criteria for GCE (Double Award) qualifications and to the subject criteria for GCE qualifications in health and social care, which set out the knowledge, understanding, skills and schemes of assessment common to all GCE qualifications in the subject. Subject criteria help ensure consistent and comparable standards in the same subject area across awarding bodies and help further and higher education institutions and employers know what has been studied and assessed.

In particular, the aims of the GCE qualifications in Health and Social Care are to:

- develop and sustain an interest in health, early years (care and education), social care and issues affecting the care sector
- acquire knowledge and understanding of health, early years (care and education) and issues affecting the care sector
- develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem-solving in a work-related context
- prepare for further study and training.

The content of AS will focus on the needs of clients and the techniques and professional services aimed at meeting those needs. Learners will be assessed in the following areas of study:

- rights, responsibilities and values
- communication in care settings
- health and well-being.

The content of A2 will develop AS content through addressing the factors affecting and issues involved in service delivery. Learners will be assessed on the following areas of study:

- service provision and practitioner roles
- understanding human behaviour
- their ability to draw together aspects of these areas in a variety of contexts.

## Recommended prior learning

Learners who would benefit most from a GCE in Health and Social Care are likely to have one or more of the following:

- a BTEC First Diploma
- other relevant qualifications at Level 2, with a standard of literacy and numeracy equivalent to GCSE grade A\*-C
- some related work experience.

## Progression

This qualification supports progression into further education, training or employment, as it offers a mix of both theoretical and vocational learning.

Learners who successfully complete the GCE in Health and Social Care have several routes of progression:

- to further training within employment
- BTEC Higher National Certificates and Diplomas in health and social care-related subjects
- degrees in health and social care-related subjects
- other further and higher health and social care qualifications.

## Classification code

Every qualification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this qualification is 0003.

Centres should be aware that learners who enter for more than one Level 3 qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

## Links with other qualifications

The Edexcel GCE Health and Social Care complements the following Advanced GCEs:

- Advanced GCE in Psychology.

Additionally, there is no overlap or restriction on multiple entry with other Level 3 qualifications, for example:

- Edexcel Level 3 BTEC National Award/Certificate/Diploma in Health and Social Care
- Edexcel Level 3 BTEC National Certificate/Diploma in Children's Care, Learning and Development.

# Specification content

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The guidance for learners sections are *Introduction*, *Recommended prior learning* and *What you need to learn* and, for internally assessed units only, *Assessment evidence*. The other sections give guidance for teachers.

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Unit 11: Social Issues and Welfare Needs	147
Unit 12: Understanding Human Behaviour	163

For the internally assessed units learners may apply their learning to any of the following service-user groups:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

It is suggested that they produce internally assessed work from **at least two** of the service-user groups. Learners should choose which of these groups they study for each internally assessed unit, with guidance from their centres.



# Unit 1: Human Growth and Development

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Externally assessed

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## Introduction

Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives.

This unit will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development and the experience of health and well-being. You will learn about:

- aspects of human growth and development throughout the different life stages
- factors that can influence human growth, development and health experience, including those that are inherited and those that are acquired during our lifespan
- what it means to be healthy, and how health and well-being can be promoted.

Evidence required in the external assessment will be appropriate to the setting or service users, in this unit. This could be drawn from any of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in the *What you need to learn* section and you will be assessed on your ability to apply this to the external assessment.

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## Recommended prior learning

None.

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## External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the January and June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 1.1 Life stages and aspects of human growth and development

This section of the unit focuses on human growth and development across the whole lifespan. You will learn about the key factors that influence human growth and development during the following life stages:

- infancy (0-2 years)
- early childhood (2-8 years)
- adolescence (9-18 years)
- early adulthood (18-45 years)
- middle adulthood (46-65 years)
- later adulthood (65+ years).

People develop a range of skills and abilities throughout their life. You will learn about the development of:

- physical skills – including gross and fine motor skills
- intellectual/cognitive ability – including thinking and language skills
- emotional development – including the formation of self-concept
- social skills – including forming relationships with others.

You will know how human growth and development follows distinctive patterns in each of the different life stages. For example, gross motor skills develop most rapidly in infancy, whereas social development starts in infancy and continues evolving throughout life. You will learn about the changes and the continuities that are features of human growth and development in each life stage.

## 1.2 Factors affecting growth and development

You will study a range of factors that influence human growth and development and that also have an impact on our experience of health and well-being.

The two main types of factors that you need to understand are:

- genetic or inherited factors
- environmental factors.

You will learn that many of our physical characteristics and capacities are genetically inherited from our parents. You will gain understanding of how genetic inheritance of disease can occur, and how it can affect a person's development and health experience.

You will learn about a range of environmental influences on human growth, development and health and well-being. These include:

- lifestyle factors – such as diet, exercise, use of drugs, alcohol, and tobacco smoking
- social factors – such as family, friends, health services, community groups, social class, socialisation and cultural beliefs
- physical environment factors – such as air and water quality, noise pollution, access to employment, income, education, and safe neighbourhoods
- psychological factors – such as self-esteem, self-concept, relationships with family and partners, and stress.

The 'nature-nurture' debate looks at the interactions between genetic and environmental factors in determining our health and well-being. You should understand the extent to which people can influence the factors that affect their health and well-being and the implications that this has both for individuals and for health and social care workers.

### 1.3 Promoting health and well-being

You will learn that health and well-being can be defined in different ways. For example:

- health can be defined as the absence of disease, this is sometimes described as a biomedical approach to health
- health can also be defined as a complete state of physical, mental and social well-being; this is more than simply the absence of disease and this definition is based on a holistic approach to health
- people often construct their own meanings of what it means to be 'healthy'; personal definitions of health and well-being vary according to a person's age, social background, cultural heritage, individual experiences, and the circumstances in which they live
- ill-health and disease can be classified as social, psychological, emotional or physical, and can be defined as the breakdown of general health and well-being.

Governments and other interest groups often run 'health promotion' campaigns. You will learn that there are various aims of health promotion. These include:

- making people more aware of health issues
- improving fitness levels generally
- helping prevent ill-health.

You will learn about different approaches to health promotion. These include:

- focusing on preventing disease (including immunisation, screening); this is a medical approach to health promotion
  - encouraging individuals to adopt healthier lifestyles by the provision of information (ie evidence of effects of smoking, alcohol, poor diet); this approach focuses on education to change behaviour
  - focusing on political action to change the physical or social environment (ie no smoking policy in public places, banning advertising and sponsorship). This approach operates at a societal level.
-

## Assessment evidence

This unit is externally assessed.

The external test will be based on a 1 hour and 30 minute written examination. This will consist of a series of structured questions based on case studies. The material in the case studies will draw upon:

- a aspects of growth and development throughout the different life stages
- b factors that can influence growth, development and health, including those that are inherited and those that are acquired during our lifespan
- c what it means to be healthy and how health can be promoted.

The paper will test your understanding of and ability to apply the knowledge base of the unit outlined in the *What you need to learn* sections of the units. You will be required to carry out analysis of issues and problems presented in the case studies. In addition you will be expected to evaluate evidence, make judgements and draw conclusions from material presented in the case studies.

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## Delivering this unit

Much of the learning can take place through the use of interesting and practical activities. In some cases, using a workplace for observations will provide relevant and useful information. Where placements are not possible, discussions, scenarios and simulations may be necessary to develop practical knowledge and understanding. Visits to establishments such as nurseries, schools and residential settings will also prove useful.

### 1.1 Life stages and aspects of human growth and development

Learners need to be aware of the key principles of growth and development. Growth and development are sequential and often at different paces for individuals. Care should be taken that learners do not stereotype when studying development and variations in development; they should be encouraged to view all people as individuals. There should be an overview of the norms for each of the areas of development at each life stage and the changing importance of different aspects of development should be emphasised. Learners should be made aware of the changing pattern of skills throughout life, including the effects of losing some degree of skill, for example following a stroke or accident. Learners should concentrate on the positive aspects of ageing, as well as the perceived negative ones. For example, when considering intellectual skills they could look at the change of emphasis in learning from work driven skills to learning for pleasure.

Delivery of the unit might include observation of clients, eg babies, children and those in later life. This could be done in nurseries, schools and residential settings. Informal visiting speakers can be used to identify characteristics and past life experiences relevant to the unit. Informal speakers could include mothers with babies and elderly relatives, who could be interviewed by the learners. Formal speakers might include people who work closely with people from one of the life stages, eg nursery nurses, workers and carers. Learners should be encouraged to draw on their own prior knowledge and experiences, although care should be taken if any sensitive issues arise.

**1.2 Factors affecting growth and development**

Learners should understand that growth and development (including health and well-being) might be affected by different types of factors. Learners understand the extent to which our genetic inheritance and our life experiences play a part and how this forms the basis of the 'nature-nurture' debate. It is important that learners study aspects of good health. Apart from the obvious aspects related to physical health, such as weight, diet and exercise, it is important that learners consider factors that contribute to intellectual, emotional and social well-being. It is important for learners to consider both the positive and negative aspects of factors which may affect development and health, including the links between the different areas of development. Learners should be encouraged to identify factors over which people have control and those which they may not be able to change, such as some social, economic or genetic factors. When covering factors, care should be taken to be sensitive to the different cultural and socio-economic groups in the learner's centre. Attention should be given to research on the effect of social class, both past and present.

**1.3 Promoting health and well-being**

Learners should be aware that there are different meanings of health and that health may mean different things to different people, depending on the person's age and circumstances. Learners should try to understand the links between the different aims of health promotion and the different types of approaches. Learners should look at the risks for different client groups, or groups such as smokers or drinkers. Building up a bank of promotion material would be a useful resource for the learners. Due to continuing developments in health and social care practice, it is essential for teachers to ensure that during their planning for delivery, reference is made to the most recent legislation and publications available.

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## Links

### Other units

This unit assumes little prior knowledge, other than material covered as part of the National Curriculum at KS3 and KS4. It does, however, build well on ideas developed in the GCSE in Health and Social Care. It links particularly with:

- Unit 3: Positive Care Environments
- Unit 4: Social Aspects and Lifestyle Choices
- Unit 7: Meeting Individual Needs
- Unit 8: Promoting Health and Well-being
- Unit 9: Investigating Disease.

### Industry

Visits to local health centres to observe and/or talk to health professionals in clinics, eg anti-smoking, well-woman and well-man.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Beckett C – *Human Growth and Development, Second Edition* (Sage Publications Ltd, 2009) ISBN 1847871798

Lancaster K – *AS Level Health & Social Care (for Edexcel) Revision Guide for Unit 1: Human Growth and Development* (Lulu.com, 2007) ISBN 1847533698

Moonie N – *GCE AS Level Health and Social Care (for Edexcel): Double Award Book* (Heinemann Educational Publishers, 2005) ISBN 043545370X

Moonie N – *GCE AS Level Health and Social Care (for Edexcel): Single Award Book* (Heinemann Educational Publishers, 2005) ISBN 0435453718

Walsh M et al – *Health and Social Care: Resource Pack: AS for Edexcel* (Collins Educational, 2005) ISBN 000720048X

Walsh M et al – *Health and Social Care: Student's Book: AS for Edexcel* (Collins Educational, 2005) ISBN 0007197888

### Websites

BBC	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Department of Health	<a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
National Institute for Health and Clinical Excellence (NICE)	<a href="http://www.nice.org.uk">www.nice.org.uk</a>
Search engine	<a href="http://www.google.co.uk">www.google.co.uk</a>
UK Statistics Authority	<a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>

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## Unit 2: Communication and Values

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Internally assessed

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### Introduction

This unit will give you an understanding of the importance of communication in all caring activities, and about values involved in care. You will learn about the value base of care and the transmission of values through communication.

This will include:

- knowledge and understanding of communication
- the care value base
- the transmission of values through communication.

Evidence presented for assessment will be appropriate to the setting, or service user, chosen for the unit. This will be drawn from one of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in the What you need to learn section and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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### Recommended prior learning

None.

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## What you need to learn

**2.1 Communication** You will find out about different types of communication, including:

- language – spoken and written, formal and informal
- signing and Braille
- cultural variations, including accents
- music, drama, arts and crafts
- exchange of information
- promoting relationships and offering support
- negotiation
- visual, electronic and other technology.

You will need to understand and demonstrate interpersonal interaction and the many skills involved which enable effective communication. Skills include:

- understanding of personal space, the location of a setting, and distances between speakers
- use of body language, such as how you sit or stand, being open or closed in body posture, proximity, facial expressions, eye contact, gesture and body movement, body tension, gestures, contact and touch, personal presentation
- listening skills, such as active listening, checking understanding, reflecting, paraphrasing, being receptive, being attentive and responsive, respecting identity and preferred forms of address, warmth, sincerity, and respect, as well as respecting silence
- use of appropriate language, including asking open rather than closed questions, clarity, pace, tone, pitch, volume, prompts, encouragement, relaxed manner, showing empathy, being friendly, being assertive, self-monitoring, giving time
- maintenance of confidentiality as appropriate
- building a professional relationship with service users.

Also, you will learn about the barriers to effective communication. Barriers may be:

- environmental, such as noise, lighting, location, lack of privacy, interruptions, distractions, invasion of personal space
- sensory, such as hearing or sight
- cultural, such as language differences, interpreting expressions, assumptions, stereotypes, belief systems, emotional distress
- gender and age differences
- ignoring the body language of others, off-loading and imposing own agenda, being patronising or defensive
- shyness, being aggressive
- lack of self-awareness
- haste.

Along with these barriers you need to know about and demonstrate strategies to overcome them, such as:

- technological aids
- interpreters, translators and advocates
- use of specialist advice for communication difficulties
- adaptation of the environment
- understanding cultural differences
- understanding tensions between own beliefs and those of others
- checking understanding
- self-awareness and awareness of need to improve own skills.

As well as interpersonal communication, you will need to know about and demonstrate communication in groups. Issues include:

- planning, managing and concluding a group activity
- the stages that groups may go through
- skills of encouraging others, inclusion, respecting and showing value for the views of others to enhance group cohesion
- inhibiting factors such as dominating, pairing, blocking, irrelevant talking, ignoring, changing the subject, using inaccessible terminology
- negotiation skills, seeking of advice, turn-taking.

## **2.2 Care value base**

You will know about and understand the idea of the care value base, which consists of principles that underlie all health and social care practice.

These principles include the positive promotion of:

- equality in care practice
- people's rights
- respect for differences and for the choices or preferences of others in a positive manner
- anti-discriminatory practice on the basis of race, belief, gender, disability or culture, health status, cognitive ability or mental health, background, place of origin, marital status or sexuality
- confidentiality and trust, in the recording and storage of records, in privacy within conversations
- support and advocacy.

You will need to understand the importance of legislation and regulations relating to how service users are treated. You will need to learn the requirements for a safe and secure working environment which values the rights of service users and care workers. This includes:

- equal opportunities legislation (eg Sex Discrimination Act, Race Relations Act, Disability Discrimination Act)
- legislation relating to confidentiality (eg Data Protection Act)
- ethical issues related to confidentiality and trust
- charters, codes of practice, and policies in care organisations (eg *Your Guide to the NHS: getting the most from your National Health Service*, codes of ethics, NHS Community Care Act).

In addition, you will learn that care workers must treat all service users without unfair discrimination, because discriminatory practice can affect people's sense of well-being and lead to loss of self-esteem or self-worth.

It is also important to understand that people who are being cared for should maintain and develop a sense of empowerment rather than feelings of dependence upon others.

You will need to understand that some people may be affected by the inequalities within society, such as people who are disabled, older, economically and/or educationally disadvantaged, marginalised, or without easy access to services.

You will learn about the effects of stereotyping and labelling, eg 'the elderly' or 'the disabled'.

Also, you will identify your own beliefs and prejudices, and understand the need to challenge discriminatory behaviour. You will have an awareness of ethical issues when balancing the rights of individuals with the rights of others.

You will learn about the principle of equality, the concept of tolerance, the cycle of disadvantage, the moral rights of individuals, and the advantages of diversity in our society.

### **2.3 Transmission of values**

You will learn about and demonstrate how values are communicated in any caring situation. This may be done through:

- positively establishing and maintaining relationships
- getting to know the service user in a sensitive manner, and sharing experiences
- showing awareness of needs
- promotion of a person's identity in a positive manner
- respect for individual differences
- respect for the worth of individuals in all interactions including personal dignity
- consideration of choice and preference
- encouragement of independence and support
- confidentiality of information and discussion
- praise.

## Assessment evidence

Assessment evidence should consist of a report of an interaction in a relevant work-related context in the care sector, between you and a person from **one** of the following settings or service-user groups:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

The interaction may be either a group interaction or a one-to-one interaction. To achieve higher marks in this assessment more than one interaction should be carried out, and a comparison between the interactions should be made.

The report must include evidence of all of the following:

- a\* the types and range of communication skills you have used, and an awareness of the care value base
- b the transmission of the care values in the way you have communicated with the person concerned
- c possible barriers to communication and how you overcame these
- d an evaluation of the interaction(s) and conclusions drawn from the evidence collected.

When you carry out interviews or activities with clients, as part of your internally assessed work, it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1) QWC (i-iii)	<p>The learner's report will indicate that they have a basic knowledge and understanding of communication and the transmission of values and how this is applied to an interaction with a client.</p> <p>They will give at least one example of the use of communication and the transmission of values.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-10)</b></p>	<p>The learner's report demonstrates an accurate level of knowledge and a good understanding of communication and the transmission of values, and how this is applied to an interaction with a client.</p> <p>They will give at least three examples and explanations of the use of communication and the transmission of values.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(11-15)</b></p>	<p>The learner's report demonstrates a high level of knowledge and understanding of communication and the transmission of values, and how this is applied to interactions with clients.</p> <p>They will give ample examples, with detailed explanations and comparisons with respect to the use of communication and the transmission of values.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(16-20)</b></p>	<b>20</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(b) (AO2)	<p>The learner demonstrates the ability to apply their knowledge and understanding to a work-related context.</p> <p>The evidence for this is seen in the learner's report with brief descriptions of how communication and the transmission of values are related to the particular work-related context.</p> <p>The report is not always accurate; it is descriptive and explanation is limited.</p> <p>There is some use of specialist vocabulary, but this limited.</p> <p>(0-9)</p>	<p>The learner demonstrates the ability to apply their knowledge and understanding to a work-related context.</p> <p>The evidence for this is seen in the learner's report explaining how communication and the transmission of values are related to the particular work-related context.</p> <p>There will be good use of specialist vocabulary.</p> <p>The report is accurate, but the learner does not fully demonstrate application of knowledge.</p> <p>(10-14)</p>	<p>The learner demonstrates the ability to apply their knowledge and understanding appropriately and accurately in a range of relevant work-related contexts.</p> <p>The evidence for this is seen in the learner's ability to explain how communication and the transmission of values are related not only to the particular work-related context but can also be applied in a number of similar contexts.</p> <p>There will be extensive use of specialist vocabulary.</p> <p>The report is accurate and the learner fully demonstrates application of knowledge.</p> <p>(15-18)</p>	18

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (A03)	<p>The learner demonstrates basic skills in obtaining information and there is little evidence of independent research and evidence gathering.</p> <p>The number of relevant sources used is limited. The learner will list some of the possible barriers to communication and describe how they may overcome them.</p> <p>The information is limited and is not always relevant.</p> <p>There is little analysis of work-related issues and problems.</p> <p>(0-5)</p>	<p>The learner demonstrates good skills in obtaining information.</p> <p>There is evidence of independent research and evidence gathering. The learner will describe the possible barriers to communication and explain how they may overcome them.</p> <p>Information is drawn from several sources and is both relevant and sufficient.</p> <p>There is analysis but this may lack detail.</p> <p>Relevant links to work-related issues and problems are made.</p> <p>(6-8)</p>	<p>The learner demonstrates excellent skills in obtaining and applying information.</p> <p>The learner demonstrates initiative in planning their own methods of obtaining information and evidence. The learner will examine and explain the possible barriers to communication and evaluate how they may overcome them.</p> <p>Information is relevant and extensive and is drawn from a number of sources of different types.</p> <p>There are many appropriate links to work-related issues and problems.</p> <p>There is good, detailed analysis including analysis of work-related issues and problems.</p> <p>(9-11)</p>	11

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4)	<p>The learner demonstrates a basic level of evaluative skills.</p> <p>The learner is able to discuss, but there are summaries rather than conclusions. Any conclusions are simple and are generally offered without supporting arguments.</p> <p>(0-5)</p>	<p>The learner demonstrates good evaluative skills and draws reasoned conclusions, which are clear and based on evidence.</p> <p>(6-8)</p>	<p>The learner demonstrates excellent evaluative skills.</p> <p>Valid conclusions are drawn from the evidence presented. These conclusions are clear, well reasoned and detailed.</p> <p>(9-11)</p>	11
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

Learners need to produce a report of an interaction undertaken in a chosen work-related context, which should be with either people who are ill, older people, individuals with specific needs or young children. The interaction may be with either an individual or with a group.

#### *Assessment evidence (a) requires:*

Learners to demonstrate basic knowledge and understanding of the nature of effective communication and the types and range of skills involved in communicating in the care sector. They should also demonstrate knowledge and understanding of the care value base and the transmission of values through communication as specified, and as relevant, in sections 2.1, 2.2 and 2.3.

At the lower end of the mark band it is expected that the learner will demonstrate a very low level of knowledge and understanding of communication skills and the transmission of values. They give one example of their use, and their report has a very limited use of specialist vocabulary. The report is often not accurate and has many omissions. The learner offers no explanations and needs considerable guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a basic knowledge and understanding of communication skills and the transmission of values. They give one or two examples of their use, and their report has limited use of specialist vocabulary. The report is not always accurate and has some omissions. The learner offers few explanations and needs some guidance to complete the work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### *Assessment evidence (b) requires:*

Learners to demonstrate, with evidence, a limited range of communication and transmission skills at a basic level. There should be some independence in the nature of the evidence, eg a witness testimony and not limited to the learner's own evidence. Learners should also demonstrate how they have applied the knowledge, understanding and skills accurately in a work-related context within the health and social care sector, but this may not be explicitly linked to the work-related context itself.

At the lower end of the mark band it is expected that the learner will demonstrate a very basic application of the knowledge, understanding and skills in a work-related context. Their report is descriptive with no explanations. There is very limited use of specialist vocabulary, and the report is often inaccurate and has many omissions. Learners need considerable guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a basic application of knowledge, understanding and skills in a work-related context. Their report is descriptive with few explanations. There is limited use of specialist vocabulary, and the report is often inaccurate and has some omissions. Learners need some guidance to complete the work.

*Assessment evidence (c) requires:*

Learners to use a limited range of information sources when undertaking their research and demonstration of skills using given techniques. There will be little analysis of work-related issues and problems, eg barriers to communication.

At the lower end of the mark band it is expected that the learner will demonstrate very basic skills in obtaining information, using only one source. The information is very limited and not often relevant. There is no analysis of work-related issues and problems. Learners need considerable guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate basic skills in obtaining information, using one or two sources. The information is limited and not always relevant. There is little analysis of work-related issues and problems. Learners need some guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to evaluate evidence, describing good and bad points in the interaction, with summaries, rather than conclusions, being offered.

At the lower end of the mark band it is expected that the learner will describe a limited number of good and bad points (one or two good and bad points). A short summary is offered and the learner needs considerable guidance to complete the work.

At the higher end of the mark band it is expected that the learner will describe a reasonable number of good and bad points (three or four good and bad points). A summary is offered and the learner needs some guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a clear and detailed report of an interaction undertaken in a chosen work-related context, which should be with either people who are ill, older people, individuals with specific needs or young children. The interaction should be with either an individual or a group.

### *Assessment evidence (a) requires:*

Learners to demonstrate, beyond a basic level, knowledge and understanding of the nature of effective communication and the types and range of skills involved in communicating in the care sector, the features of communications in groups, the care value base and the transmission of values through communication in care. These need to be as specified, and, as relevant, in sections 2.1, 2.2 and 2.3.

At the lower end of the mark band it is expected that the learner will demonstrate a satisfactory level of knowledge and understanding of communication skills and the transmission of values. They give three examples of their use, which are explained briefly. Their report uses correct specialist vocabulary, but not as often as possible. It is accurate, but is not explained well. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a clear knowledge and understanding of communication skills and the transmission of values. They give three or four examples of their use, which are explained well. Their report uses correct specialist vocabulary, throughout most of the report. It is accurate and has some explanation, but it is not explained fully. The learner needs very little guidance to complete the work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

### *Assessment evidence (b) requires:*

Learners to demonstrate, with evidence, a range of communication and transmission skills beyond a basic level. Evidence should include not only effective communication skills, but also the transmission of values, which should be referred to explicitly by the learner. There should be some independence in the nature of the evidence, eg a witness testimony and evidence should be derived from more than one source. These should not be limited to the learner's own evidence. Learners should also demonstrate how they have applied the knowledge, understanding and skills accurately in a work-related context within the health and social care sector, and be as explicitly related to the work-related context itself.

At the lower end of the mark band it is expected that the learner will demonstrate a satisfactory use of a range of communication and transmission skills. The report demonstrates a satisfactory application of the knowledge, understanding and skills in a work-related context, but this is often not explained fully. They need limited guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a good use of a range of communication and transmission skills. The report demonstrates a good application of knowledge, understanding and skills in a work-related context, which is explained adequately, though not fully. They need very limited guidance to complete the work.

*Assessment evidence (c) requires:*

Learners to demonstrate good skills in obtaining information from several sources, including evidence for the demonstration of skills. Links are made to work-related issues and problems, eg barriers to communication. Learners will be able to suggest ways of overcoming such barriers.

At the lower end of the mark band it is expected that the learner will demonstrate satisfactory skills in obtaining information, drawn from three sources. At least one of these sources will demonstrate independent research skills. The information will be relevant and sufficient, and there will be a brief analysis, but this may be lacking in detail. Learners will receive limited guidance.

At the higher end of the mark band it is expected that the learner will demonstrate good skills in obtaining information, drawn from three or four sources. One or two of these sources will demonstrate independent research skills. The information will be relevant and sufficient, and there will be an analysis, but this may be lacking in detail. Learners will receive very limited guidance.

*Assessment evidence (d) requires:*

Learners to evaluate evidence and some reasoned conclusions made about their ability to communicate effectively in the care sector and to transmit values through communication.

At the lower end of the mark band the learner is expected to show satisfactory evaluative skills and draw brief but reasoned conclusions. The learner needs limited guidance to complete the work.

At the higher end of the mark band the learner is expected to show good evaluative skills and draw reasoned conclusions, based on evidence. The learner needs very limited guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

To achieve the higher marks in this assessment, more than one interaction should be carried out, and a comparison between the interactions should be made.

Learners need to produce a clear, detailed and in-depth report of more than one interaction, undertaken in a chosen work-related context, which should be with either people who are ill, older people, individuals with specific needs or young children. The interactions should be with individuals or a group, and should take place in different situations in the work-related context, eg personal care, mealtimes, undertaking activities.

#### *Assessment evidence (a) requires:*

Learners to demonstrate, in the report, an in-depth knowledge and understanding of the nature of effective communication and the types and range of skills involved in communicating in the care sector, the features of communication in groups, the care value base and the transmission of values through communication in care. These need to be as specified, and as relevant, in sections 2.1, 2.2 and 2.3.

At the lower end of the mark band it is expected that the learner will demonstrate a high level of knowledge and understanding of communication skills and the transmission of values. They provide satisfactory evidence and comparisons with respect to their use, throughout the report. Their report uses correct specialist vocabulary, in almost all situations. It is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a very high level of knowledge and understanding of communication skills and the transmission of values. They provide ample evidence and comparisons with respect to their use, throughout the report. Their report uses correct specialist vocabulary, in all situations. It is accurate and very well explained. The learner works independently and needs no support.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

#### *Assessment evidence (b) requires:*

Learners to demonstrate, with evidence, a range of communication and transmission skills at a high level. Evidence should include not only effective communication skills, but also the transmission of values, which should be referred to explicitly by the learner. Using appropriate techniques both given and devised by the learner, there should be independent evidence of these skills, eg a witness testimony. Evidence should be derived from two interactions. Learners must also demonstrate how they have applied the knowledge, understanding and skills accurately and independently, with a minimum of guidance, to a work-related context within the health and social care sector, and be explicitly related to the work-related context.

At the lower end of the mark band it is expected that the learner will demonstrate a good use of a range of communication and transmission skills. The report demonstrates a high level of application of the knowledge, understanding and skills in a work-related context. They should carry out two interactions and explain how these differed from each other. Their report uses correct specialist vocabulary, in almost all situations. It is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate an excellent use of a range of communication and transmission skills. The report demonstrates a very high level of application of the knowledge, understanding and skills in a work-related context. They should carry out two interactions and explain fully how these differed from each other. Their report uses correct specialist vocabulary, in all situations. It is accurate and very well explained. Learners work independently and need no support.

*Assessment evidence (c) requires:*

Learners to demonstrate excellent skills in obtaining information and devise and plan their own methods to obtain information and evidence, and use appropriate techniques and a wide range of information sources. They must also analyse work-related issues with respect to the use of the care value base and skills of communication. Different barriers to communication should be analysed and strategies suggested for overcoming these barriers.

At the lower end of the mark band it is expected that learners will demonstrate very good skills in obtaining information from their own methods, from at least three sources of different types. The information will be relevant and extensive, and there will be a detailed analysis, which will cover some work-related issues and problems. Learners will receive only occasional support.

At the higher end of the mark band it is expected that learners will demonstrate excellent skills in obtaining information from their own methods, from at least four sources of different types. The information will be relevant and extensive and there will be a good, detailed analysis, which will analyse many work-related issues and problems. Learners work independently and need no support.

*Assessment evidence (d) requires:*

Learners to analyse and evaluate evidence, drawing valid conclusions and make well-reasoned judgements from the evidence presented and show a high level of independent thinking and initiative.

At the lower end of the mark band it is expected that the learner shows very good evaluative skills and draws well-reasoned conclusions, with some detail. Learners need only occasional support to complete the work.

At the higher end of the mark band it is expected that the learner shows excellent evaluative skills and draw well-reasoned and detailed conclusions. They need only occasional support to complete the work. Learners work independently and need no support.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

Centres should note the use of the terminology ‘work-related context’ here. This refers to a particular care setting, which may be for either older people, individuals with specific needs, those who are ill or young children.

Different ways of demonstrating evidence of skills will also need to be addressed if learners are to meet the higher-level assessment criteria for this unit. Learners will generally need to be guided with respect to the work-related context they use for their report. As can be seen in the introduction, they may choose either a care setting for elderly people, people who are ill, individuals with specific needs or young children. Learners will need to practise making notes on their interactions with others in the classroom situation.

Centres should note that a primary school, although accessible, might not be the ideal work-related context for deriving evidence for this unit. With respect to young children, a more appropriate context would be a nursery setting where more care is involved. Where learners, for whatever reason, are unable to obtain their interaction evidence in a care setting, they can role-play communication in a work-related context. Centres should note, however, that this is not always easy if learners are to avoid stereotypical behaviours.

### 2.1 Communication

Although there is a strong practical bias to this unit, learners will need to have a comprehensive knowledge and understanding of communication, the different types and skills of communication, barriers affecting communication and strategies for overcoming barriers.

Visits to different care settings (work-related contexts) are also recommended as these enable learners to watch communication taking place within a setting and to examine how communication takes place.

In addition, learners will need to understand a range of factors relating to the effective use of communication skills in both interpersonal and group situations and the different situations in which communication takes place within a care setting (work-related context) such as mealtimes, undertaking activities and personal care.

Learners can note barriers to communication and strategies to overcome barriers either during a visit or in their own role-play situations. Learners will then need to examine their own skills and how they may be able to communicate in a care situation.

### 2.2 Care value base

Learners will need to understand the principles of the care value base, which underlie all health and social care, as well as early years, practice.

It is suggested that considerable use is made of video, role-play and simulation so that learners may practise their skills in a relaxed situation before needing to demonstrate how value is communicated.

### 2.3 Transmission of values

Delivery of the unit may be done experientially and with the use of video of communication in health and social care contexts (televised programmes such as *Holby City* and *Casualty* may be useful here). In particular, the transmission of values should be studied. This will enable learners to move towards understanding how values are transmitted through the process of communication.

## Links

<b>Other units</b>	Unit 3: Positive Care Environments Unit 7: Meeting Individual Needs
<b>Other vocational awards</b>	BTEC National Diplomas in Health and Social Care, and Children's Care, Learning and Development

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Burnard P et al – <i>Caring and Communicating, Second Revised Edition</i> (Palgrave Macmillan, 1997) ISBN 0333664396
	Egan G – <i>The Skilled Helper, International Edition</i> (Thomson Learning, 2006) ISBN 0495127957
	Fuzy J – <i>Improving Communication Skills for Better Care</i> (Hartman, 1998) ISBN 1888343125
	Pease A – <i>The Definitive Book of Body Language: How to Read Others' Attitudes by Their Gestures, New Edition</i> (Orion, 2005) ISBN 0752858785
	Robb M et al – <i>Communication, Relationships and Care: A Reader</i> (Routledge, 2003) ISBN 0415326605
	Van Servellen G – <i>Communication Skills for the Health Professional: Concepts and Techniques</i> (Aspen, 1998) ISBN 0834207664
<b>Websites</b>	BBC <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
	Department of Health <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
	National Institute for Health and Clinical Excellence (NICE) <a href="http://www.nice.org.uk">www.nice.org.uk</a>
<b>Video</b>	Television programmes such as <i>Casualty</i> and <i>Holby City</i> might be useful for this unit.

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## Unit 3: Positive Care Environments

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Internally assessed

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### Introduction

The knowledge that you gain from this unit will allow you to understand that positive care practice relies on practitioners having a comprehensive understanding of the diverse society we live in, and that the promotion of a care value base can enhance services users' opportunities in accessing services.

On completion of this unit you will understand that organisations and society have a responsibility to protect and safeguard the rights of those who are vulnerable, and that the only effective way to do this is through formal policy and legislation.

Evidence presented for assessment will be appropriate to the setting, or service user, chosen for the unit. This will be drawn from one of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in the *What you need to learn* section and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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### Recommended prior learning

Unit 1: Human Growth and Development

Unit 2: Communication and Values

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## What you need to learn

**3.1 Values and individual rights** In this section you will develop knowledge and understanding of the importance of the principle of equality, especially in a multi-cultural and diverse society.

You will understand the need, within health and social care, to have a value base that emphasises:

- confidentiality
- effective communication
- anti-discriminatory practice
- empowerment
- respect for individual choice, identity, culture and beliefs.

You will find out how organisations have acknowledged service users' rights through policies and procedures. These include confidentiality and advocacy policies and the different forms of redress service users can access if their particular needs have not been adequately met.

**3.2 Barriers to access** A major factor hindering some service users from accessing services, to which they have a right, are the barriers they encounter. Such barriers include:

- language/communication barriers
- organisational barriers
- emotional barriers
- geographical barriers and physical barriers.

You will be able to demonstrate how barriers may affect an individual's right to access, and how they may be overcome through organisational practice.

In addition, some service users experience discrimination, labelling, stereotyping or prejudice when accessing services. You will need to identify, and demonstrate knowledge of the main groups in society who are vulnerable to such unfair treatment.

You will gain knowledge and understanding of the bases of discrimination. This includes:

- gender
- disability
- ethnicity.

In addition, you will need to be able to explain the forms of discrimination that occur, such as direct and indirect discrimination, and how they apply within a given context.

You will need to be able to explain and discuss the consequences of discrimination on the individual, such as:

- being marginalised
- social exclusion
- diminished life chances
- disempowerment
- the cycle of oppression.

You will be required to demonstrate understanding of how the knowledge can be applied to the promotion of positive care environments.

### **3.3 Creating a positive environment**

Two factors that are central to the creation of a positive care environment are the individual practitioner and the organisation.

As care practitioners, we have a responsibility to challenge behaviour and practices which discriminate against services users, and at the same time promote positive interaction and practice whenever possible.

You will develop an understanding of the positive and negative impact of concepts such as:

- socialisation
- prejudices
- norms
- values
- beliefs
- all within health and social care.

At the same time, you will learn how adopting and applying a care value base, using appropriate language, and challenging the behaviour of others, can help to create more positive care environments.

You will also develop an understanding of how organisational size, structure, and culture can lead to discriminatory practice, and at worst institutional discrimination. You will understand how organisations can overcome such disadvantages through the development and implementation of positive policy and practice.

You will be able to apply your knowledge of how organisations can overcome such negative influences and promote a more positive environment by adopting, monitoring, and evaluating policies and procedures including:

- equal opportunities policy
- mission statements
- codes of practices – UKCC/BASW
- recruitment and selection
- whistle-blowing
- confidentiality
- advocacy
- health and safety
- training and education/professional development
- named nurse/key worker
- grievance and discipline
- disability access.

### **3.4 How society promotes service users rights**

Society has a moral responsibility to safeguard the rights of service users. To meet that responsibility, legislation has been implemented to protect service users from discrimination by identifying systems of redress and how users' rights can be promoted through the services they are accessing.

You will need to know about the organisation's responsibilities and the importance of legislation.

You will need to:

- learn the key concepts of up-to-date UK and EU legislation
  - understand the implications of care organisations not complying with UK and EU legislation
  - understand how systems of redress have been developed to safeguard and promote the rights of service users, such as methods of dealing with complaints within an organisation, tribunals, Equal Opportunities Commission, Race Relations Commission, Human Rights Commission and Disability Rights Commission.
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## Assessment evidence

The assessment evidence for this unit will consist of a written report on how one of the service-user groups specified below accesses services.

Evidence presented will be appropriate to **one** of the following settings or service-user groups:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

The report will focus on the following:

- a\* the rights of service users when accessing services
- b the potential barriers experienced by that service user group when accessing services, and the effects of these barriers
- c practitioner and organisational policies and practices designed to create a positive care environment, application of relevant policies and procedures adopted and implemented by the organisation which promote positive access for their particular service user group
- d evaluation of how legislation safeguards and promotes the rights of service users, explaining organisations' responsibilities under relevant legislation and explain methods of redress open to service users.

When you carry out interviews or activities with clients, as part of your internally assessed work, it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1) QWC (i-iii)	<p>The learner demonstrates a basic level of knowledge and understanding of the rights of service users. The learner can offer a basic explanation of the importance of a value base in relation to the support of these rights, though understanding may be limited.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-10)</b></p>	<p>The learner demonstrates an accurate level of knowledge and a good understanding of the rights of service users. The learner can explain the importance of a value base in relation to the support of these rights, showing good understanding.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(11-15)</b></p>	<p>The learner demonstrates a high level of knowledge and understanding of the rights of service users. The learner can clearly explain the importance of a value base in relation to the support of these rights, and show excellent understanding.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar</p> <p style="text-align: right;"><b>(16-20)</b></p>	<b>20</b>
(b) (AO2)	<p>The learner can demonstrate basic application of knowledge and understanding of potential barriers to access. This is evidenced through their ability to list and describe barriers, and their effects. The learner needs guidance to be able to apply this knowledge to the promotion of positive care environments.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>The learner can demonstrate accurate application of knowledge and a good understanding of potential barriers to access. This is evidenced through their ability to identify and explain barriers, and their effects. The learner is able to apply this knowledge to the promotion of positive care environments.</p> <p style="text-align: right;"><b>(10-14)</b></p>	<p>The learner can demonstrate a high level of application of knowledge and understanding of potential barriers to access. This is evidenced through their ability to identify, explain and discuss barriers, and their effects. The learner is able to apply this knowledge appropriately and accurately to the promotion of positive care environments.</p> <p style="text-align: right;"><b>(15-18)</b></p>	<b>18</b>

	<b>Mark band 1</b>	<b>Mark band 2</b>	<b>Mark band 3</b>	<b>Mark awarded</b>
<b>(c)</b> <b>(A03)</b>	The learner demonstrates basic ability to research and analyse factors that influence the creation of a positive care environment. They are able to identify at least one way that organisations can promote a more positive environment through the development and implementation of positive policy and practice. <b>(0-5)</b>	The learner demonstrates good ability to research and analyse factors that influence the creation of a positive care environment. They are able to explain at least two ways that organisations can promote a more positive environment through the development and implementation of positive policy and practice. <b>(6-8)</b>	The learner demonstrates a high level of ability to research and analyse factors that influence the creation of a positive care environment. They are able to analyse and explain at least three ways that organisations can promote a more positive environment through the development and implementation of positive policy and practice. <b>(9-11)</b>	<b>11</b>
<b>(d)</b> <b>(A04)</b>	The learner demonstrates an ability to evaluate how legislation safeguards and promotes the rights of service users. The learner is able to identify and describe organisations' responsibilities under relevant legislation. A basic knowledge of methods of redress open to service users is shown by the identification and description of at least one of the methods. <b>(0-5)</b>	The learner demonstrates a good ability to evaluate how legislation safeguards and promotes the rights of service users. The learner is able to describe and explain organisations' responsibilities under relevant legislation. A good knowledge of methods of redress open to service users is shown by the description and explanation of at least two of the methods. <b>(6-8)</b>	The learner demonstrates an excellent ability to evaluate how legislation safeguards and promotes the rights of service users. The learner is able to analyse and explain organisations' responsibilities under relevant legislation. A high level of knowledge of methods of redress open to service users is shown by the analysis and clear explanation of at least three of the methods. <b>(9-11)</b>	<b>11</b>
			<b>Total marks</b>	<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

Learners need to produce a report of how service users, which should be either people who are ill, older people, individuals with specific needs or young children, access services.

The activity may be undertaken with either an individual or a group.

Learners must work individually if undertaking an activity with an individual and may work either individually or with a partner or group if undertaking an activity with a group. If they are working as part of a group or with a partner, care must be taken to ensure that the evidence is the learner's evidence in their own words.

*Assessment evidence (a) requires:*

Learners to demonstrate knowledge and understanding of the rights of service users, and explain the importance of a value base in supporting these rights.

At the lower end of the Mark band it is expected that learners will demonstrate a very low level of knowledge and understanding of service users' rights. They identify and provide a basic description of one aspect of a value base. The report is often not accurate and has many omissions. The learner offers no explanations and needs considerable guidance to complete the work.

At the higher end of the Mark band it is expected that learners will demonstrate a basic knowledge and understanding of service users' rights. They identify and provide basic descriptions of one or two aspects of a value base. The report is not always accurate and has some omissions. The learner offers few explanations and needs some guidance to complete the work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

*Assessment evidence (b) requires:*

Learners to demonstrate application of knowledge and understanding of potential barriers to access.

At the lower end of the mark band, learners will demonstrate a very basic application of knowledge and understanding of potential barriers to access. They are able to list and provide two very basic descriptions of the barriers and their effects. They give brief descriptions of how this is applied to the promotion of positive care environments. They need considerable guidance to complete the work.

At the higher end of the mark band learners will demonstrate a basic application of knowledge and understanding of potential barriers to access. They are able to list and provide two or three basic descriptions of the barriers and their effects. They give descriptions of how this is applied to the promotion of positive care environments. They need some guidance to complete the work.

*Assessment evidence (c) requires:*

Learners to demonstrate ability to research and analyse factors that influence the creation of a positive care environment, and explain how policy and practice help organisations to promote a more positive environment.

At the lower end of the mark band it is expected that learners will demonstrate a very basic ability to research and analyse one factor that influences the creation of a positive care environment. They identify one way that policy and practice helps organisations to promote a more positive environment. Learners need considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a basic ability to research and analyse two factors that influence the creation of a positive care environment. They identify at least two ways that policy and practice helps organisations to promote a more positive environment. Learners need some guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to demonstrate an ability to evaluate how legislation safeguards and promotes the rights of service users. Learners are able to explain organisations' responsibilities under relevant legislation, and display knowledge of methods of redress open to service users by describing and explaining methods.

At the lower end of the mark band it is expected that learners will demonstrate a very basic ability to evaluate one way in which legislation safeguards and promotes the rights of service users. Learners are able to identify and describe one responsibility of organisations under relevant legislation at a very basic level. Learners display very basic knowledge of methods of redress open to service users by simplistic identification and description of one method. Learners need considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a basic ability to evaluate two ways in which legislation safeguards and promotes the rights of service users. They are able to identify and describe two responsibilities of organisations under relevant legislation at a basic level. Learners display basic knowledge of methods of redress open to service users by identification and description of two methods. Learners need some guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a clear and detailed report of how a service user, which should be either people who are ill, older people, individuals with specific needs or young children, access services.

The activity may be undertaken with either an individual or a group.

Learners must work individually if undertaking an activity with an individual and may work either individually or with a partner or group if undertaking an activity with a group. If they are working as part of a group or with a partner, care must be taken to ensure that the evidence is the learner's evidence in their own words.

*Assessment evidence (a) requires:*

Learners to demonstrate knowledge and understanding of the rights of service users, and explain the importance of a value base in supporting these rights.

At the lower end of the mark band it is expected that learners will demonstrate a satisfactory level of knowledge and understanding of service users rights. They identify and provide satisfactory descriptions of a few aspects of a value base. The report is mostly accurate but has many omissions. The learner offers few explanations and needs considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a clear knowledge and understanding of service users rights. They identify and provide clear descriptions of some aspects of a value base. The report is accurate but has many omissions. The learner offers some explanations and needs considerable guidance to complete the work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

*Assessment evidence (b) requires:*

Learners to demonstrate application of knowledge and understanding of potential barriers to access.

At the lower end of the mark band learners will demonstrate a satisfactory level of application of knowledge and understanding of potential barriers to access. They are able to list and provide two satisfactory descriptions of the barriers and their effects. They give descriptions of how this is applied to the promotion of positive care environments. They need limited guidance to complete the work.

At the higher end of the mark band learners will demonstrate a clear application of knowledge and understanding of potential barriers to access. They are able to list and provide two or three clear descriptions of the barriers and their effects. They give good descriptions of how this is applied to the promotion of positive care environments. They need very limited guidance to complete the work.

*Assessment evidence (c) requires:*

Learners to demonstrate ability to research and analyse factors that influence the creation of a positive care environment, and explain how policy and practice helps organisations to promote a more positive environment.

At the lower end of the mark band it is expected that learners will demonstrate a satisfactory level of ability to research, and analyse two factors that influences the creation of a positive care environment. They identify two ways that policy and practice helps organisations to promote a more positive environment. Learners need limited guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a clear ability to research and analyse two or three factors that influences the creation of a positive care environment. They identify two or three ways that policy and practice helps organisations to promote a more positive environment. Learners need very limited guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to demonstrate an ability to evaluate how legislation safeguards and promotes the rights of service users. Learners are able to explain organisations' responsibilities under relevant legislation, and display knowledge of methods of redress open to service users by describing and explaining methods.

At the lower end of the mark band it is expected that learners will demonstrate a satisfactory ability to evaluate two or three ways in which legislation safeguards and promotes the rights of service users. They are able to describe two or three responsibilities of organisations under relevant legislation at a satisfactory level. Learners display satisfactory knowledge of methods of redress open to service users by providing explanations of two or three methods. Learners need limited guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a good ability to evaluate three ways in which legislation safeguards and promotes the rights of service users. They are able to describe three responsibilities of organisations under relevant legislation at a good level. Learners display good knowledge of methods of redress open to service users by providing explanations of three methods. Learners need very limited guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners need to produce a clear, detailed and in-depth report of how a service user, which should be either people who are ill, older people, individuals with specific needs or young children, accesses services.

The activity may be undertaken with either an individual or a group.

Learners must work individually if undertaking an activity with an individual and may work either individually or with a partner or group if undertaking an activity with a group. If they are working as part of a group or with a partner, care must be taken to ensure that the evidence is the learner's evidence in their own words.

*Assessment evidence (a) requires:*

Learners to demonstrate knowledge and understanding of the rights of service users, and explain the importance of a value base in supporting these rights.

At the lower end of the mark band it is expected that learners will demonstrate a very good level of knowledge and understanding of service users' rights. Learners can clearly explain the importance of the value base, and show a clear understanding of this. The report is mostly accurate and usually well explained. Learners need only occasional support to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a high level of knowledge and understanding of service users' rights. Learners can clearly explain the importance of the value base, and show an excellent understanding of this. The report is accurate and well explained. Learners work independently and need no support.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

*Assessment evidence (b) requires:*

Learners to demonstrate application of knowledge and understanding of potential barriers to access.

At the lower end of the mark band learners will demonstrate a very good level of application of knowledge and understanding of potential barriers to access. They are able to identify, explain and discuss three of the barriers and their effects. They give clear explanations of how this is applied to the promotion of positive care environments. They need only occasional support to complete the work.

At the higher end of the mark band learners will demonstrate an excellent level of application of knowledge and understanding of potential barriers to access. They are able to clearly identify, explain and discuss three or four of the barriers and their effects. They give excellent explanations of how this is applied to the promotion of positive care environments. Learners work independently and need no support.

*Assessment evidence (c) requires:*

Learners to demonstrate the ability to research and analyse factors that influence the creation of a positive care environment, and explain how policy and practice helps organisations to promote a more positive environment.

At the lower end of the mark band it is expected that learners will demonstrate a very good ability to research and analyse three factors that influence the creation of a positive care environment. They identify three ways that policy and practice helps organisations to promote a more positive environment. Learners need only occasional support to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate an excellent ability to research and analyse four factors that influences the creation of a positive care environment. They identify four ways that policy and practice helps organisations to promote a more positive environment. Learners work independently and need no support.

*Assessment evidence (d) requires:*

Learners to demonstrate the ability to evaluate how legislation safeguards and promotes the rights of service users. Learners are able to explain organisations' responsibilities under relevant legislation, and display knowledge of methods of redress open to service users by describing and explaining methods.

At the lower end of the mark band it is expected that learners will demonstrate a very good ability to evaluate three ways in which legislation safeguards and promotes the rights of service users. Learners are able to describe three or four responsibilities of organisations under relevant legislation at very good levels. Learners display very good knowledge of methods of redress open to service users by providing explanations three or four methods. Learners need only occasional support to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate an excellent ability to evaluate four ways in which legislation safeguards and promotes the rights of service users. Learners are able to describe four responsibilities of organisations under relevant legislation at an excellent level. Learners display excellent knowledge of methods of redress open to service users by providing explanations for four methods. Learners work independently and need no support.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

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|--|---|
| <b>3.1 Values and individual rights</b>              | On completion of this section, learners should have developed an understanding of the importance of the principle of equality within a multi-cultural society. In particular, they will develop an understanding of how a care value base can promote and safeguard service users' rights and lead to greater cultural enrichment within a caring context. In addition, learners will develop knowledge of how organisational policies and procedures can help promote service users' rights. |
| <b>3.2 Barriers to access</b>                        | Learners will investigate the nature and origins of discrimination. This part of the unit will allow learners to identify those groups or service users in society who are most at risk of discrimination and how they are affected by it.  |
| <b>3.3 Creating a positive care environment</b>      | In this part of the unit, learners will examine how practitioner and organisational attitudes, beliefs and practices can be either directly or indirectly discriminatory. At the same time this will allow the learners to examine how a positive care environment can be fostered through the care value base, positive use of language, challenging discriminatory behaviour, and through policies and procedures.  |
| <b>3.4 How society promotes service users rights</b> | Learners will gain an understanding of why society needs to introduce measures to both protect and promote service users' rights. Learners will be able to identify legislation and explain the practitioner's and organisation's responsibility under the law, as well as identify service users' rights and systems of redress.   |
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## Links

<b>Other units</b>	Unit 1: Human Growth and Development
	Unit 2: Communication and Values
	Unit 4: Social Aspects and Lifestyle Choices
	Unit 7: Meeting Individual Needs
	Unit 10: Using and Understanding Research
	Unit 12: Understanding Human Behaviour

<b>Industry</b>	Work placement desirable
	Industrial visits recommended
	Guest speakers highly recommended

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Allport G W – <i>The Nature of Prejudice, Twenty-fifth Anniversary Edition</i> (Basic, 1979) ISBN 0201001799	
	Blakemore K and Drake R – <i>Understanding Equal Opportunities</i> (Harvester Wheatsheaf, 1996) ISBN 0134333195	
	Moore S – <i>Social Welfare Alive, Third Edition</i> (Nelson Thornes, 2002) ISBN 0748765611	
	Swain J et al – <i>Disabling Barriers Enabling Environments, Second Edition</i> (Sage Publications Ltd, 2004) ISBN 0761942653	
	Walsh M, Stephens P and Moore S – <i>Social Policy and Welfare</i> (Stanley Thornes Publishers, 2000) ISBN 0748745912	
	Webb R and Tossell D – <i>Social Issues for Carers, Second Edition</i> (Hodder Arnold, 2004) ISBN 0340706252	
Young P – <i>Mastering Social Welfare, Fourth Revised Edition</i> (Palgrave Macmillan, 2000) ISBN 0333973277		
<b>Websites</b>	Campaign for Real Education	<a href="http://www.cre.org.uk">www.cre.org.uk</a>
	Equality and Human Rights	<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>
	European Parliament	<a href="http://www.europarl.eu.int">www.europarl.eu.int</a>
	European Union	<a href="http://www.europa.eu.int">www.europa.eu.int</a>
	Human Rights Campaign	<a href="http://www.hrc.org">www.hrc.org</a>
	Public Policy and Social Policy (at the Robert Gordon University)	<a href="http://www2.rgu.ac.uk/publicpolicy/main.htm">www2.rgu.ac.uk/publicpolicy/main.htm</a>



## Unit 4: Social Aspects and Lifestyle Choices

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Externally assessed

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### Introduction

The knowledge that you will gain from this unit will help you understand the importance of social factors in effective health and social care practice. It will develop your knowledge and understanding of how social factors can affect a service user, and how these factors impact on care practice. You will learn about:

- the different lifestyle choices people make, and the life course events they experience, that affect their health and well-being
- the different social factors which can affect health and well-being
- how effective care practice is achieved through high-quality care-professional and service user relationships
- the care value base and how it is promoted by care practitioners in interactions with service users in work-related contexts.

Evidence required in the external assessment will be appropriate to the setting or service users in this unit. This could be drawn from any of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to apply this to the external assessment.

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### Recommended prior learning

Unit 1: Human Growth and Development

Unit 3: Positive Care Environments

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### External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the January and June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 4.1 Lifestyle choices and life course events

This section of the unit focuses on how a person's health and well-being is affected by:

- life course events
- lifestyle choices made.

You will learn about how predictable and unpredictable events impact in different ways on individuals during the course of their life. You will also learn how these events might affect individuals physically, socially, emotionally and intellectually. Your learning will focus on:

- the lifestyle choices people make – these will include the diet a person has, the exercise a person takes and the recreational activities they engage in. This might include such aspects as socialising with other people, alcohol use, drug use etc. The examples given are not meant to be an exhaustive list
- predictable/inevitable events, such as starting school, marriage/partnership formation, employment, death/bereavement
- unpredictable events, such as serious illness, relationship breakdown, accidents, loss of job, financial difficulties, moving to a new area, promotion/demotion.

You will learn about the ways in which people cope with change, how major change leads to new learning, and the ways in which people manage these changes. You will learn about the types of support people could receive from family, friends and work colleagues.

You will need to make reasoned judgements about how these factors affect people in work-related contexts, and draw valid conclusions.

#### **4.2 Social factors affecting health and well-being**

This section of the unit focuses on the social factors, which affect a person's health and well-being. You will need to learn why these factors are important to care practitioners in their work-related practice. You will also learn how social factors might affect service users in both a positive and negative way in work-related contexts. Social factors will have an impact on the individual physically, socially, emotionally and intellectually according to the life stage the individual is currently in. You will learn about the impact of:

- social class and income distribution
- poverty, and the distinction between absolute and relative poverty
- gender
- ethnicity
- the socialisation process, including the primary and secondary agents in the socialisation process and the influence of peer group pressure
- different types of social relationships, such as family, friendships, work colleagues.

The combined effect of these factors and the inter-relationship between them will be important in understanding practice in work-related contexts.

You will learn about how changes in the social factors affecting an individual's might have a major impact on their health and well-being.

You will learn how to make reasoned judgements and draw valid conclusions about the effect of these factors in work-related contexts.

#### **4.3 Care professional/ service user relationships**

This section of the unit focuses on effective care practice. It is based on the implementation of the care value base by care practitioners in working with service users. You will learn how:

- care practitioners' relationships with service users have changed to become increasingly service-user centred
- stereotyping may occur in health and social care settings, and the ways in which this might happen
- positive and negative stereotyping affects a service users' health and social well-being
- the care value base is implemented by care practitioners in health and social care settings
- service users may be empowered by their interactions with care professionals
- the self-concept and self-esteem of a service user could be built by effective care practice.

You will need to be able to make reasoned judgements and evaluate evidence.

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## Assessment evidence

This unit is externally assessed.

The external test will be based on a 1 hour and 30 minute written examination. This will consist of a series of structured questions based on case studies and short scenarios.

Your work must include evidence of:

- a social factors affecting health and well-being
- b life style choice and life course event
- c care practitioner/service user relationship.

The paper will test your understanding of and ability to apply the knowledge base of the unit as outlined in the *What you need to learn* sections in the units. You will be required to carry out analysis of issues and problems presented in the case studies. In addition, you will be expected to evaluate evidence, making judgements and drawing conclusions from material presented in the case studies.

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## Delivering this unit

The main purpose of this unit is to enable learners to gain knowledge and understanding of how social factors influence health and social care in work-related contexts.

This unit is externally assessed. It is important that learners are able to demonstrate relevant knowledge and understanding and apply this to health and social care work-related contexts.

Learners will be expected to examine data, to evaluate and draw conclusions about work-related issues. In delivering the 'content' of this unit it is expected that centres will focus on the work-related contexts as specified in the introduction to the unit. Through specialising in these areas the content identified in *What you need to learn* will be covered.

Sample assessment materials, together with mark schemes, are available to accompany this specification and, increasingly, past assessment material will also be available. Learners should understand the terminology of assessment, for example describe, explain, evaluate, and teaching time should be allocated to support learners with this.

The delivery of this unit should be planned with external assessment in mind to ensure that learners achieve the best possible mark reflecting their true potential.

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## Links

### Other units

Unit 1: Human Growth and Development

Unit 3: Positive Care Environments

These two AS units link with this unit and although it is not necessary, they are likely to be taught prior to the delivery of this unit. This unit will also be a good basis for further study at A2 Level in Health and Social Care.

Learners may have studied GCSE Health and Social Care or other health-based courses. However this is not a pre-requisite to undertaking this unit.

The unit also links with the following units:

- Unit 10: Using and Understanding Research
- Unit 12: Understanding Human Behaviour.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Best S, Griffiths J and Hope T – *Active Sociology (AS & A Level)* (Longman, 2000) ISBN 0582405416

Brown K – *Introductory Sociology for AS Level* (Polity Press, 2002) ISBN 0745627889

Moonie N – *GCE AS Level Health and Social Care (for Edexcel): Single Award Book* (Heinemann, 2005) ISBN 0435453718

Moonie N – *GCE AS Level Health and Social Care (for Edexcel): Double Award Book* (Heinemann, 2005) ISBN 043545370X

Nettleton S – *The Sociology of Health & Illness, Second Edition* (Polity Press, 2006) ISBN 0745628281

Trowler P – *Investigating Health, Welfare and Poverty (Sociology in Action)* (Collins, 1996) ISBN 0003224376

### Websites

Advice Guide [www.adviceguide.org.uk](http://www.adviceguide.org.uk)

BBC [www.bbc.co.uk](http://www.bbc.co.uk)

Department for Work and Pensions [www.dwp.gov.uk](http://www.dwp.gov.uk)

Department of Health [www.dh.gov.uk](http://www.dh.gov.uk)

Intute: Social Sciences [www.intute.ac.uk/socialsciences](http://www.intute.ac.uk/socialsciences)

UK Statistics Authority [www.statistics.gov.uk](http://www.statistics.gov.uk)

## Unit 5: Activities for Health and Well-being

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Internally assessed

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### Introduction

In this unit you will investigate activities in health and care settings. You will learn about types of activities, their benefits, and their value in terms of health and well-being.

You will gain practical experience and skills in choosing, planning, implementing and evaluating activities for service users in health and social care.

The learning outcomes for this unit are

- knowledge of the types and benefits of activities for service users
- skills and understanding in the planning of activities
- implementation and evaluation of activities as specified in the assessment evidence.

Evidence presented for assessment will be appropriate to the setting, or service user, chosen for the unit. This will be drawn from one of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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### Recommended prior learning

None.

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## What you need to learn

### 5.1 Types and benefits of activities

You must know about the following range of activities, which meet the needs of different service users in different ways.

Types of activities for health and well-being may be classed as follows:

- physical activities
- intellectual activities
- social activities
- emotional activities.

Physical activities may include dancing, playing games, crawling and using playground equipment.

Intellectual activities may include reading, drawing, listening to stories, crosswords and other puzzles.

Social activities may include singing, theatre outings, eating out with others and performing plays.

Emotional activities may include painting, playing with water or sand, working with wood or clay, and both listening to and taking part in the making of music.

You must know about and understand the benefits that the different activities provide in terms of health and well-being.

Benefits for health and well-being can also be classed as follows:

- physical benefits
- intellectual benefits
- social benefits
- emotional benefits.

Physical benefits will include the development and control of large and small muscles, manipulative skills, cardiovascular improvements and fitness.

Intellectual benefits will include concentration, problem solving, the use of imagination and the development of language.

Social benefits will include co-operation with others, self-esteem and empowerment, involving and relating to others and developing friendships.

Emotional benefits include the relief of stress, pleasure and happiness, relaxation and security.

## 5.2 The planning and implementation of activities

You must know how to make an appropriate choice of activities as well as how to plan the implementation of activities.

In choosing and planning activities you should consider the service user's:

- all-round needs – physically, socially, emotionally and intellectually
- interests
- language and culture
- need for assistance and supervision.

The setting also needs to be carefully considered, including particular aspects of the setting such as safety, resources and time. Issues include:

- size of group – large, small or individual
- available facilities
- barriers to access
- health and safety issues
- curricula or development programmes
- times of the year and day
- the nature of the care setting – eg the home, childminders' homes, day or residential care, nursery, school, hospital, sheltered housing.

In planning activities you will need to:

- consult with and obtain permission from the care team
- consider relevant health and safety issues
- develop the different steps or stages of an activity, including timing of these steps or stages
- identify activities that could be carried out with a minimum of help and support
- know when you will need assistance and supervision, and when the service users will need further assistance and supervision
- identify resources needed
- organise and prepare the activity, including space, physical resources and the service users concerned.

In implementing activities you will need to:

- explain the activity
- maintain safety
- observe the service users
- interact and communicate with service users and care workers
- monitor and observe service users' reactions and abilities
- know when to intervene to give guidance or help
- maintain detachment when involved in an activity
- be aware of when it is appropriate to finish an activity
- tidy and clear up, as relevant, after an activity.

### 5.3 Evaluation of activities

An important part of undertaking any activity is to carry out an evaluation to determine whether the activity was successful, to identify any problems and areas for improvement, and to consider how the activity might be developed in the future.

Your evaluation should include the following:

- identification of the benefits to the service users and comparing these with the planned benefits
  - consideration of the costs of resources and time
  - examination of the planning, organisation and implementation of the activity
  - the views and reactions of the service users, care-setting staff and other learners or tutors, as relevant
  - discussion of the possible development of the activity
  - explanation of how the activity would have to be adapted to meet the needs of other service users in different work-related contexts
  - the use of different methods of assessing the success of the activity.
-

## Assessment evidence

Assessment evidence should consist of a report of an activity you have undertaken in a relevant work-related context in the care sector with one of the following service users' groups:

- people who are ill
- older people
- people with specific needs
- young children.

The activity may be with either an individual or with a small group.

If the activity is with an individual then you should work alone.

A group activity may be undertaken with a partner or group of other learners working together, but in this case your own role must be made clear and the evidence must be your own and presented in your words.

Your work must include evidence of all of the following:

- a\* the types of activities you considered and the reasons for your choice of activity with the service users chosen
- b the benefits for the health and well-being of the service users
- c planning for the activity including consideration of safety, and the implementation and analysis of the activity
- d evaluation of the activity including the benefits to the service users.

When you carry out interviews or activities with clients, as part of your internally assessed work, it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1) QWC (i-iii)	<p>The learner demonstrates a basic knowledge and understanding of the content of the unit. The learner's report will indicate that they have a basic knowledge and understanding of types of activities suitable for a particular client.</p> <p>The learner will give at least one example of the types of activities they considered, and will give a brief reason for their choice of activity with the client.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-10)</b></p>	<p>The learner's report demonstrates an accurate level of knowledge and a good understanding of types of activities suitable for a particular client.</p> <p>The learner will give at least three examples and explanations of the types of activities they considered, and will give a clear reason for their choice of activity, with the client.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(11-15)</b></p>	<p>The learner's report demonstrates a high level of knowledge and understanding of the types of activities suitable for a particular client.</p> <p>The learner will give at least four examples of the types of activities they considered, and will give a well-explained reason for their choice of activity, with the client.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(16-20)</b></p>	<b>20</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(b) (AO2)	<p>The learner demonstrates the ability to apply their knowledge and understanding of the benefits for the health and well-being of the client.</p> <p>The learner's report will indicate at least one of the benefits from the particular activity they have chosen, for the client, but the report is descriptive and explanation is limited.</p> <p>There is likely to be some use of specialist vocabulary, but this will be limited.</p> <p>The report is not always accurate and the learner does not often explain their work well.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>The learner demonstrates the ability to apply their knowledge and understanding of the benefits for the health and well-being of the client.</p> <p>The learner's report will indicate at least three of the benefits for the health and well-being of the client, from the particular activity they have chosen.</p> <p>There will be good use of specialist vocabulary.</p> <p>The report is accurate, but the learner does not often explain their work fully.</p> <p style="text-align: right;"><b>(10-14)</b></p>	<p>The learner demonstrates the ability to apply their knowledge and understanding appropriately and accurately of the benefits for the health and well-being of the client.</p> <p>The learner's report will explain at least four of the benefits for the health and well-being of the client, from the particular activities they have chosen.</p> <p>There will be extensive use of specialist vocabulary.</p> <p>The report is accurate and the learner explains their work fully.</p> <p style="text-align: right;"><b>(15-18)</b></p>	<b>18</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (A03)	<p>The learner demonstrates basic skills in planning, implementing and analysing the activity. There is little evidence of independent working and evidence gathering.</p> <p>The information is limited and is not always relevant. The learner will use at least one source of information.</p> <p>There is little analysis of work-related issues and problems.</p> <p style="text-align: right;"><b>(0-5)</b></p>	<p>The learner demonstrates good skills in planning, implementing and analysing the activity. There is evidence of independent working and evidence gathering.</p> <p>Information is drawn from several sources and is both relevant and sufficient. The learner will use at least three sources of information.</p> <p>There is analysis but this may lack detail. Relevant links to work-related issues and problems are made.</p> <p style="text-align: right;"><b>(6-8)</b></p>	<p>The learner demonstrates excellent skills in planning, implementing and analysing the activity.</p> <p>The learner demonstrates initiative in planning their own methods of obtaining information and evidence.</p> <p>Information is relevant and extensive and is drawn from a number of sources of different types. They will use at least four sources of information.</p> <p>There is good, detailed analysis including analysis of work-related issues and problems.</p> <p style="text-align: right;"><b>(9-11)</b></p>	<b>11</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4)	<p>The learner demonstrates a basic level of evaluative skills.</p> <p>The learner's report will evaluate the activity and indicate the benefits for the client, but the report is descriptive and explanation is limited.</p> <p>The learner is able to discuss, but there are summaries rather than conclusions. Any conclusions are simple and are generally offered without supporting argument.</p> <p style="text-align: right;"><b>(0-5)</b></p>	<p>The learner demonstrates a good level of evaluative skills.</p> <p>The learner's report will evaluate the activity and indicate the benefits for the client with reasoned conclusions.</p> <p>The learner is able to discuss, and draws conclusions, which are based upon evidence.</p> <p style="text-align: right;"><b>(6-8)</b></p>	<p>The learner demonstrates excellent evaluative skills.</p> <p>The learner's report will evaluate the activity and discuss the benefits for the client, with well-reasoned and detailed conclusions.</p> <p>The learner is able to draw valid conclusions from the evidence present, which are clear, well reasoned and detailed.</p> <p style="text-align: right;"><b>(9-11)</b></p>	<b>11</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix D*.)

## Assessment guidance

### Mark band 1

Learners need to produce a report of an activity undertaken in a chosen work-related context, which should be with either people who are ill, older people, individuals who have specific needs or young children.

The activity may be undertaken with either an individual or a group.

Learners must work individually if undertaking an activity with an individual and may work either individually or with a partner or group if undertaking an activity with a group. If they are working as part of a group or with a partner, care must be taken to ensure that the evidence is the learner's evidence in their own words.

#### *Assessment evidence (a) requires:*

Learners will demonstrate basic knowledge and understanding of a limited range of activities, the needs of different groups of people who would undertake these activities – people who are ill, who are older, who have specific needs and who are very young, and the benefits of these activities. In addition learners must show basic knowledge and understanding of choosing, planning, implementing and evaluating one activity as specified in the learning outcomes and sections 5.1, 5.2 and 5.3 of this unit.

At the lower end of the mark band it is expected that learners will demonstrate a very basic knowledge and understanding of one or two activities. They will only give one or two examples of the activities they considered, giving a very brief reason for their choice. Their report has a very limited use of specialist vocabulary, and is often inaccurate and has many omissions. Learners offer no explanations and need considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a basic knowledge and understanding of two activities. They will only give two examples of the activities they considered, giving a very simple explanation for their choice. Their report has a very limited use of specialist vocabulary, and is not always accurate and has some omissions. Learners offer few explanations and need some guidance to complete the work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### *Assessment evidence (b) requires:*

Learners will demonstrate the application of knowledge, understanding and skills, accurately, but with guidance, to a service user, individual or a group, in a work-related context within the health and social care sector. This will involve them in choosing an activity and identifying the benefits this activity will have for service users. In addition, it will involve planning an activity, with consideration for all the steps that need to be taken, implementing and evaluating the activity. This may not be explicitly related to the work-related context itself.

At the lower end of the mark band it is expected that the learner will demonstrate a very basic application of the knowledge, understanding and skills in a work-related context. The learner will identify one or two of the benefits this will have for service users, but they will offer descriptions rather than explanations. Their report has a very limited use of specialist vocabulary, and is often not accurate. The learner offers no explanations and needs considerable guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a basic application of the knowledge, understanding and skills in a work-related context. They will identify two of the benefits this will have for service users, and they will offer simple explanations. Their report has a very limited use of specialist vocabulary, and is often inaccurate. The learner offers few explanations and needs some guidance to complete the work.

*Assessment evidence (c) requires:*

Learners to use a limited range of information sources and undertake their activity and demonstration of skills using given techniques. Few skills will be shown in obtaining information, which will be limited and not always relevant.

At the lower end of the mark band it is expected that the learner will demonstrate very basic skills in planning, implementing and analysing the activity. They will only use one or two information sources, and the information is very limited and not often relevant. There is no analysis of work-related issues and problems. Learners need considerable guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate basic skills in planning, implementing and analysing the activity. They will only use two information sources, and the information is limited and not always relevant. There is little analysis of work-related issues and problems. Learners need some guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to evaluate evidence to reach simple conclusions about the activity, describing good and bad points, but with summaries rather than conclusions being offered.

At the lower end of the mark band it is expected that the learner will describe a limited number of good and bad points (one or two good and bad points) of the activity. A short summary is offered, indicating one or two of the benefits to the clients, but no supporting argument is offered. The learner needs considerable guidance to complete the work.

At the higher end of the mark band it is expected that the learner will describe a reasonable number of good and bad points (three or four good and bad points) of the activity. A short summary is offered indicating two of the benefits to the clients, but no supporting argument is offered. The learner needs some guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a clear and detailed report of activities for service users, the needs of the service users and the benefits of an activity, in a chosen work-related context, which should be with either people who are ill, older people, individuals who have specific needs or young children.

The activity may be undertaken with either an individual or a group.

Learners must work individually if undertaking an activity with an individual and may work either individually or with a partner or group if undertaking an activity with a group. If they are working as part of a group or with a partner, care must be taken to ensure that the evidence is the learner's evidence in their own words.

### *Assessment evidence (a) requires:*

Learners will demonstrate, beyond a basic level, knowledge and understanding of a range of activities, the needs of different groups of people who would undertake these activities – people who are ill, who are older, who have specific needs and who are very young, and the benefits of these activities. In addition learners must show knowledge, understanding and skills with respect to choosing, planning, implementing and evaluating one activity as specified in the learning outcomes and sections 5.1, 5.2 and 5.3 of this unit.

At the lower end of the mark band it is expected that the learner will demonstrate a satisfactory level of knowledge and understanding of three activities. They will give three examples of the activities they considered, giving a satisfactory reason for their choice. Their report uses correct specialist vocabulary, but not as often as possible. It is accurate, but is not explained well. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate an accurate level of knowledge and understanding of four activities. They will give four examples of the activities they considered, giving a clear reason for their choice. Their report uses correct specialist vocabulary throughout most of the report. It is accurate and has some explanation, but it is not explained fully. The learner needs very little guidance to complete the work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

### *Assessment evidence (b) requires:*

Learners will demonstrate, with evidence, a range of skills beyond a basic level. There should be independence in the nature of the evidence, eg a witness testimony, and evidence should be derived from more than one source. These should not be limited only to the learner's own evidence. The learner must also be able to apply knowledge, understanding and skills accurately. With little guidance the learner should be able to plan an activity for a service-user group in a work-related context within the health and social care sector, and the activity should be explicitly related to the work-related context itself.

At the lower end of the mark band it is expected that the learner will demonstrate a satisfactory application of the knowledge, understanding and skills in a work-related context. The learner will identify three of the benefits this will have for the service users, and they will offer clear explanations. Their report uses correct specialist vocabulary, but not as often as possible. It is accurate, but is not explained well. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a clear application of the knowledge, understanding and skills in a work-related context. They will identify three or four of the benefits this will have for service users, and they will offer good explanations. Their report uses correct specialist vocabulary throughout most of the report. It is accurate and has some explanation, but it is not explained fully. The learner needs very little guidance to complete the work.

*Assessment evidence (c) requires:*

Learners to demonstrate good skills in obtaining information and uses several sources, including evidence for the demonstration of skills. Links are made to work-related issues and problems, eg barriers to undertaking activities. Learners will be able to suggest some ways of overcoming such barriers. The management and implementation of the activity should be described in detail with evidence from care staff and service users.

At the lower end of the mark band it is expected that the learner will demonstrate satisfactory skills in planning, implementing and analysing the activity. They will use three information sources, and the information is limited, but is usually relevant. There is a simple analysis of work-related issues and problems, but this lacks detail. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate good skills in planning, implementing and analysing the activity. They will use four information sources, and the information is limited, but is usually relevant. There is an analysis of work-related issues and problems, but this lacks detail. The learner needs very limited guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to evaluate evidence from different sources and produce some reasoned conclusions made about the benefits, planning and implementation of the activity that has been undertaken.

At the lower end of the mark band it is expected that learners show satisfactory evaluative skills. An evaluation of the activity is given, which will indicate some of the benefits for the client. The learner draws satisfactory conclusions based on evidence, and needs limited guidance to complete the work.

At the higher end of the mark band it is expected that the learner shows good evaluative skills. An evaluation of the activity is given, which will indicate most of the benefits for the client. The learner draws satisfactory conclusions based on evidence, which is shown in the clearly-explained conclusions. The learner needs very limited guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners need to produce a clear, detailed and in-depth report of activities for service users, the needs of service users and the benefits of undertaking an activity, in a chosen work-related context. The activity should be with either people who are ill, older people, individuals who have specific needs or young children.

The activity may be undertaken with either an individual or a group.

Learners must work individually if undertaking an activity with an individual and may work either individually or with a partner or group if undertaking an activity with a group. If they are working as part of a group or with a partner, care must be taken to ensure that the evidence is the learner's evidence in their own words.

#### *Assessment evidence (a) requires:*

Learners will demonstrate an in-depth knowledge and understanding of a range of activities, the needs of different groups of people who would undertake these activities – people who are ill, who are older, who have specific needs and who are very young, and the benefits of these activities. In addition they must show knowledge, understanding and a range of skills with respect to choosing, planning, implementing and evaluating one activity as specified in the learning outcomes and sections 5.1, 5.2 and 5.3 of this unit.

At the lower end of the mark band it is expected that the learner will demonstrate a high level of knowledge and understanding of four activities. They will give four examples of the activities they considered, giving a well-explained reason for their choice. Their report uses correct specialist vocabulary, in almost all situations. It is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate a high level of knowledge and understanding of more than four activities. They will give more than four examples of the activities they considered, giving a well-explained reason for their choice. Their report uses correct specialist vocabulary, in all situations. It is accurate and very well explained. The learner works independently and needs no support.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

#### *Assessment evidence (b) requires:*

Learners will demonstrate the use of appropriate techniques – both given and devised by themselves – with independent evidence of these skills, eg witness testimonies from care workers and colleagues or tutors. Evidence should be derived from different situations, both individual and group and come from different sources. The learner must also be able to apply knowledge, understanding and skills accurately and independently, with a minimum of guidance, to a work-related context within the health and social care sector.

At the lower end of the mark band it is expected that the learner will demonstrate an accurate, and usually appropriate, application of the knowledge, understanding and skills in a work-related context. They will explain four of the benefits this will have for service users. Their report uses correct specialist vocabulary in almost all situations. It is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band it is expected that the learner will demonstrate an accurate and appropriate application of the knowledge, understanding and skills in a work-related context. They will clearly explain more than four of the benefits this will have for the service users. Their report uses correct specialist vocabulary in all situations. It is accurate and very well explained. The learner works independently and needs no support.

*Assessment evidence (c) requires:*

Learners to demonstrate excellent skills in obtaining information and to devise and plan their own methods to obtain information and evidence, using appropriate techniques and a wide range of information sources. The learner must analyse work-related issues with respect to the undertaking of the activity, such as time constraints, lack of resources or safety concerns.

At the lower end of the mark band it is expected that the learner will demonstrate very good skills in planning, implementing and analysing the activity. They demonstrate very good skills in obtaining information from their own methods, from at least four sources of different types. The information will be relevant and extensive, and there will be a detailed analysis, which will cover some work-related issues and problems. Learners will receive only occasional support.

At the higher end of the mark band it is expected that the learner will demonstrate very good skills in planning, implementing and analysing the activity. They demonstrate excellent skills in obtaining information from their own methods, from more than four sources of different types. The information will be relevant and extensive and there will be a good, detailed analysis, which will analyse many work-related issues and problems. The learner works independently and needs no support.

*Assessment evidence (d) requires:*

Learners to analyse and evaluate evidence, draw valid conclusions and make well-reasoned judgements from the evidence presented.

At the lower end of the mark band it is expected that learners show very good evaluative skills. They will evaluate the activity and discuss at least four of the benefits for the client. The conclusions are well reasoned and detailed, and they need only occasional support to complete the work.

At the higher end of the mark band it is expected that learners show excellent evaluative skills. They will evaluate the activity and discuss more than four of the benefits for the client. The conclusions are clear, well reasoned and detailed, and the learner works independently and needs no support.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

Learners undertaking group work must make sure that teachers can identify their work as an individual piece, and that it is sufficiently different from other members of the group in which they worked. Learners should state which areas of the work were group or individual, allowing the teacher to assess the contribution of the individual learner.

### 5.1 Types and benefits of activities

Learners need to know about a wide range of different activities that can be carried out with different service-user groups. Learners will need to be introduced to a variety of appropriate information sources and will need help in obtaining information from different sources.

It is suggested that learners might begin by identifying the activities that they themselves undertake.

They will need to find out about the nature of the different service-user groups – people who are ill, those who are older, people with specific needs and young children. This can be done through visits, outside speakers and secondary sources as well as by using each other as resources. Learners will need to find out about the different needs of these service users.

Different areas of development – physical, intellectual, social and emotional – will need to be introduced and explored here in some detail. Learners can analyse their own areas of development and work out how various activities they undertake themselves can be of benefit to them physically, intellectually, socially and emotionally. This can then be applied to the service users, with learners working individually, in pairs or groups.

## **5.2 The planning and implementation of activities**

Learners should know about how to plan activities including consideration of all the resources and all the steps required including safety, the nature of the group and of the setting. They will need to understand that many people need help and support and that they themselves, in carrying out an activity, will need some assistance and supervision.

This will take a lot of group activity in the first place with learners sharing ideas as in a brainstorming activity, prompts by the deliverer and small-group work. Again, visits to care settings to see how activities are planned will be useful and a visit from a care worker to explain the steps taken in their setting would also be helpful.

Tutors/teachers need to ensure that learners understand that consultation with care workers is necessary as well as gaining permission and that in some contexts they will need to understand that there is a programme of activities as part of a curriculum or development plan.

Learners should undertake practice planning in class in small groups and as individuals. Practice planning can be shared with other members of the group and discussed with feedback from the deliverer.

Learners must know how to undertake an activity and to manage all aspects of an activity. They will need to know how to explain, communicate and interact as well as knowing how to involve themselves in an activity while maintaining some distance. They will need to understand the importance of observation and when help, guidance and intervention are necessary.

It would be useful for learners to simulate activities in class, with other members of the group undertaking roleplay as service users.

## **5.3 Evaluation of activities**

The evaluation of good points, and the sorts of problems or things that can go wrong, can also be undertaken in class along with the generation of ideas for improvements. The benefits to service users and for extending the activity to other work-related contexts could also be discussed.

Learners can experiment with different methods of assessing activities and giving feedback such as using checklists, witness statements from each other, using their tutor/teacher, taking notes, asking the views of the 'service user', the use of a video or a cassette recorder, questionnaires, structured or unstructured 'interviews' and written reports.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

- Textbooks**
- Banks B – *Activities for Older People in Care* (Butterworth Heinemann, 2000) ISBN 0750647418
  - Macmillan B – *Word and Music Games for Toddlers and Twos* (Hamlyn, 2004) ISBN 0600609944
  - Moonie N – *GCE AS Level Health and Social Care (for Edexcel): Single Award Book* (Heinemann, 2005) ISBN 0435453718
  - Moonie N – *GCE AS Level Health and Social Care (for Edexcel): Double Award Book* (Heinemann, 2005) ISBN 043545370X
  - Walsh M et al – *Health and Social Care: Student's Book: AS for Edexcel* (Collins Educational, 2005) ISBN 0007197888
  - Walsh M et al – *Health and Social Care: Resource Pack: AS for Edexcel* (Collins Educational, 2005) ISBN 000720048X

- Websites**
- |                         |  |
|-------------------------|--|
| BBC                     | <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>                 |
| Department of Health    | <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>                 |
| Search engine           | <a href="http://www.google.co.uk">www.google.co.uk</a>           |
| UK Statistics Authority | <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a> |
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# Unit 6: Public Health

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Internally assessed

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## Introduction

This unit will develop your knowledge and understanding of current public health issues, policies and practices in the UK.

The public health field focuses on factors that affect the health and well-being of large populations of people. You should be aware of the impact that social and economic factors and lifestyle choices have on the health status of populations and communities in the UK. You should also understand how public health problems arise and should know about the methods used to monitor, prevent and combat major public health issues.

Evidence presented for assessment will be appropriate to the setting, or service user, chosen for the unit. This will be drawn from one of the following service-user groups:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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## Recommended prior learning

None.

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## What you need to learn

### 6.1 Public health: origins, aims and data

Public health is concerned with protecting and improving the health of the population, rather than with individual health.

You should understand the nineteenth century origins of the public health system in the UK and you should know about the public health problems caused by urbanisation and industrialisation during this period. You should also understand how environmental health interventions were used to prevent the spread of diseases and improve standards of public health nationally.

You should understand the aims of public health policy and practice in the contemporary UK, including:

- monitoring the health status of the community
- identifying the health needs of the population
- developing programmes to reduce risk and screen for early disease
- controlling communicable disease
- developing policies which promote the health of the population
- planning and evaluating the national provision of health care.

You should also understand how epidemiological and health behaviour data is obtained, and how it is used by public health practitioners and policy makers to identify, monitor and respond to public health issues. You should know why it is important for public health practitioners to study the incidence and spread of disease and changing lifestyle patterns of the population of the UK.

### 6.2 Current issues in public health

Public health issues are an increasingly important area of government activity and of concern within the health and care professions.

You should know about:

- patterns and inequalities in health and illness experience within the population of the UK
- possible causes of, and explanations for these patterns and for recent changes in the public health status of the population of the UK
- the links between social change, lifestyle choices and emerging public health issues – including increases in obesity, cancers, substance misuse, mental illness and sexually transmitted disease.

Improving the health of the nation and reducing health inequalities in the population of the UK is the fundamental aim of current public health activity. As a result, you should know about the targets set by central government to improve public health generally, and to tackle specific public health problems. You should know about the national public health strategy and current initiatives that are designed to achieve the government's targets and goals.

### 6.3 Promoting and protecting public health in the UK

A number of strategies and methods are used to promote and protect public health in the UK. You should know about the following:

- Specialist measures and treatments that aim to reduce the environmental harm of industrial, household and biological waste products including water, sewage and air treatments.
  - Public health measures that aim to protect the population from infectious diseases (including disease surveillance, immunisation and screening programmes) and reduce inequalities in health experience.
  - Local authority and central government action on recycling, waste management, pollution reduction, food safety and protection of the natural environment in the UK.
  - The roles and activities of environmental health officers, public health service staff and people working in environmental protection agencies in monitoring and implementing public and environmental health policies and legislation in the UK.
  - The role that pressure groups (Greenpeace, Friends of the Earth, Compassion in World Farming, for example) and international non-governmental organisations (eg World Health Organisation and United Nations) play in monitoring and responding to global environmental and public health issues that may impact on the population of the UK.
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## Assessment evidence

You need to produce a report of an investigation that you carried out into a public health issue. The issue should be one that affects, or may in the future affect, the health, development or well-being of a service-user group.

Assessment evidence will typically consist of a written report. This should draw on a range of sources of secondary data to provide a detailed and structured account of the public health issue.

Evidence should include coverage of the nature of the issue and the possible impact that the issue may have on the health of **one** of the following service-user groups:

- people who are ill
- young children
- older people
- people with specific needs.

Evidence should also include an analysis of strategies that could be used to minimise the risks associated with the issue, and to protect public health.

Your work must show evidence of:

- a\* a clear understanding of the nature of a public health issue relevant to the chosen service-user group
- b analysis and explanation of the links between social, environmental and lifestyle factors and the public health and safety of the chosen service-user group
- c the ability to investigate and use a variety of sources of information relevant to your chosen public health issue
- d an evaluation of ways of minimising risks to public health and safety.

When you carry out interviews or activities with clients, as part of your internally assessed work, it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<p>(a) (AO1) QWC (i-iii)</p>	<p>The learner will demonstrate a basic knowledge and understanding of the unit content. The learner's report will indicate that they have a basic knowledge and understanding of a health-related issue and of the actual or potential consequences of this for public health.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p><b>(0-10)</b></p>	<p>The learner's report demonstrates an accurate level of knowledge and good understanding of the chosen public health issue. The learner's work will summarise and explain information that is relevant and appropriate and which is obtained from a variety of sources. The learner will show some awareness of the links between the chosen health issue and public health consequences.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p><b>(11-15)</b></p>	<p>The learner's report will demonstrate a high level of knowledge and understanding of the chosen public health issue. The learner's work will show an ability to obtain, interpret and explain relevant and appropriate information from a variety of sources.</p> <p>The report will show a clear understanding of the links between the chosen health-related issue and its actual or possible public health consequences.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p><b>(16-20)</b></p>	<p><b>20</b></p>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(b) (AO2)	<p>The learner is able to apply knowledge and understanding of a health-related issue to the public health of a specified group or section of the UK population in a basic and descriptive way only.</p> <p>Explanation is limited and superficial.</p> <p>(0-9)</p>	<p>The learner's report provides a good level of explanation, is accurate and makes points that link the health-related issue to the public health and safety of a specified group or section of the UK population.</p> <p>The learner's report demonstrates their ability to reason, explain and make relevant links when showing how social, environmental and lifestyle or other factors may actually or potentially affect public health and/or safety.</p> <p>(10-14)</p>	<p>The learner's report provides a full, accurate and insightful account of the links between a health-related issue and its actual or potential public health impact.</p> <p>The report demonstrates that the learner can apply a high level of understanding of social, environmental and lifestyle or other issues when considering their impact on the public health of a specified group or section of the UK population. There is appropriate use of specialist vocabulary used with few gaps or omissions in application of subject knowledge and understanding.</p> <p>(15-18)</p>	18

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (AO3)	<p>The learner's report describes an investigation into a public health-related issue that draws on a limited range of information sources. Learners achieving at this level will demonstrate minimal skills in applying information from a range of sources.</p> <p>There will be little analysis of environmental or lifestyle issues and their links to public health problems.</p> <p>(0-5)</p>	<p>The learner's report will draw on a variety of sources of background information relevant to the chosen public health issue. Learners achieving at this level will demonstrate good skills in applying information from a range of sources.</p> <p>Learners will demonstrate the ability to select and analyse information and to make relevant links between environmental, lifestyle and public health problems in a coherent way.</p> <p>(6-8)</p>	<p>The learner will demonstrate an excellent level of awareness and understanding about the background literature and information sources available in relation to their chosen public health issue. Learners achieving at this level will demonstrate excellent skills in obtaining and applying information from a range of sources.</p> <p>Learners work will show evidence of independent thinking in analysing environmental and lifestyle issues in relation to public health problems. The learner will demonstrate good use of appropriate or specialist vocabulary in their work.</p> <p>(9-11)</p>	11

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4)	<p>The learner's report includes only a basic evaluation of ways of minimising the impact of the environmental or lifestyle risks on public health.</p> <p>This will draw basic but reasoned conclusions about possible strategies, techniques and measures that could be used to protect public health.</p> <p>The learner's conclusions will be limited to explanation and summarisation.</p> <p>(0-5)</p>	<p>The learner will demonstrate good evaluative skills and will draw some valid conclusions that are clear and reasoned.</p> <p>Learners will present and develop arguments in a coherent way. They will show a thorough and comprehensive understanding of a variety of possible strategies, techniques and measures that could be used to protect public health.</p> <p>(6-8)</p>	<p>The learner's report demonstrates excellent evaluative skills. They will provide a full, accurate and balanced evaluation of a number of strategies for minimising the actual or potential impact of environmental or lifestyle risks on public health and safety.</p> <p>The report demonstrates that the learner can draw valid conclusions from evidence presented with appropriate specialist vocabulary evident.</p> <p>(9-11)</p>	11
	<b>Total marks</b>			<b>60</b>

(For description of AOs see *Appendix D*.)

## Assessment guidance

### Mark band 1

Learners need to produce a report of an investigation into a public health issue that affects, or may in the future affect, the health, development or well-being of some or all of the people that make up the UK population.

#### *Assessment evidence (a) requires:*

Learners to provide a descriptive account of an issue that has public health implications.

At the lower end of the mark band a learner will produce a very brief and generalised description, using listed or undeveloped points about either or both the issue and/or the public health implications.

At the higher end of the mark band learners will describe the chosen issue more fully and will also identify a range of possible effects that it has, or may have, on public health. It would be expected that this section of the learner's report will be generalised, descriptive in content and brief. Little understanding will be shown of how social, environmental or lifestyle factors have a negative impact on public health.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### *Assessment evidence (b) requires:*

Learners to apply their knowledge of an issue to the health of a specified group within the population.

At the lower end of the mark band learners will provide a general, descriptive account of the possible links between a social, environmental or lifestyle issue and the public health of a specific group or section of the population.

At the higher end of the mark band learners will use one or two relevant examples and make points that illustrate some of the connections between their chosen issue and the public health needs, risks or experiences of the chosen group.

#### *Assessment evidence (c) requires:*

Learners to demonstrate their use of a range of information sources to investigate their chosen public health issue and public health more generally.

At the lower end of the mark band learners will use few appropriate sources and elect to try and make use of some inappropriate or unproductive sources of information.

At the higher end of the mark band learners will identify and make use of more appropriate sources of information and will obtain and use sufficient information to make connections between the social, environmental and/or lifestyle aspects of their chosen issue and public health.

*Assessment evidence (d) requires:*

Learners to evaluate possible ways of protecting public health by minimising the impact of their chosen public health issue on a specified group.

At the lower end of the mark band learners will provide a limited, descriptive outline of the aims or goals of public health protection and may briefly explain possible ways of achieving this.

At the higher end of the mark band learners will draw some basic, reasoned conclusions about strategies or measures available and which could be effective.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a clear and detailed report of an investigation into a public health issue that affects, or may in the future affect, the health, development or well-being of some or all of the people that make up the UK population.

### *Assessment evidence (a) requires:*

Learners to provide a descriptive account of an issue that has public health implications.

At the lower end of the mark band a learner will provide a clear, informed summary of an issue relevant to public health but this will lack detail and depth. The work will be based on relevant and appropriate sources of information, all with limited guidance.

At the higher end of the mark band a learner will provide a clear summary that links their chosen issue to actual or possible public health concerns. The work will be based on relevant and appropriate sources of information, which will be used effectively to make the points in a clearer, more concise and relevant manner, all with very limited guidance.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

### *Assessment evidence (b) requires:*

Learners to apply their knowledge of an issue to the health of a specified group within the population.

At the lower end of the mark band, learners will demonstrate awareness of a possible link between the chosen health issue and public health. This will be based on valid, credible background information. It will explicitly link the issue to public health needs or risks.

At the higher end of the mark band learners demonstrate awareness of some links (actual or potential) between the social, environmental and/or lifestyle aspects of their chosen issue and public health, giving examples, statistics and reference sources to support their points with evidence.

### *Assessment evidence (c) requires:*

Learners to demonstrate their use of a range of information sources to investigate their chosen public health issue and public health more generally.

At the lower end of the mark band learners will use a number of relevant and appropriate sources of information, though these are likely to be of a similar type and will lack variety.

At the higher end of the mark band learners will use a variety of different types of relevant and appropriate sources. They will investigate both their chosen issue and its public health implications thoroughly.

*Assessment evidence (d) requires:*

Learners to evaluate possible ways of protecting public health by minimising the impact of their chosen public health issue on a specified group.

At the lower end of the mark band learners will consider a number of relevant strategies and techniques that could be used and will demonstrate an ability to identify their relative strengths and weaknesses.

At the higher end of the mark band learners will comprehensively review a number of strategies and techniques. They will also use clear reasoning and explanation to propose ways of minimising the risk to public health that the issue poses.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners need to produce a clear, detailed and in-depth report of an investigation into a public health issue that affects, or may in the future affect, the health, development or well-being of some or all of the people that make up the UK population.

#### *Assessment evidence (a) requires:*

Learners to provide a descriptive account of an environmental, social or lifestyle issue that has public health implications.

At the lower end of the mark band a learner will demonstrate a high level of knowledge of both the issue and of its possible or actual public health implications, however, breadth of knowledge will not always be matched by depth of understanding, with occasional support.

At the higher end of the mark band a learner will demonstrate a deep and thorough knowledge of their chosen issue and will clearly understand its implications for public health, working independently.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

#### *Assessment evidence (b) requires:*

Learners to apply their knowledge of an issue to the health of a specified group within the population.

At the lower end of the mark band, learners will demonstrate an understanding of the possible links between a social, environmental or a lifestyle issue and public health. They will make few points about the impact that the issue may have on public health and well-being of the specified population group, with occasional support.

At the higher end of the mark band learners will demonstrate a clear understanding of the possible links between a social, environmental or a lifestyle issue and public health. They will make several points about the impact that the issue may have on public health and well-being of the specified population group. The work will be insightful and detailed, all working individually.

#### *Assessment evidence (c) requires:*

Learners to demonstrate their use of a range of information sources to investigate their chosen public health issue and public health more generally, demonstrating initiative and thoroughness, using a variety of different sources that are both relevant and appropriate.

At the lower end of the mark band learners will use the sources to focus clearly on their chosen public health issue and will make effective use of the material they obtain, with occasional support.

At the higher end of the mark band learners will demonstrate an excellent ability to research, select and employ information from a variety of sources in constructing points and arguments coherently and concisely, working independently.

*Assessment evidence (d) requires:*

Learners to evaluate possible ways of protecting public health by minimising the impact of their chosen public health issue on a specified group, by providing a full and accurate evaluation of possible strategies for minimising the impact of their chosen issue on public health.

At the lower end of the mark band learners will concentrate on one or two strategies, demonstrating a clear, knowledgeable understanding of the public health imperative of tackling the chosen social, environmental or lifestyle issue, with occasional support.

At the higher end of the mark band learners will present a clearly balanced and reasoned evaluation of various issues and options involved, demonstrating a clear knowledgeable understanding of the public health imperative of tackling the chosen social, environmental or lifestyle issue, working independently.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

This unit is internally assessed. The assessment requires learners to select, investigate and produce a report about a public health issue. This can be an issue that has local relevance or one that is of broader national significance. Public health issues are an increasing media preoccupation. Learners will find coverage of new (eg SARS, obesity) and ongoing (eg effects of drugs, alcohol and smoking) public health problems in both broadcast and print-based media. Additionally non-governmental organisations, such as the World Health Organisation and pressure groups, publish relevant material on their websites.

Learners will need a clear understanding of the nature and practice of public health in the UK. It is vital that this is distinguished from individual-level health care practice. The main responsibilities for population-level health initiatives lie with central and local government. As a result, it is important to explore what various government agencies see as being key public health goals, concerns and strategies. A great deal of information on public health is available on government-funded websites. Additionally, public health issues are frequently the focus of media interest.

The three sections of the unit have relatively equal weighting in terms of content and the contribution they make to prepare learners for assessment. This should be reflected in the time allocated for delivery. Methods of delivery may vary but should gradually move learners towards making topic choices and embarking on supported investigation of their chosen public health issue.

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## Links

<b>Other units</b>	Unit 8: Promoting Health and Well-being Unit 11: Social Issues and Welfare Needs
<b>Other vocational awards</b>	BTEC Nationals in Health and Social Care contain units that cover public health units and methods. These may be titled 'environmental health' and often have a particular focus on links between health and aspects of environmental change.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Baggott R – <i>Public Health: Policy and Politics</i> (Palgrave Macmillan, 2001) ISBN 0333676491
	Baggott R – <i>Understanding Health Policy</i> (Policy Press, 2007) ISBN 1861346301
	Cahill M – <i>The Environment and Social Policy</i> (Routledge, 2001) ISBN 095335718X
	Walsh M, Stephens P and Moore S – <i>Social Policy and Welfare</i> (Nelson Thornes, 2000) ISBN 0748745912
<b>Websites</b>	Compassion in World Farming <a href="http://www.ciwf.co.uk">www.ciwf.co.uk</a>
	Department for Environment, Food and Rural Affairs <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>
	Department of Health <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
	Food Commission <a href="http://www.foodcomm.org.uk">www.foodcomm.org.uk</a>
	Food Standards Agency <a href="http://www.foodstandards.gov.uk">www.foodstandards.gov.uk</a>
	Friends of the Earth <a href="http://www.foe.co.uk">www.foe.co.uk</a>
	Greenpeace <a href="http://www.greenpeace.org/international">www.greenpeace.org/international</a>
	Health Protection Agency <a href="http://www.hpa.org.uk">www.hpa.org.uk</a>
	UK Public Health Association <a href="http://www.ukpha.org.uk">www.ukpha.org.uk</a>
	United Nations <a href="http://www.un.org">www.un.org</a>
<b>Other resources</b>	<i>The Guardian</i> – <i>Society</i> supplement on Wednesdays includes a society and environment section that often covers public health issues.

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## Unit 7: Meeting Individual Needs

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Externally assessed

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### Introduction

This unit aims to assess your knowledge and understanding of how health and social care services are structured and provided within the UK.

The unit will focus on how services are tailored to meet individual needs through the use of care plans, and on the importance of working in a multi-disciplinary environment.

The unit also allows you to demonstrate your understanding of how accountability is maintained through quality assurance procedures, put in place both by the organisation and by government.

This is the synoptic unit for GCE Health and Social Care. It draws on prior learning from *Unit 1: Human Growth and Development*, *Unit 2: Communication and Values* and *Unit 3: Positive Care Environments*.

Evidence required in the external assessment will be appropriate to the setting or service users in this unit. This could be drawn from any of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to apply this to the external assessment.

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### Recommended prior learning

Unit 1: Human Growth and Development

Unit 2: Communication and Values

Unit 3: Positive Care Environments

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### External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the January and June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 7.1 Structure and provision of services

You will need to demonstrate knowledge of how services have traditionally been provided by the public sector (statutory), voluntary or private sectors (independent sectors).

You will need to demonstrate knowledge and understanding of the central and local government roles in service development, eg funding, planning, service provision and policy formation.

You will need to apply your knowledge of recent legislative changes to the relevant health setting or service-user groups.

This includes changes to the following legislation:

- The Children's Act
- Mental Health Act
- Disability Discrimination Act
- Human Rights Act
- NHS and Community Care Act.

You will need to demonstrate an understanding of how such legislation has impacted on provision.

You will need to demonstrate an understanding of the key terms and concepts associated with current provision, eg 'mixed economy of care', or purchaser/provider roles.

You will need to demonstrate an understanding of the role of the independent sector (both private and voluntary) in current service provision, and of the invaluable contribution made by informal carers.

## **7.2 Meeting individual needs**

You will need to demonstrate an understanding of how providers of health and social care services tailor provision to meet the individual's unique needs.

Application of your knowledge will focus on the following three aspects of tailoring service provision:

- the process of care planning
- the care plan cycle and its components
- assessment of service provision: identifying needs, monitoring and reviewing of care plans and the importance of involving service users in the care plan process.

Knowledge developed should be precise and evaluative in how care planning can benefit a service user's health and well-being, through care plans being needs led.

You will need to develop knowledge and show evaluative skills regarding care plan models and theories such as:

- normalisation
- empowerment
- advocacy
- networking.

Also, you will develop knowledge and show evaluative skills regarding issues associated with care plans such as resources, risks and confidentiality.

## **7.3 Practitioner roles**

You will need to examine how organisational culture can affect the work of the practitioner in providing services and how promoting a positive care environment can both safeguard and promote the service user's rights.

You will need to develop an understanding of terms and concepts associated with an organisation.

These include:

- organisational culture
- effective communication
- mission statements
- roles
- responsibilities
- accountability
- effective team building
- barriers to organisational culture.

You need to be able to apply your understanding within a given context.

In addition, you will need to examine the contribution practitioners make to the organisation and how this can be promoted through team working, appropriate recruitment and selection, support mechanisms, training and development, and multi-disciplinary working.

## 7.4 Quality assurance and regulation

An essential aspect of the unit will focus on how quality is maintained within the organisation. The terms standards, governance and quality control are now commonplace within health and social care services.

Organisations have become increasingly aware of the need to provide services for which they are accountable, and which are also of a high standard. This has developed as a result of media reports, which have highlighted:

- poor provision
- unfair treatment
- neglect
- of some vulnerable groups.

You will be required to develop knowledge and understanding of the role of quality assurance in the organisation. You will need to know about how it is managed and monitored through:

- individual roles and responsibilities
- listening to service users
- responding and providing feedback to service users
- auditing and identifying poor service provision
- by dealing with and responding to complaints.

You will also be expected to keep abreast of current government initiatives designed to improve the quality of service provision. These include citizen charters, patient charters and more recent initiatives such as the role of social services inspection and registration units and quality documents such as 'A First Class Service' (details can be found on the Department of Health website – [www.dh.gov.uk](http://www.dh.gov.uk)).

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## Assessment evidence

This is an externally assessed unit, and it is the synoptic test for the GCE Health and Social Care.

The unit will be assessed through a 1 hour and 30 minute written examination that you may take in January or June.

You will be required to demonstrate your knowledge and understanding of how individuals' needs are met. Questions could be set on the following health and social care settings:

- health
- early years (care and education)
- care of the elderly
- individuals with specific needs.

The examination will focus on the following:

- a the structure and provision of services and the factors which influence provision
  - b how provision within organisations has been tailored to meet individual needs
  - c roles and responsibilities of practitioners
  - d how quality assurance is maintained within organisations.
-

## Delivering this unit

- 7.1 Structure and provision of services** The aim is to allow learners to investigate the provision of health and social services within the UK. It will also allow learners to differentiate between different types of providers and to recognise the present move towards a mixed economy of care and the reliance of the state on both the independent sector and informal carers. Learners should also be able to demonstrate the responsibility organisations have under legislation when providing health and social care services and be able to apply them to a particular service user group/care setting.
- 7.2 Meeting individual needs** Learners should be able to produce a critical understanding of the care plan process. This knowledge will be applied within a specific health or social care context. Learners should also be able to demonstrate understanding of the importance of involving the client in the process. An accurate application of models and theories will be used by the learner to demonstrate how effective the care plan process is in encouraging empowerment, advocacy etc.
- 7.3 Practitioner roles** Learners will be able to demonstrate a critical understanding of how the organisation culture is linked to aspects of organisational policy such as mission statement, equal opportunities policies, selection and recruitment policies. The learner will also research and demonstrate how practitioners from different backgrounds can work together to provide a holistic package of care which promotes the service user's well-being.
- 7.4 Quality assurance and regulation** Learners should be able to identify and critically assess the various tools used to promote quality assurance and how such tools can benefit the organisation by making it more effective and efficient in the delivery of its services. Details on 'A First Class Service' document can be found on the Department of Health website ([www.dh.gov.uk](http://www.dh.gov.uk)).
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## Links

<b>Other units</b>	Unit 1: Human Growth and Development Unit 2: Communication and Values Unit 3: Positive Care Environments Unit 11: Social Issues and Welfare Needs
<b>Industry</b>	Work placements are desirable. Industrial visits are recommended. Guest speakers are recommended to talk on the more complex aspects of the units such as quality assurance.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Clarke A – <i>The Sociology of Healthcare</i> (Prentice Hall, 2001) ISBN 0582369541
	Handy C – <i>Understanding Organizations, Fourth Edition</i> (Penguin, 1993) ISBN 0140156038
	Moore S – <i>Social Welfare Alive, Third Edition</i> (Nelson Thornes, 2002) ISBN 0748765611
	Sharkey P – <i>Introducing Community Care</i> (Collins Educational, 1995) ISBN 0003223337
	Walsh M, Stephens P and Moore S – <i>Social Policy and Welfare</i> (Stanley Thornes Publishing, 2000) ISBN 0748745912
	Webb R et al – <i>Social Issues for Carers, Second Edition</i> (Hodder Arnold, 1998) ISBN 0340706252
	Young P – <i>Mastering Social Welfare, Fourth Revised Edition</i> (Palgrave Macmillan, 2000) ISBN 0333973277
<b>Websites</b>	British Association of Social Workers <a href="http://www.basw.co.uk">www.basw.co.uk</a> Community Care <a href="http://www.community-care.co.uk">www.community-care.co.uk</a> Department of Health <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>

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## Unit 8: Promoting Health and Well-being

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Internally assessed

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### Introduction

This unit will develop your knowledge and understanding of promoting health and well-being.

You will find out why health promotion campaigns are carried out, and how topics and target groups are identified.

By carrying out your own small-scale health promotion you will learn about the different approaches to health education, and how they are put into practice, and you will develop skills in planning, carrying out, and evaluating an activity to promote health and well-being. Your health promotion should take approximately 15 hours to complete.

Evidence presented for assessment will be appropriate to the setting, or service user, chosen for the unit. This will be drawn from one of the following

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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### Recommended prior learning

Unit 1: Human Growth and Development

Unit 6: Public Health

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## What you need to learn

- 8.1 Reasons for promoting health and well-being**
- You must understand factors that influence the decision to launch a health promotion.
- These factors may include:
- demographic data, such as patterns of disease or ill health, or data on risks associated with lifestyle and behaviour
  - national and international targets for health and well-being
  - concerns about an issue that may be expressed by government, by the public or in the media
  - new scientific evidence concerning an aspect of health and well-being.
- You need to find out about agencies involved in health promotion such as government departments, local government, and other public and private organisations.
- You must understand how the factors that influence a health promotion, and the priorities of the agency carrying it out, contribute to defining both the topic and the group at which the promotion is targeted.
- 8.2 Models and approaches to health promotion**
- You should understand that different models and approaches are used in health promotion.
- These models include:
- medical
  - behaviour change
  - educational
  - empowerment or client-centred
  - social change.
- You should study the characteristics of different models, and understand how the choice of models used is influenced by the topic, the target group, and by other factors such as the scale of the promotion and the resources that are available.
- You will learn about different media used in health promotions, such as:
- leaflets
  - posters
  - presentations
  - advertisements in newspapers or on TV.
- You will gain knowledge of the factors that influence decisions to use particular media in a promotion.
- You will understand that a message can vary in style and approach, for example it could be designed to be humorous and engaging, or to be shocking. You will gain knowledge of factors that influence the style and approach used for a message.
- You will understand the ethical issues associated with health promotions, and the models and methods used in them.

### **8.3 Planning and implementing a health promotion**

You will need to develop knowledge and skills in planning and implementing a small-scale health promotion.

You will need to know about the stages in this process including:

- gaining knowledge through secondary research to inform decisions about topic and target group
- the setting of aims and objectives for the promotion, and the development of criteria and tools to evaluate progress and outcomes
- selection of appropriate health promotion model(s), media and message style
- implementation of the promotion
- analysis of evaluative data obtained during the promotion
- evaluation of the outcomes, including in relation to the original aims and objectives and evaluative criteria.

Through researching and carrying out your own small-scale promotion you will be able to develop skills and knowledge to support each stage of the process.

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## Assessment evidence

Assessment evidence will typically consist of a written report on a small-scale health promotion that you have carried out.

You may work as part of a group, or as an individual, to carry out the health promotion, but your report must be an individual piece of work carried out entirely by you. Your health promotion should take approximately 15 hours to complete.

The topic of your health promotion may be drawn from any area relevant to health and social care.

The target group should be from **one** of the following client groups:

- people who are ill
- young children
- older people
- people with specific needs.

Your report will demonstrate your knowledge and understanding of the promotion of health and well-being, and show evidence of your ability to conduct a small-scale health promotion. You can use either existing materials or develop your own materials, to collect evidence for your health promotion.

Your report must include evidence of:

- a knowledge and understanding of the topic addressed by your promotion, and a considered and appropriate choice of target group
- b the planning of your promotion including: aims and objectives, the health promotion model(s)/approach(es) chosen, and the methods used to measure the success of the promotion
- c implementation of your health promotion, the use and development of appropriate media and materials, and an analysis of the success of your health promotion
- d\* the evaluation outcomes of your health promotion.

When you carry out interviews or activities with clients as part of your internally assessed work it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1)	<p>The learner demonstrates basic skills in obtaining information from at least one source on the topic of their health promotion. There is little evidence of independent research, and the number of sources used is limited.</p> <p>The learner is able to choose an appropriate target group, but the rationale for their decision is simplistic.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>The learner demonstrates good skills in obtaining information from at least two sources on the topic of their health promotion. There is evidence of independent research, and the information is drawn from several relevant sources.</p> <p>The learner is able to choose an appropriate target group, and the rationale for their decision is reasoned.</p> <p style="text-align: right;"><b>(8-10)</b></p>	<p>The learner demonstrates excellent skills in obtaining information from at least three sources on the topic of their health promotion. There is evidence of the learner's initiative in planning their own methods of obtaining information, and information is drawn from several relevant sources, and from different types of sources.</p> <p>The learner is able to choose an appropriate target group, and the rationale for their decision is well reasoned.</p> <p style="text-align: right;"><b>(11-13)</b></p>	<b>13</b>
(b) (AO2)	<p>The learner is able to create a plan for a small-scale health promotion and displays a basic knowledge of health promotion models and approaches.</p> <p>At least one of the aims and objectives is stated, though understanding of them may be limited.</p> <p>Evaluative methods are stated, as a method to measure the success of the promotion, but limited understanding of the evaluative process is shown.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>The learner is able to create a plan for a small-scale health promotion and displays a good knowledge of health promotion models and approaches.</p> <p>At least two of the aims and objectives are stated, and good understanding of them is demonstrated.</p> <p>Evaluative methods are described, as a method to measure the success of the promotion, and a good understanding of the evaluative process is shown.</p> <p style="text-align: right;"><b>(8-10)</b></p>	<p>The learner is able to create a plan for a small-scale health promotion and displays a high level of knowledge of health promotion models and approaches.</p> <p>At least three of the aims and objectives are stated, and detailed understanding of them is demonstrated.</p> <p>Evaluative methods are explained, as a method to measure the success of the promotion, and a high level of understanding of the evaluative process is shown.</p> <p style="text-align: right;"><b>(11-13)</b></p>	<b>13</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (AO3)	<p>The learner is able to carry out their planned promotion, showing a basic understanding of the health promotion models used.</p> <p>Analysis is based on limited or weak data, and conclusions are simplistic or unsupported.</p> <p>The learner is able to create media and materials, but choices demonstrate a limited understanding and knowledge of the health promotion models used.</p> <p>The learner can apply methods to measure the success of the promotion, but this demonstrates a basic understanding of the process.</p> <p style="text-align: right;"><b>(0-8)</b></p>	<p>The learner is able to carry out their planned promotion, showing a good understanding of the health promotion models used.</p> <p>Analysis is based on adequate data, and conclusions are reasoned and based on evidence.</p> <p>The learner is able to create media and materials, and choices demonstrate clear understanding and knowledge of the health promotion models used.</p> <p>The learner can apply methods to measure the success of the promotion, and demonstrates a good understanding of the process.</p> <p style="text-align: right;"><b>(9-13)</b></p>	<p>The learner is able to carry out their planned promotion, showing a detailed understanding of the health promotion models used.</p> <p>Analysis is based on extensive data, and conclusions well reasoned and based on well-founded evidence presented within the report.</p> <p>The learner is able to create media and materials, and choices demonstrate high level of understanding and knowledge of the health promotion models used.</p> <p>The learner can apply methods to measure the success of the promotion, and demonstrates an excellent understanding of the process.</p> <p style="text-align: right;"><b>(14-17)</b></p>	<b>17</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4) QWC (i-iii)	<p>The learner demonstrates a basic level of evaluative skills.</p> <p>The learner's report will evaluate the promotion and indicate the outcomes, but the report is descriptive and explanation is limited.</p> <p>A basic understanding of at least one of the aims and objectives and evaluative criteria is demonstrated.</p> <p>The level of independent thinking is limited.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>	<p>The learner demonstrates a good level of evaluative skills.</p> <p>The learner's report will evaluate the health promotion and indicate the outcomes, with reasoned conclusions.</p> <p>The learner is able to discuss and draws conclusions which are based on evidence.</p> <p>A good understanding of at least two of the aims and objectives and evaluative criteria is demonstrated.</p> <p>There is some evidence of independent thinking and initiative.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>	<p>The learner demonstrates excellent evaluative skills.</p> <p>The learner's report will evaluate the promotion and indicate the outcomes, with well-reasoned and detailed conclusions.</p> <p>The learner is able to draw valid conclusions from the evidence present, which are clear, well reasoned and detailed.</p> <p>The learner demonstrates a high level of independent thinking and initiative.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>	<p>17</p> <p><b>60</b></p>
		(9-12)	(13-17)	<b>Total marks</b>

(For description of AOs see Appendix D.)

## Assessment guidance

### Mark band 1

Learners need to produce a report on a small-scale health promotion that they have carried out, on any area relevant to health and social care.

#### *Assessment evidence (a) requires:*

Learners to demonstrate skills in obtaining information, and to make a reasoned choice of an appropriate target group.

At the lower end of the mark band learners will demonstrate that they have accessed relevant information but used only one source, not explaining the choice of target group or explaining it inadequately. The learner needs considerable guidance to complete the work.

At the higher end of the mark band learners will demonstrate that they have accessed relevant information and used one or two sources, explaining the choice of target group simplistically. The learner needs some guidance to complete the work.

#### *Assessment evidence (b) requires:*

Learners to create a plan for their health promotion which demonstrates their knowledge and understanding of health promotion models and approaches, aims and objectives, and evaluative methods and processes.

At the lower end of the mark band, learners will demonstrate an ability to plan their health promotion, displaying a very basic understanding of one health promotion model or approach. One or two aims, objectives and evaluative methods are stated. The learner needs considerable guidance to complete the work.

At the higher end of the mark band, learners will demonstrate an ability to plan their health promotion, displaying a basic understanding of one or two health promotion models and approaches. Two aims, objectives and evaluative methods are stated. The learner needs some guidance to complete the work.

#### *Assessment evidence (c) requires:*

Learners to demonstrate knowledge and understanding of health promotion models and methods, and of the evaluation process, through carrying out their planned promotion, and analysing their findings.

At the lower end of the mark band learners will demonstrate a very basic ability to implement their health promotion, and produce an analysis based on very weak data, which is unsupported. They are able to select and use one or two pieces of media and materials. The learner needs considerable guidance to complete the work.

At the higher end of the mark band, learners will demonstrate a basic ability to implement their health promotion, and produce an analysis based on limited and weak data, which is unsupported. They are able to select and use two pieces of media and materials. The learner needs some guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to demonstrate skills and knowledge in using data to evaluate the outcomes of their health promotion activity. In the process they will demonstrate their understanding of aims, objectives, and evaluative criteria.

At the lower end of the mark band, learners will demonstrate a very basic understanding of evaluations. They will produce a report that is descriptive but only outlines the one main outcome of the health promotion. A very basic understanding of one or two of the aims and objectives and evaluative criteria is shown. There is no evidence of independent thinking. The learner needs considerable guidance to complete the work.

At the higher end of the mark band learners will demonstrate a basic understanding of evaluations. They will produce a report that is descriptive but only outlines one or two of the main outcomes of the health promotion. A basic understanding of two or three of the aims and objectives and evaluative criteria is shown. There is little evidence of independent thinking. The learner needs some guidance to complete the work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a clear and detailed report on a small-scale health promotion that they have carried out, on any area relevant to health and social care.

### *Assessment evidence (a) requires:*

Learners to demonstrate skills in obtaining information, and to make a reasoned choice of an appropriate target group.

At the lower end of the mark band, learners will demonstrate independent research skills, and that they have accessed relevant information. Information will be drawn from two or three sources. They will explain the choice of target group adequately. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will demonstrate good independent research skills, and that they have accessed relevant information. Information will be drawn from three sources. They will explain the choice of target group well. The learner needs very limited guidance to complete the work.

### *Assessment evidence (b) requires:*

Learners to create a plan for their health promotion which demonstrates their knowledge and understanding of health promotion models and approaches, aims and objectives, and evaluative methods and processes.

At the lower end of the mark band, learners will demonstrate an ability to plan their health promotion, displaying a satisfactory understanding of two or three health promotion models and approaches. Two or three aims, objectives and evaluative methods are stated. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will demonstrate a good ability to plan their health promotion, displaying a good understanding of three health promotion models or approaches. Three aims, objectives and evaluative methods are stated. The learner needs very limited guidance to complete the work.

### *Assessment evidence (c) requires:*

Learners to demonstrate knowledge and understanding of health promotion models and methods, and of the evaluation process, through carrying out their planned promotion, and analysing their findings.

At the lower end of the mark band learners will demonstrate a satisfactory ability to implement their health promotion, and produce an analysis based on adequate data, which is reasoned. They are able to select and use two or three pieces of media and materials. The learner needs limited guidance to complete the work.

At the higher end of the mark band learners will demonstrate a good ability to implement their health promotion, and produce an analysis based on adequate data, which is reasoned and based on evidence. They are able to select and use three pieces of media and materials. The learner needs very limited guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to demonstrate skills and knowledge in using data to evaluate the outcomes of their health promotion activity. In the process they will demonstrate their understanding of aims, objectives, and evaluative criteria.

At the lower end of the mark band, learners will demonstrate a satisfactory understanding of evaluations. They will produce a report that indicates two of the main outcomes of the health promotion, and gives reasoned conclusions. A satisfactory understanding of two or three of the aims and objectives and evaluative criteria is shown. They demonstrate a good level of independent thinking and initiative. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will demonstrate a good understanding of evaluations. They will produce a report that indicates two or three of the main outcomes of the health promotion, and gives well-reasoned conclusions. A good understanding of three of the aims and objectives and evaluative criteria is shown. They demonstrate a high level of independent thinking and initiative. The learner needs very limited guidance to complete the work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners need to produce a clear, detailed and in-depth report on a small-scale health promotion that they have carried out, on any area relevant to health and social care.

#### *Assessment evidence (a) requires:*

Learners to demonstrate skills in obtaining information, and to make a reasoned choice of an appropriate target group.

At the lower end of the mark band, learners will demonstrate very good independent research skills, and that they have accessed sufficient and relevant information. Information will be drawn from three or four sources, of different types. They will explain the choice of target group well, and give a well-reasoned rationale for their decision. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will demonstrate excellent independent research skills, and that they have accessed sufficient and relevant information. Information will be drawn from at least four sources, of different types. They will explain the choice of target group very well, and give a well-reasoned rationale for their decision. The learner works independently and needs no support.

#### *Assessment evidence (b) requires:*

Learners to create a plan for their health promotion which demonstrates their knowledge and understanding of health promotion models and approaches, aims and objectives, and evaluative methods and processes.

At the lower end of the mark band, learners will demonstrate a very good ability to plan their health promotion, displaying a very good understanding of three or four health promotion models and approaches. Three or four aims, objectives and evaluative methods are stated, and these are well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will demonstrate an excellent ability to plan their health promotion, displaying an excellent understanding of at least four health promotion models and approaches. At least four aims, objectives and evaluative methods are stated, and these are very well explained. The learner works independently and needs no support.

#### *Assessment evidence (c) requires:*

Learners to demonstrate knowledge and understanding of health promotion models and methods, and of the evaluation process, through carrying out their planned promotion and analysing their findings.

At the lower end of the mark band, learners will demonstrate a high level of ability to implement their health promotion, and produce an analysis based on extensive data, which is well reasoned and based on well-founded evidence. They are able to select and use three or four pieces of media and materials. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will demonstrate an excellent ability to implement their health promotion, and produce an analysis based on extensive data, which is well reasoned and based on well-founded evidence. They are able to select and use at least four pieces of media and materials. The learner works independently and needs no support.

*Assessment evidence (d) requires:*

Learners to demonstrate skills and knowledge in using data to evaluate the outcomes of their health promotion activity. In the process they will demonstrate their understanding of aims, objectives, and evaluative criteria.

At the lower end of the mark band, learners will demonstrate a very high level of understanding of evaluations. They will produce a report that indicates three or four of the main outcomes of the health promotion, and gives well-reasoned conclusions. A very good understanding of three or four of the aims and objectives and evaluative criteria is shown. They demonstrate a good level of independent thinking and initiative. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will demonstrate a good understanding of evaluations. They will produce a report that indicates two or three of the main outcomes of the health promotion, and gives well-reasoned conclusions. A good understanding of three of the aims and objectives and evaluative criteria is shown. They demonstrate a high level of independent thinking and initiative. The learner needs very limited guidance to complete the work.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

This unit is centred around a practical activity. Learners must plan, implement and evaluate a small-scale health promotion.

Learners will need the opportunity to demonstrate the range of skills, knowledge and understanding required in this unit. This means that the time available to deliver the unit requires careful consideration. Learners need time to develop background knowledge; to plan and carry out their promotion; and to analyse, evaluate and report on the results. It is suggested that learners carry out their promotion and collect data over a period of no more than 15 hours, so as to leave sufficient time for the other work they need to do. Also, it is suggested that the learners should be allowed three hours per week (including homework) to complete their work.

Learners should be guided closely in their choice of topic and target groups so as to avoid choices, which may prove difficult to work with, raise ethical concerns, or be potentially unsafe. It is advisable for learners to look at existing promotions, both to ease the research process and because it can provide comparative data to improve the depth of their own evaluation and reporting.

Learners need to develop sufficient understanding of models of health promotion to be able to select appropriate models for their planned promotion. They could use either existing materials or develop their own materials, to collect evidence for the health promotion. If they are not developing their own materials to collect evidence, then this should be made clear in their report, and the source of the material given.

The application of their chosen model(s) should demonstrate an understanding of the characteristics of the model being used. For instance, if an educational model is being used, learners should demonstrate that they are attempting to give information so that people are able to make informed choices, as this is an aspect of an educational model of health promotion.

Weaker learners are likely to require support to plan and carry out their promotion, but it is important that they are able to complete this so as to be able to access all sections of the unit.

The report submitted for assessment needs to be the learner's own work, although they may have carried out their promotion activity as part of a group. Although there is no proscribed format for the report it must be structured so as to include evidence on all the four areas listed in the Assessment evidence section.

## Links

<b>Other units</b>	Unit 1: Human Growth and Development
	Unit 6: Public Health
	Unit 9: Investigating Disease

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Butler J – <i>Principles of Health Education and Health Promotion, Third Edition</i> (Thomson Learning, 2000) ISBN 0534523749
	Crittenden M et al – <i>Health and Social Care A2 for Edexcel Student's Book</i> (Collins Educational, 2006) ISBN 0007200404
	Stretch B et al – <i>Edexcel A2 GCE in Health and Social Care</i> (Heinemann, 2006) ISBN 0435352946

<b>Websites</b>	BBC	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
	Department of Health	<a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
	National Institute for Health and Clinical Excellence (NICE)	<a href="http://www.nice.org.uk">www.nice.org.uk</a>
	Search engine	<a href="http://www.google.co.uk">www.google.co.uk</a>
	UK Statistics Authority	<a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>

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## Unit 9: Investigating Disease

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Internally assessed

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### Introduction

This unit develops concepts of health and disease introduced in *Unit 1: Human Growth and Development*. You will learn about the disease process, and will carry out an individual investigation into various aspects of two specific diseases. This will include the biological basis of diseases, the ways in which a diagnosis may be made, the availability of treatment, the factors that may influence the outcome of the treatments, the strategies for preventing the spread or occurrence of the disease, and epidemiological methods for tracking disease.

Evidence presented for assessment will be appropriate to the setting, or service user, you choose for the unit. This will be drawn from one of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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### Recommended prior learning

Unit 1: Human Growth and Development

Unit 8: Promoting Health and Well-being

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## What you need to learn

- 9.1 Health and disease: epidemiology**
- You will develop knowledge of the meaning of the terms ‘health’ and ‘disease’ and different methods of categorising diseases.
- These include:
- physical, psychological, and social
  - communicable and non-communicable diseases.
- You will gain an understanding of the importance of the study of diseases in human populations (epidemiology) for the prevention of disease. This will include data collection methods and the use of data.
- 9.2 Differences between communicable and non-communicable diseases**
- You will learn about the differences between communicable and non-communicable diseases.
- Communicable diseases are infectious and are usually caused by micro-organisms. These include:
- viruses (eg influenza)
  - bacteria (eg tuberculosis)
  - fungi (eg athlete’s foot)
  - protozoa (eg malaria).
- Communicable diseases:
- do not always require long term support and treatment
  - could occur at any age, though the impact of the disease may differ in each life stage
  - are transmitted in a variety of different ways.
- Non-communicable diseases are non-infectious and cover a range of different types of diseases. These include:
- degenerative diseases (eg arthritis)
  - deficiency diseases (eg scurvy – vitamin C deficiency)
  - diseases associated with lifestyle or the environment (eg lung cancer – smoking)
  - inherited diseases (eg cystic fibrosis).
- Non-communicable diseases:
- usually require long-term support and treatment
  - are often linked with different life stages.

### **9.3 Diagnosis, treatment and support of disease**

You will know that diagnosis is based on signs and symptoms, and may be backed up with clinical and/or laboratory investigations.

You should understand that diagnosis and treatment of disease may be undertaken:

- by the individual
- in a local health practice
- in a local hospital
- at a specialist national centre.

You will also learn about facilities to support individuals with a disease. These might include:

- charities and support groups
- clinics
- domestic care.

You should understand that there may be factors which affect the availability of support, investigations and treatment regimes for disease. These might include:

- self-diagnosis and treatment
- cost of medicines and other consumables
- availability of specialist staff
- need for specialised equipment.

### **9.4 Strategies for prevention of disease**

You should understand the strategies that can be employed to reduce the risk of developing a disease. These include:

- national strategies, eg public health information/campaigns, such as hygiene, diet and anti-smoking
- local strategies, eg health information booklets, well-women and well-men clinics, exercise classes
- personal lifestyle choices, eg personal hygiene, diet, exercise, substance abuse and risk behaviour.

You should understand that there may be factors that interfere with the prevention, and the control of the spread, of disease. These include:

- public perception of risk, which may be influenced by groups such as the media and charities
- patient-doctor concordance
- patient compliance
- antibiotic resistance
- funding available.

## Assessment evidence

Assessment evidence will typically consist of a **comparison** of two diseases. One must be a communicable disease and one a non-communicable disease. You should select a pair of diseases, on which to base your report, and agree these with your tutor. Learners could choose to study the same communicable (or non-communicable) disease as each other, however, their work should be clearly individual. They should then study a different non-communicable (or communicable) disease to each other.

Your work must show evidence of the following for the communicable and the non-communicable disease that is studied, giving a comparison of the two diseases:

- a\* a brief summary of the biological basis of the disease and the body's response to it
- b\* information about the causes and distribution of the disease
- c an analysis of the availability of support, facilities for diagnosis and treatment in your locality, including factors that may affect the availability and outcome of the treatments
- d an evaluation of the strategies for the prevention of the disease and factors that might affect them.

Evidence presented for this unit could be drawn from diseases affecting people at any stage of life. You might choose to investigate two diseases normally affecting people at the same life stage, or two diseases normally affecting people at different life stages. You must cover the content as specified in *What you need to learn* and make sure that you choose one communicable disease and one non-communicable disease.

When you carry out interviews or activities with clients as part of your internally assessed work it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1) QWC (i-iii)	<p>The learner's report will demonstrate some knowledge and briefly describes a representative communicable and non-communicable disease.</p> <p>The learner will indicate at least one of the different signs and symptoms of each disease, describing how the body responds to the disease.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p><b>(0-7)</b></p>	<p>The learner's report demonstrates an accurate level of knowledge and a clear description of a representative communicable and non-communicable disease.</p> <p>The learner will describe the biological basis of each disease, how the body responds to the disease and how at least two of the different signs and symptoms of each disease are produced.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p><b>(8-10)</b></p>	<p>The learner's report demonstrates a high level of knowledge and a detailed description of a representative communicable and non-communicable disease.</p> <p>The learner will describe the biological basis of each disease, how the body responds to the disease, and how at least three of the different signs and symptoms are produced and displayed. They will relate the changes as a result of the disease to the methods used to diagnose and differentiate these diseases.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p><b>(11-13)</b></p>	<b>13</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<p><b>(b)</b></p> <p><b>(AO2)</b></p> <p><b>QWC</b></p> <p><b>(i-iii)</b></p>	<p>The learner demonstrates the ability to apply their knowledge and understanding, but this is not directly linked to the context of the chosen diseases. The learner's report will identify at least one of the factors that affect the cause and distribution of the disease.</p> <p>Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p>The report is not always accurate and the learner does not often demonstrate application of knowledge.</p> <p><b>(0-7)</b></p>	<p>The learner's report will identify at least two of the factors that affect the cause and distribution of the disease, and will compare these factors for both diseases. They will give examples and explanations of these factors.</p> <p>Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p>The report is accurate, but the learner does not fully demonstrate application of knowledge.</p> <p><b>(8-10)</b></p>	<p>The learner's report will identify and review at least three of the factors that could affect the distribution of the disease. The learner will demonstrate the ability to compare and contrast the communicable and non-communicable disease.</p> <p>Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p>The report is accurate and the learner fully demonstrates application of knowledge.</p> <p><b>(11-13)</b></p>	<p><b>13</b></p>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) <b>(A03)</b>	<p>The learner's report will identify at least one method of how the diseases are diagnosed and treated, describing the factors that affect this provision.</p> <p>The learner will list some of the factors that could affect the outcome of the treatments and describe the role of professional or voluntary support where appropriate.</p> <p>The information is limited and is not always relevant. There is little analysis of work-related issues and problems.</p> <p>There are summaries rather than conclusions.</p> <p><b>(0-8)</b></p>	<p>The learner's report will explain at least two methods of how the diseases are diagnosed and differentiated from diseases with similar signs and symptoms. They will describe how the diseases are treated, explaining the differences in the provision for the two diseases studied.</p> <p>The learner will describe the factors that can affect the outcome of the treatments. They will examine the role of professional or voluntary support where appropriate.</p> <p>Information is drawn from several sources and is both relevant and sufficient. Relevant links to work-related issues and problems are made.</p> <p>There are conclusions which are clear and reasoned.</p> <p><b>(9-13)</b></p>	<p>The learner's report will examine and explain at least three of the factors that can affect the outcome of the treatments of the two diseases. They compare the support available to those with the chosen diseases compared to other communicable and non-communicable diseases.</p> <p>They will compare the treatments available and examine and provide justifiable reasons for differences in the provision for the two diseases studied.</p> <p>Information is drawn from a number of sources of different types, and is both relevant and extensive. There are many appropriate links to work-related issues and problems.</p> <p>Valid conclusions are drawn from the evidence presented.</p> <p><b>(14-17)</b></p>	<b>17</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4)	<p>The learner's report will demonstrate a basic level of evaluative skills. They will evaluate the strategies for the prevention of the diseases, giving at least one of the reasons why these are not always successful.</p> <p>There is little suggestion of how any identified work related issues impact on the prevention, support and treatment available.</p> <p>The level of independent thinking is limited.</p> <p style="text-align: right;"><b>(0-8)</b></p>	<p>The learner demonstrates good evaluative skills. They will evaluate the strategies for the prevention of the disease, the limitations of these and give at least two of the reasons why they are not always successful.</p> <p>There is some suggestion of how any identified work related issues impact on the prevention, support and treatment available.</p> <p>There is evidence of some independent thinking and initiative.</p> <p style="text-align: right;"><b>(9-12)</b></p>	<p>The learner demonstrates excellent evaluative skills. They will evaluate the strategies for the prevention of the diseases. They will examine and explain at least three of the reasons why these are not always as successful as they might be.</p> <p>There are good suggestions of how any identified work related issues impact on the prevention support and treatment available.</p> <p>The learner demonstrates a high level of independent thinking and initiative.</p> <p style="text-align: right;"><b>(13-17)</b></p>	<b>17</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

Learners need to produce a report of a comparison undertaken on a communicable and a non-communicable disease (chosen to enable them to provide the evidence required to meet the assessment criteria).

The nature of this unit is such that it is possible to gather a considerable amount of information on the chosen diseases from texts and through the internet. This information gathering is useful as background (if quoted it must be attributed) but not for assessment.

*Assessment evidence (a) requires:*

Learners to demonstrate basic knowledge and understanding of the causes, distribution, diagnosis, treatment and prevention of the diseases. They should also examine the factors that influence the prevention, treatment and support available. These will include the factors that influence the support and treatment available to people in their locality. There should be some independence in the nature of the information gathered to support the evidence, eg a witness testimony, and not be limited only to the learner's own evidence.

At the lower end of the mark band, learners will demonstrate, with evidence, a very limited ability to describe their chosen diseases. They will give one fact about the signs and symptoms of each disease, and give one fact about how the body responds to the diseases. The information is often not accurate and is not explained. The learner needs considerable guidance to complete their work.

At the higher end of the mark band, learners will demonstrate, with evidence, a limited ability to describe their chosen diseases. They will give one or two facts about the signs and symptoms of each disease, and give one or two facts about how the body responds to the diseases. The information is often inaccurate and is not explained. The learner needs some guidance to complete their work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

*Assessment evidence (b) requires:*

Learners to demonstrate the ability to apply knowledge, understanding and skills, accurately, through the ability to select and summarise information in their own words. The information may not always be explicitly linked to the health-related context itself.

At the lower end of the mark band, learners will demonstrate a very basic ability to apply knowledge, understanding and skills accurately. They will identify one factor that affects the cause and distribution of the disease. Their report has a very limited use of specialist vocabulary and the report is often not accurate. The learner offers no explanations and needs considerable guidance to complete the work.

At the higher end of the mark band, learners will demonstrate a basic ability to apply knowledge, understanding and skills accurately. They will identify two factors that affect the cause and distribution of the diseases. Their report has a limited use of specialist vocabulary and the report is often inaccurate. The learner offers no explanations and needs some guidance to complete the work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

*Assessment evidence (c) requires:*

Learners will use a limited range of information sources and undertake an information search. Few skills will be shown in obtaining information, which will be limited and may not always be relevant. There will be little analysis of the issues and problems, with summaries rather than conclusions, being offered.

At the lower end of the mark band, learners will identify one way in which the diseases can be identified, and one factor which will affect the outcome of its treatment. They will briefly describe the role of one professional worker. Their information is from only one source and is often not relevant. The learner needs considerable guidance.

At the higher end of the mark band, learners will identify two ways in which the diseases can be identified, and two factors which will affect the outcome of its treatment. They will briefly describe the role of one professional worker or voluntary worker. Their information is from only one or two sources and is not always relevant. The learner needs some guidance.

*Assessment evidence (d) requires:*

Learners to evaluate evidence, describing good and bad points of the comparison.

At the lower end of the mark band, the learner will show very basic evaluative skills, and they will give one reason why it was not always successful. They give no suggestion of how this issue impacts on prevention, support and treatment. There is no evidence of independent thinking. The learner needs considerable guidance to complete the work.

At the higher end of the mark band, the learner will show basic evaluative skills, and they will give two reasons why it was not always successful. They give brief suggestions of how these issues impact on prevention, support and treatment, but this is not explained fully. There is limited evidence of independent thinking. The learner needs some guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a report of a clear and detailed comparison undertaken on a communicable and a non-communicable disease, in a chosen context, which should be selected to meet the assessment criteria.

The nature of this unit is such that it is possible to gather a considerable amount of information on the chosen diseases from texts and through the internet. This information gathering is useful as background (if quoted it must be attributed) but not for assessment.

### *Assessment evidence (a) requires:*

Learners to demonstrate beyond the basic level, knowledge and understanding of the nature of diseases and the way in which society deals with them. Learners should demonstrate, with evidence, a range of examples beyond a basic level. Evidence should include not only a correct description of the disease, its cause, spread and treatment, but also the factors which affect these, and the prevention of the disease. There should be independence in the nature of the evidence, eg a witness testimony, and evidence should be derived from more than one source.

At the lower end of the mark band, learners will demonstrate, with evidence, a satisfactory ability to describe their chosen diseases. They will give two or three facts about the signs and symptoms of each disease, and give two or three facts about how the body responds to the diseases. The information is drawn from two or three sources and is relevant. The learner needs limited guidance to complete their work.

At the higher end of the mark band, learners will demonstrate, with evidence, a good ability to describe their chosen diseases. They will give three facts about the signs and symptoms of each disease, and three facts about how the body responds to the diseases. The information is drawn from three sources and is relevant and sufficient. The learner needs very limited guidance to complete their work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

### *Assessment evidence (b) requires:*

Learners to demonstrate the ability to apply knowledge, understanding and skills accurately, through the ability to compare the occurrence, investigation, treatment and support to the chosen disease.

At the lower end of the mark band, learners will demonstrate a satisfactory ability to apply knowledge, understanding and skills accurately. They will identify two or three factors that affect the cause and distribution of the diseases. Their report uses correct specialist vocabulary, but not as often as possible. It is accurate, but is not explained well. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will demonstrate a satisfactory ability to apply knowledge, understanding and skills accurately. They will identify three factors that affect the cause and distribution of the diseases. Their report uses correct specialist vocabulary, throughout most of the report. It is accurate and has some explanation, but it is not explained fully. The learner needs very little guidance to complete the work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

*Assessment evidence (c) requires:*

Learners to demonstrate good skills in obtaining information and use several sources. The information is sufficient and generally relevant. Links are made to related issues in comparable diseases and problems. Learners will be able to make valid comparisons between the issues raised by the two diseases chosen and comparable diseases.

At the lower end of the mark band, learners will identify two or three ways in which the diseases can be identified, and two or three factors which will affect the outcome of its treatment. They will briefly describe the role of two professional workers or voluntary workers. Their information is from three sources and is relevant. The learner needs limited guidance.

At the higher end of the mark band, learners will identify three ways in which the diseases can be identified, and three factors which will affect the outcome of its treatment. They will briefly describe the role of three professional workers or voluntary workers. Their information is from three sources and is both relevant and sufficient. The learner needs very limited guidance.

*Assessment evidence (d) requires:*

Learners to evaluate evidence, suggesting how any identified issues impact on the prevention, support and treatment available. There is some evidence of independent thinking and initiative.

At the lower end of the mark band, the learner will show satisfactory evaluative skills, and they will give two or three reasons why it was not always successful. They give brief suggestions of how these issues impact on prevention, support and treatment, and this is explained well. The learner demonstrates some independent thinking and initiative, although this is not always accurate. The learner needs limited guidance to complete the work.

At the higher end of the mark band, the learner will show good evaluative skills, and they will give three reasons why it was not always successful. They give some suggestions of how these issues impact on prevention, support and treatment, and this is explained well. The learner demonstrates some independent thinking and initiative, and this is shown in the clearly-explained conclusions, that are based on evidence. The learner needs very limited guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners need to produce a report of a clear, detailed and in-depth comparison undertaken on a communicable and a non-communicable disease and the issues raised in their work, in a chosen context, which should be selected to meet the assessment criteria. Information should be organised appropriately and in an effective manner, with no significant omission or inaccuracies.

The nature of this unit is such that it is possible to gather a considerable amount of information on the chosen diseases from texts and through the internet. This information gathering is useful as background (if quoted it must be attributed) but not for assessment.

#### *Assessment evidence (a) requires:*

Learners to demonstrate an in-depth knowledge and understanding of the implications of the chosen diseases in society. The report will be detailed and show depth of knowledge and understanding as well as the extensive use of specialist vocabulary.

At the lower end of the mark band, learners will demonstrate, with evidence, a high level of ability to describe their chosen diseases. They will give three or four facts about the signs and symptoms of each disease, and give three or four facts about how the body responds to the diseases. The information is drawn from four sources and is always relevant and sufficient. It is accurate and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will demonstrate, with evidence, an excellent ability to describe their chosen diseases. They will give at least four facts about the signs and symptoms of each disease, and give at least four facts about how the body responds to the diseases. The information is drawn from at least four sources and is always relevant and sufficient. It is accurate and very well explained. The learner works independently and needs no support.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

#### *Assessment evidence (b) requires:*

Learners to demonstrate the ability to apply knowledge, understanding and skills accurately and independently, through the ability to explain how society deals with the diseases, comparing outcomes with other communicable and non-communicable diseases.

At the lower end of the mark band, learners will demonstrate a high level of ability to apply knowledge, understanding and skills accurately. They will identify and review three or four factors that affect the cause and distribution of the diseases. The learner will compare and contrast both diseases, identifying and listing differences and similarities. Their report uses correct specialist vocabulary in almost all situations. It is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will demonstrate an excellent ability to apply knowledge, understanding and skills accurately. They will identify and review at least four factors that affect the cause and distribution of the diseases. The learner will compare and contrast both diseases, identifying and discussing differences and similarities. Their report uses correct specialist vocabulary in all situations. It is accurate and very well explained. The learner works independently and needs no support.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

*Assessment evidence (c) requires:*

Learners will demonstrate, with evidence, a range of information-seeking skills at a high level and devise and plan their own methods to obtain information and evidence, use appropriate techniques and a wide range of information sources. Evidence should include the choice of relevant examples to support valid conclusions and make well-reasoned judgements from the evidence presented.

At the lower end of the mark band, learners will identify and examine three or four ways in which the diseases can be identified, and three or four factors which will affect the outcome of its treatment. They will compare the support given from two professional workers or voluntary workers, for their chosen diseases and with other diseases. They will also compare the support given for the diseases in two different areas, locally or nationally, explaining two of the differences. Their information is from three sources of different types, and is relevant and extensive. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will examine and explain at least four ways in which the diseases can be identified, and at least four factors, which will affect the outcome of its treatment. They will compare the support given from at least two professional workers or voluntary workers, for their chosen diseases and with other diseases. They will also compare the support given for the diseases in three different areas, locally and nationally, explaining three of the differences and providing justified reasons for these differences. Their information is from at least four sources of different types, and is relevant and extensive. The learner works independently and needs no support.

*Assessment evidence (d) requires:*

Learners to analyse and evaluate evidence, suggesting how any identified issues impact on the prevention, support and treatment available, and to show a high level of independent thinking and initiative.

At the lower end of the mark band, the learner will show very good evaluative skills, and they will give three or four reasons why it was not always successful. They give good suggestions of how these issues impact on prevention, support and treatment, and this is explained well. The learner demonstrates a good level of independent thinking and initiative. They need only occasional support to complete the work.

At the higher end of the mark band, the learner will show excellent evaluative skills, and they will give four reasons why it was not always successful. They give good suggestions of how these issues impact on prevention, support and treatment, and this is explained very well. The learner demonstrates a high level of independent thinking and initiative. They need only occasional support to complete the work. The learner works independently and needs no support.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

Throughout this programme the internally assessed units provide learners with the opportunity to relate their work to a particular care setting: this could be for either older people, individuals with specific needs, those who are ill or young children. Non-communicable diseases are often linked to different life stages and even some communicable diseases have a particular relevance to the differing stages.

Although there is a strong theoretical bias to this unit, learners will need to apply knowledge and understanding to meet the evidence requirements; they will need to adopt an investigative approach to determine the facilities available locally and to find how these link to any national provision.

Learners will generally need to be guided with respect to the diseases chosen to base their report on. The communicable disease should, in any case, be restricted to a bacterial or viral infection. This will make it simpler to provide evidence on the body's reaction and to discuss issues such as immunisation and antibiotics. The aim of this unit is not simply to produce a scientific treatise on a disease, but to look more generally at the factors affecting the spread of disease, society's response, and how people respond to treatment and health initiatives.

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## Links

<b>Other units</b>	Unit 1: Human Growth and Development Unit 8: Promoting Health and Well-being
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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Crittenden M et al – <i>Health and Social Care A2 for Edexcel Student’s Book</i> (Collins Educational, 2006) ISBN 0007200404
	Gray A – <i>World Health and Disease, Third Edition</i> (McGraw-Hill, 2001) ISBN 033520838X
	Stretch B et al – <i>Edexcel A2 GCE in Health and Social Care</i> (Heinemann, 2006) ISBN 0435352946
	Thomson H et al – <i>Further Studies for Health, Second Edition</i> (Hodder and Stoughton, 2002) ISBN 0340804238

<b>Websites</b>	BBC	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
	Department of Health	<a href="http://www.doh.gov.uk">www.doh.gov.uk</a>
	National Institute for Health and Clinical Excellence (NICE)	<a href="http://www.nice.org.uk">www.nice.org.uk</a>
	Search engine	<a href="http://www.google.co.uk">www.google.co.uk</a>
	UK Statistics Authority	<a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>

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# Unit 10: Using and Understanding Research

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Internally assessed

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## Introduction

This unit will develop your knowledge and understanding of research methods and the research process.

Research awareness is increasingly important in the health and social care field because of the emergence of evidence-based care practice. Research now plays a key part in developing and improving health and social care policies, service provision and care interventions. Carrying out a small research project is a practical way of developing research awareness and basic research skills.

Evidence presented for assessment will be appropriate to the setting, or service user, chosen for the unit. This will be drawn from the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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## Recommended prior learning

Unit 3: Positive Care Environments

Unit 4: Social Aspects and Lifestyle Choices

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## What you need to learn

### 10.1 The aims and use of research in health and social care

You should understand the role that research plays in the health and social care field. You should know how research investigations can be used to:

- investigate new care-related situations and problems
- test and review existing knowledge, treatments and practices
- explain the relationship between factors affecting health and well-being
- evaluate service interventions and policies.

You should know how research findings affect the work of health and social care practitioners. You should understand how:

- epidemiological and census data is used in policy making and service planning
- experimental research findings are used in the development and testing of medical and other treatment interventions
- survey and interview research findings are used to assess service users' satisfaction with local and national health and social care services.

### 10.2 Research methods

Researchers use a range of different research methods to investigate the health and social care field. You should understand the role of:

- quantitative, qualitative, primary and secondary research
- questionnaires, interviews, experiments and observational methods of data collection
- different sampling and case selection methods.

You should also demonstrate an understanding of:

- the strengths and weaknesses of research methodologies
- the importance of reliability, validity and ethics in research investigations.

You should understand why it is important to plan and follow a research process when carrying out a research investigation. You should also know that any research study involves either testing a hypothesis or investigating a clear research question and evaluating findings against it.

### 10.3 Carrying out a research project

You will complete a research project on a topic related to health and social care. You will need to know how to:

Plan the project

- identify a research topic and explain your reasons for choosing it
- define the research hypothesis or research question that you intend to investigate
- carry out a review of background literature and information resources relevant to your chosen topic and research question or hypothesis
- produce a research proposal outlining and justifying your intended approach
- create the data collection tools (questionnaires, interview schedules or observation checklists) required for your research investigation
- produce a brief action plan for completing the research project.

Conduct the research

- obtain data from appropriate sources using your proposed methods
- record your findings in an appropriate manner
- analyse the data that you obtain.

Write a research report

- describe the aims of and methods used in your research project
  - report the results, presenting the data in summary form
  - explain and evaluate your findings, comparing them to the original hypothesis or research question and relevant points from your background literature review
  - assess the strengths and possible limitations of your research investigation.
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## Assessment evidence

The internal assessment will be based on your completion of a research project in which you obtain and use both primary and secondary data. This will demonstrate your understanding of the knowledge base of the unit and your ability to apply it in a practical way.

The research investigation that you propose should cover a topic that is relevant to the health and social care field. The topic area may be drawn from one or more of the units within the GCE Health and Social Care (Double Award), concerning the following client groups:

- people who are ill
- young children
- older people
- people with specific needs.

Assessment evidence will consist of a research proposal and final written report that demonstrates understanding of research methods and issues and shows evidence of your ability to use basic research skills. Your work must show evidence of your ability to:

- a\* demonstrate a knowledge and understanding of research methodology
- b use relevant techniques and skills to obtain research data
- c analyse the research data that you obtain
- d evaluate your research project and methodology.

When you carry out interviews or activities with clients as part of your internally assessed work, it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1) QWC (i-iii)	<p>The learner identifies a relevant research topic and produces a research proposal that is based on a basic knowledge and understanding of appropriate research methods.</p> <p>The learner's final research report will demonstrate a limited and superficial knowledge of the research process and research methods.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p><b>(0-7)</b></p>	<p>The learner produces a research proposal based on an appropriate topic. The proposal is clearly expressed, structured and demonstrates a good awareness of the research process and major methodology issues relevant to the investigation.</p> <p>The learner's final research report will demonstrate good understanding of the research process and the research methods that are used within their project.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p><b>(8-10)</b></p>	<p>The learner produces a clear, structured and detailed research proposal on an appropriate topic. The proposal demonstrates a high level of knowledge and understanding of the research process and of key methodology issues relevant to the proposed investigation.</p> <p>The learner's final research report will demonstrate a high level of knowledge and understanding of research methodology.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p><b>(11-13)</b></p>	<b>13</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(b) (AO2)	<p>The learner demonstrates the ability to identify and produce basic data collection tools for their investigation. However, insufficient, inappropriate or inadequate data may be obtained because of poor planning or execution of the data collection process.</p> <p>The learner will require practical support to complete the data collection phase of the research process.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>The learner's planning and conduct of the research investigation will be clear and systematic. The learner is able to obtain sufficient and appropriate data for analysis.</p> <p>The learner will apply a sound knowledge of research methods and the research process to their chosen health and social care issue in an appropriate, practical and effective way with only limited support.</p> <p style="text-align: right;"><b>(8-10)</b></p>	<p>The learner will independently develop and use appropriate data collection tools for their research investigation. The learner demonstrates the ability to obtain data in a systematic and considered way, modifying their plans appropriately in response to problems.</p> <p>The learner is able to apply a detailed knowledge of research methods and the research process to their chosen health and social care issue in an accurate, practical and competent way.</p> <p style="text-align: right;"><b>(11-13)</b></p>	<b>13</b>
(c) (AO3)	<p>The learner will provide a basic analysis of the research data that they obtain. The analysis will demonstrate limited practical analysis and will identify only basic patterns or themes in the data.</p> <p>Learners will make links between the data and the research question or hypothesis in a superficial way only.</p> <p style="text-align: right;"><b>(0-8)</b></p>	<p>The learner will produce a clear descriptive analysis of the main features of their data. It will be based on a sound analysis that explicitly links the original research question or hypothesis to the data in a justifiable and coherent way.</p> <p>The learner will draw some valid conclusions about their research investigation that are clear and reasoned.</p> <p style="text-align: right;"><b>(9-13)</b></p>	<p>The learner will produce a detailed analysis of their research data. This will be based on an organised and systematic use of the appropriate data analysis methods. The learner will highlight the main features and patterns in their data.</p> <p>The learner will make good use of appropriate or specialist vocabulary.</p> <p>The learner will use clear analysis and coherent arguments to support and justify their conclusions.</p> <p style="text-align: right;"><b>(14-17)</b></p>	<b>17</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4)	<p>The learner is able to evaluate research methodology and research outcomes in a basic way. The learner's final research report will show a limited appreciation of the purpose and process of research in the health and social care field.</p> <p>There will be little analysis of problems or weaknesses within the data.</p> <p>The learner is able to reach basic conclusions about the strengths, weaknesses and outcomes of their research investigation.</p> <p>The level of independent thinking is limited.</p> <p><b>(0-8)</b></p>	<p>The learner demonstrates good evaluative skills.</p> <p>The learner's evaluation will demonstrate a clear understanding of the purpose and process of research in the health and social care field. The learner's work will present and develop arguments in a coherent way.</p> <p>The learner will acknowledge some of the limitations and weaknesses of their data.</p> <p>There is evidence of some independent thinking and initiative.</p> <p><b>(9-12)</b></p>	<p>The learner's research report will provide a full, accurate and balanced evaluation of their research investigation.</p> <p>They will apply a detailed knowledge and understanding of research methods and a high level of analytical thinking in their approach to evaluation. The learner will show excellent understanding of the various reasons for and approaches to carrying out research in the health and social care field.</p> <p>The learner will acknowledge possible weaknesses and limitations of their data.</p> <p>The learner demonstrates a high level of independent thinking and initiative.</p> <p><b>(13-17)</b></p>	<p><b>17</b></p>
	<b>Total marks</b>			<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

Learners need to produce a report on a small-scale research project, which investigates a topic that is relevant to the health and social care sector.

#### *Assessment evidence (a) requires:*

Learners to demonstrate knowledge and understanding of research methods and the research process through the production of a research proposal.

At the lower end of the mark band it is expected that learners will be able to identify one appropriate method of research. They will list two basic points and offer a brief, descriptive outline of a proposed research investigation. This will be shown in their final report, which is often inaccurate and has many omissions. The learner offers no explanations and needs considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will be able to identify two appropriate methods of research. They will list three basic points and offer a brief, descriptive outline of a proposed research investigation. This will be shown in their final report, which is not always accurate and has some omissions. The learner offers few explanations and needs some guidance to complete the work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### *Assessment evidence (b) requires:*

Learners to demonstrate their ability to apply their knowledge and understanding of research methods and to demonstrate basic data-collection skills.

At the lower end of the mark band it is expected that learners will be able to identify one type of data-collection tool. They will be able to produce a basic data-collection tool (such as a questionnaire) but will require considerable advice, guidance and practical support to do so. Their data collection will be poor, yielding insufficient data for analysis.

At the higher end of the mark band it is expected that learners will identify two types of data-collection tools. They will be able to produce a basic data-collection tool with only limited advice, guidance and practical support. Their data collection will still be poor and will result in insufficient data for analysis.

#### *Assessment evidence (c) requires:*

Learners to analyse the data that they've obtained from a range of sources.

At the lower end of the mark band it is expected that learners will provide a very superficial analysis of their data, summarising two of its main features. They will identify one main theme in the data, and they make tenuous links between the research questions and the data.

At the higher end of the mark band it is expected that learners will provide a basic analysis of their data, and summarise its main features. They will identify two of its main themes and make links between the research question and the data.

*Assessment evidence (d) requires:*

Learners to demonstrate basic evaluation skills, reaching basic conclusions about the strengths and weaknesses of their research investigation.

At the lower end of the mark band it is expected that learners will provide a very basic evaluation, identifying one problem or weakness in the data. Their final project will show no appreciation of the purpose of the research. The learner will give one strength and one weakness of the research project, all with considerable guidance.

At the higher end of the mark band it is expected that learners will provide a basic evaluation, identifying two problems or weaknesses in the data. Their final project will show a limited appreciation of the purpose of the research. The learner will give one or two strengths and weaknesses of the research project, all with some guidance.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a clear and detailed report on a small-scale research project, which investigates a topic that is relevant to the health and social care sector.

### *Assessment evidence (a) requires:*

Learners to demonstrate knowledge and understanding of research methods and the research process through the production of a research proposal.

At the lower end of the mark band it is expected that learners will be able to identify a relevant topic and research question or hypothesis and describe an appropriate research strategy to investigate it. However, there will be some omissions in breadth of knowledge and understanding of weaknesses in the proposed strategy. This will be shown in their final report, which is accurate, but is not explained well. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that learners will be able to identify a relevant topic and research question or hypothesis and describe an appropriate research strategy to investigate it. There will be some omissions in breadth of knowledge, and understanding of weaknesses in the proposed strategy. This will be shown in their final report, which is accurate and has some explanation, but it is not explained fully. The learner needs very little guidance to complete the work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

### *Assessment evidence (b) requires:*

Learners to demonstrate their ability to apply their knowledge and understanding of research methods and to demonstrate basic data collection skills.

At the lower end of the mark band it is expected that learners will show a systematic planning of their research investigation. They will conduct it in a satisfactory manner, and obtain sufficient data, for an analysis. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that learners will show a clear and systematic planning of their research investigation. They will conduct it in a good manner, and obtain sufficient appropriate data, for an analysis. The learner needs very limited guidance to complete the work.

### *Assessment evidence (c) requires:*

Learners to analyse the data that they've obtained from a range of sources.

At the lower end of the mark band it is expected that learners will provide a satisfactory analysis of their data, on its main features. They will draw some valid conclusions that are well reasoned. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that learners will provide a clear descriptive analysis of the main features of their data. They will draw valid conclusions that are clear and well reasoned. The learner needs very limited guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to demonstrate a level of evaluation that is accurate and relevant.

At the lower end of the mark band, learners will be able to produce a satisfactory evaluation, giving some understanding of the purpose of the research. The learner will present clear arguments, and will acknowledge two of the limitations of their data. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will be able to produce a good evaluation, giving clear understanding of the purpose of the research. The learner will present and develop clear arguments, and will acknowledge three of the limitations of their data. The learner needs very limited guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners need to produce a clear detailed and in-depth report on a small-scale research project, which investigates a topic that, is relevant to the health and social care sector.

#### *Assessment evidence (a) requires:*

Learners to demonstrate knowledge and understanding of research methods and the research process through the production of a research proposal.

At the lower end of the mark band learners will produce a structured research proposal, which is quite detailed. They will demonstrate a high level of knowledge and understanding of their chosen topic, and of research processes and methodology. There will be no omissions in breadth of knowledge and understanding of weaknesses in the proposed strategy. This will be shown in their final report, which is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will produce a clear, structured research proposal, which is very detailed. They will demonstrate a high level of knowledge and understanding of their chosen topic, and of research processes and methodology. There will be no omissions in breadth of knowledge and understanding of weaknesses in the proposed strategy. This will be shown in their final report, which is accurate, and well explained. The learner works independently and needs no support.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

#### *Assessment evidence (b) requires:*

Learners to demonstrate their ability to apply their knowledge and understanding of research methods and to demonstrate basic data-collection skills.

At the lower end of the mark band, learners will independently produce and use a data-collection tool to obtain sufficient good quality data for analysis. They will show a systematic planning of their research investigation, and they will conduct it in a satisfactory manner, and obtain sufficient data, for an analysis. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will independently produce and use an appropriate data-collection tool to obtain sufficient good quality data for analysis. They will show systematic and considered planning of their research investigation and they will conduct it in an excellent manner, and obtain sufficient data, for an analysis. The learner needs limited guidance to complete the work. The learner works independently and needs no support.

*Assessment evidence (c) requires:*

Learners to analyse the data that they've obtained from a range of sources.

At the lower end of the mark band, learners will be able to produce a detailed analysis, based on the systematic use of data-analysis methods. They will highlight the main features of the data, and will make conclusions that are coherent to support this. Their report uses correct specialist vocabulary, in almost all situations. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will be able to produce a detailed and clear analysis, based on the systematic use of data analysis methods. They will highlight the main features and patterns of the data, and will make conclusions that the coherent to support this. Their report uses correct specialist vocabulary, in all situations. The learner works independently and needs no support.

*Assessment evidence (d) requires:*

Learners to demonstrate excellent use of evaluation skills.

At the lower end of the mark band, learners will demonstrate very good evaluative skills, and provide an accurate and balanced report. Learners will demonstrate a high level of analytical thinking, and show a very good understanding of the reasons for carrying out the research. They will acknowledge three or four possible limitations and weaknesses in their data. The learner needs limited guidance to complete the work.

At the higher end of the mark band, learners will demonstrate excellent evaluative skills, and provide a full, accurate and balanced report. Learners will demonstrate an excellent level of analytical thinking, and show a high level of understanding of the reasons for carrying out the research. They will acknowledge at least four possible limitations and weaknesses in their data. The learner works independently and needs no support.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

This unit is internally assessed in a relatively practical way. Learners are required to plan and complete a small-scale research project on a topic or issue of their choice.

It is important that learners are able to demonstrate relevant knowledge and understanding of research methods when planning and conducting their project. Developing and demonstrating this takes time. As a consequence learners will require sufficient time to plan, carry out and write up their research projects. This can be achieved by dividing the unit into three delivery stages. The first, project planning and preparation, should result in the production of a research proposal and data-collection tools. The second, data collection and analysis, should result in the production and analysis of a data set. The final stage, writing up, should result in a final research report and an evaluation of the process and outcomes of the learners' research investigation.

In delivering the content of this unit it is expected that centres will encourage and support learners to focus on a variety of issues and approaches relevant to health or social care research. The main purpose of this unit is to enable learners to gain a clear understanding of the research process and its significance in the health and social care field.

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## Links

<b>Other units</b>	Unit 3: Positive Care Environments Unit 4: Social Aspects and Lifestyle Choices Unit 11: Social Issues and Welfare Needs
<b>Other GCE awards</b>	Other GCE awards, including Psychology AS and A2 include coverage of research methods. These may contain complementary material to supplement learning in this unit.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Bell J – <i>Doing your Research Project, Fourth Edition</i> (Open University Press, 2005) ISBN 0335215041 Dunsmuir A et al – <i>How to Do Social Research</i> (Collins Education, 1991) ISBN 000322242X McNeil P – <i>Research Methods</i> (Routledge, 2005) ISBN 0415340764 Walsh M – <i>Research Made Real</i> (Nelson Thornes, 2001) ISBN 0748758410
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<b>Websites</b>	Joseph Rowntree Foundation <a href="http://www.jrf.org.uk">www.jrf.org.uk</a> National Institute for Health and Clinical Excellence (NICE) <a href="http://www.nice.org.uk">www.nice.org.uk</a> Sociological Research online <a href="http://www.socresonline.org.uk">www.socresonline.org.uk</a> UK Statistics Authority <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>
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<b>Other resources</b>	It is recommended that learners read a variety of readily-available journals and professional magazines, including <i>Professional Nurse</i> , <i>Nursing Standard</i> and <i>Nursing Times</i> . These contain reports on research undertaken into health and social care issues.
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# Unit 11: Social Issues and Welfare Needs

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Internally assessed

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## Introduction

The knowledge you gain from this unit will help you understand the variety of social issues and welfare needs, which exist in our society. You will be able to identify and investigate those social issues which have existed for many years, and those issues that are more contemporary in nature. You will explore how social issues and welfare needs impact on service users in different health and social care settings.

Evidence presented for the assessment will be appropriate for the setting or service user chosen. This will be drawn from one of the following:

- health
- early years (care and education)
- care of the elderly
- individuals with specific needs.

On completion of the unit you will not only be better prepared for issues you may meet in the future as a professional carer, but the knowledge and understanding gained may also allow you to change your attitudes towards others.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to select and apply this to the work-related context you have chosen.

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## Recommended prior learning

Unit 6: Public Health

Unit 7: Meeting Individual Needs

Unit 10: Using and Understanding Research

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## What you need to learn

### 11.1 Origins of social and welfare issues

This section examines the origins of social issues through the social changes that have occurred in the UK over the past 100 years.

These are in relation to:

- age
- gender
- ethnicity
- social class.

In particular you will investigate the factors that have influenced social change. These include:

- industrialisation
- cultural change
- political change
- economic change.

You will also investigate the processes and agents involved in social change such as urbanisation, secularisation, the mass media, and international influences such as the EU.

You will begin to research the concept of an unequal society in relation to age, gender, ethnicity and social class. Your learning will focus on the concepts associated with inequality in relation to these groups.

These include:

- stereotyping
- prejudices
- labelling
- attitudes
- discrimination
- marginalisation
- social exclusion.

### **11.2 Demographic change and social and welfare issues**

A major factor affecting social issues and welfare needs is the impact of demographic changes. You will need to develop an understanding of how factors such as:

- birth rate and death rate
- migration and emigration
- changes in life expectancy
- have influenced the nature of social and welfare issues in society, for example the development of a multi-cultural society, and an ageing population.

You should also develop knowledge of how statistical data can be used to aid understanding of social issues and welfare needs in the planning of services, the targeting of services, redeployment of resources, assessing the effectiveness of service provision, and in developing future policy objectives.

### **11.3 Social issues in context**

In this section you will critically examine social issues and welfare needs which are of concern in the contemporary UK. These include issues concerning:

- income and wealth distribution
- unemployment
- poverty
- ageing society
- disability and dysfunction
- mental illness and suicide.

You need to demonstrate an understanding that many of these issues are interrelated, for example poverty and unemployment.

Your knowledge of these issues should focus on their nature and extent, government response to the issue, and the effects on the individual, groups, and society at large.

#### **11.4 Government responses to social issues and welfare needs**

You will need to know about government responses to social issues and welfare needs.

The responses made by government will depend on a number of factors, such as the political party in power at that particular time, their political ideology, the influences and pressure being placed on them.

The responses should include:

- legislation
- initiatives of different types.

You need to understand how responses have come about, and how influences may have affected them.

External influences could include organisations such as the EU, pressure groups, the mass media, the economy, and many others.

You will need to be able to evaluate the success of such governmental responses.

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## Assessment evidence

The assessment evidence for this unit will consist of a written report on a social issue or welfare need of interest to you.

The social issue or welfare need should affect at least one of the following client groups:

- people who are ill
- young children
- older people
- people with specific needs.

The report will focus on the following:

- a\* origins of the social issue or welfare need the you are investigating
- b\* demographic change related to the social issue or welfare need being investigated
- c the contemporary nature of the social issue or welfare need being investigated
- d government responses in terms of policy to the social issue or welfare need being investigated.

When you carry out interviews or activities with clients as part of your internally assessed work it is essential that you obtain the client's consent and maintain full confidentiality throughout.

\* Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1) QWC (i-iii)	<p>The learner demonstrates a basic level of knowledge and understanding of the origins of a social issue or welfare need. The learner's report demonstrates basic skills in obtaining information from at least one source.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>The learner demonstrates an accurate level of knowledge and understanding of the origins of a social issue or welfare need. The learner's report demonstrates good skills in obtaining information from at least three sources.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(8-10)</b></p>	<p>The learner demonstrates a high level of knowledge and understanding of the origins of a social issue or welfare need. The learner's report demonstrates excellent skills in obtaining information, and information is drawn from a wide range of sources, and from different types of sources.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(11-13)</b></p>	<b>13</b>
(b) (AO2) QWC (i)	<p>The learner demonstrates a basic level of application of knowledge and understanding of social issues and welfare needs. This is evidenced through their ability to list and give basic descriptions of how at least one of the demographic factors have affected the social issue or welfare need that they are studying.</p> <p>There is some use of specialist vocabulary, but this is limited.</p> <p>The report is not always accurate and the learner does not often demonstrate application of knowledge.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>The learner demonstrates an accurate level of application of knowledge and understanding of social issues and welfare needs. This is evidenced through their ability to provide explanations of how at least two of the demographic factors have affected the social issue or welfare need.</p> <p>There will be good use of specialist vocabulary.</p> <p>The report is accurate, but the learner does not fully demonstrate application of knowledge.</p> <p style="text-align: right;"><b>(8-10)</b></p>	<p>The learner demonstrates a high level of application of knowledge and understanding of social issues and welfare needs. This is evidenced through their ability to provide full explanations of how at least three of the demographic factors have affected the social issue or welfare need.</p> <p>There will be extensive use of specialist vocabulary.</p> <p>The report is accurate and the learner fully demonstrates application of knowledge.</p> <p style="text-align: right;"><b>(11-13)</b></p>	<b>13</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (AO3)	<p>The learner demonstrates basic skills of knowledge and understanding of the contemporary context of the social issue or welfare need, which is shown by their research.</p> <p>There is little analysis of work-related issues and problems.</p> <p>The information is limited, is not always relevant and is from at least one source.</p> <p style="text-align: right;"><b>(0-8)</b></p>	<p>The learner demonstrates good skills of knowledge and understanding of the contemporary context of the social issue or welfare need, which is shown by their research.</p> <p>They demonstrate an ability to analyse and make relevant links in a coherent way, although the analysis may lack detail.</p> <p>Information is drawn from at least three sources and is both relevant and sufficient.</p> <p style="text-align: right;"><b>(9-13)</b></p>	<p>The learner demonstrates excellent skills of knowledge and understanding of the contemporary context of the social issue or welfare need, which is shown by their research.</p> <p>Independent thinking shown in analysing work-related issues and problems, which is a good detailed analysis including relevant and extensive links.</p> <p>Information is drawn from at least four sources of different types and is both relevant and sufficient.</p> <p style="text-align: right;"><b>(14-17)</b></p>	<b>17</b>
(d) (AO4)	<p>The learner demonstrates basic knowledge and understanding of at least one of the government responses to the social issue or welfare need which is shown in their evaluation.</p> <p>The learner demonstrates a basic level of evaluative skills. The learner is able to discuss, but there are summaries rather than conclusions. Any conclusions are simple and are generally offered without supporting argument.</p> <p>The level of independent thinking is limited.</p> <p style="text-align: right;"><b>(0-8)</b></p>	<p>The learner demonstrates good knowledge and understanding of at least two of the government responses to the social issue or welfare need, which is shown in their evaluation.</p> <p>The learner demonstrates a good level of evaluative skills. The learner is able to discuss, and draws conclusions which are based upon evidence.</p> <p>There is some evidence of independent thinking and initiative.</p> <p style="text-align: right;"><b>(9-12)</b></p>	<p>The learner demonstrates very high level knowledge and understanding of at least three of the government responses to the social issue or welfare need which is shown in their evaluation.</p> <p>The learner demonstrates a high level of evaluative skills. The learner is able to draw valid conclusions from the evidence present, which are clear, well reasoned and detailed.</p> <p>The learner demonstrates a high level of independent thinking and initiative.</p> <p style="text-align: right;"><b>(13-17)</b></p>	<b>17</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

Learners need to produce a report on a social issue, or welfare need, of interest to the learner.

#### *Assessment evidence (a) requires:*

Learners to demonstrate an accurate level of knowledge and understanding of the origins of a social issue or welfare need. The learner shows skills in obtaining information and information is drawn from a number of sources.

At the lower end of the mark band it is expected that learners will demonstrate a very basic knowledge and understanding of the origins of a social issue or welfare need. They will show basic skills in obtaining information, and information will be drawn from only one source. The report is often not accurate and has many omissions. The learner offers no explanations and needs considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a basic knowledge and understanding of the origins of a social issue or welfare need. They will show basic skills in obtaining information, and information will be drawn from two sources. The report is not always accurate and has some omissions. The learner offers few explanations and needs some guidance to complete the work.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### *Assessment evidence (b) requires:*

Learners to demonstrate knowledge and understanding of how demographic factors have affected the social issue or welfare need.

At the lower end of the mark band, learners can demonstrate very basic knowledge and understanding of how one or two demographic factors have affected the social issue or welfare need. They are able to list and provide basic descriptions of one or two pieces of relevant demographic data. There is very limited use of specialist vocabulary, and the report is often not accurate and has many omissions. They need considerable guidance to complete the work.

At the higher end of the mark band, learners can demonstrate basic knowledge and understanding of how two demographic factors have affected the social issue or welfare need. They are able to list and provide descriptions of two pieces of relevant demographic data. Their report is descriptive with some explanations. There is limited use of specialist vocabulary, and the report is often not accurate and has some omissions. They need some guidance to complete the work.

#### *Assessment evidence (c) requires:*

Learners to demonstrate knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate an ability to analyse and make relevant links in a coherent way and can draw conclusions from evidence.

At the lower end of the mark band it is expected that learners will demonstrate a very basic knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate the ability to analyse, but it is not linked to work-related issues. The information is very limited and only one relevant source is used. Learners need considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a basic knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate the ability to analyse, but little of it is linked to work-related issues. The information is very limited and only one or two relevant sources are used. Learners need some guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to demonstrate knowledge and understanding of government responses to the social issue or welfare need. Learners demonstrate evaluative skills.

At the lower end of the mark band it is expected that learners will demonstrate very basic knowledge and understanding of one of the governmental responses to the social issue or welfare need. Learners demonstrate a very basic level of evaluative skills, giving short summaries, without any supporting arguments. They need considerable guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate basic knowledge and understanding of one or two of the governmental responses to the social issue or welfare need. Learners demonstrate a basic level of evaluative skills, giving simple summaries, without any supporting arguments. They need some guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners need to produce a clear and detailed report on a social issue, or welfare need, of interest to the learner.

### *Assessment evidence (a) requires:*

Learners to demonstrate an accurate level of knowledge and understanding of the origins of a social issue or welfare need. The learner shows skills in obtaining information and information is drawn from a number of sources.

At the lower end of the mark band it is expected that learners will demonstrate a satisfactory knowledge and understanding of the origins of a social issue or welfare need. They will show satisfactory skills in obtaining information, and information will be drawn from three sources. The report is accurate, but is not explained well. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate a good knowledge and understanding of the origins of a social issue or welfare need. They will show good skills in obtaining information, and information will be drawn from four sources. The report is accurate and has some explanation, but it is not explained fully. The learner needs very little guidance to complete the work.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

### *Assessment evidence (b) requires:*

Learners to demonstrate knowledge and understanding of how demographic factors have affected the social issue or welfare need.

At the lower end of the mark band learners can demonstrate satisfactory knowledge and understanding of how two or three demographic factors have affected the social issue or welfare need. They are able to provide good explanations of two pieces of relevant demographic data. Their report uses correct specialist vocabulary, but not as often as possible. It is accurate, but is not explained well. The learner needs limited guidance to complete the work.

At the higher end of the mark band learners can demonstrate an accurate level of knowledge and understanding of how three demographic factors have affected the social issue or welfare need. They are able to provide accurate explanations of three pieces of relevant demographic data. Their report uses correct specialist vocabulary, throughout most of the report. It is accurate and has some explanation, but it is not explained fully. The learner needs very limited guidance to complete the work.

### *Assessment evidence (c) requires:*

Learners to demonstrate knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate an ability to analyse and make relevant links in a coherent way and can draw conclusions from evidence.

At the lower end of the mark band it is expected that learners will demonstrate satisfactory knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate a satisfactory ability to analyse and make relevant links to work-related issues. The information is drawn from three sources, and is relevant. The learner needs limited guidance to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate good knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate a good ability to analyse and make relevant links to work-related issues. The information is drawn from three or four sources, and is relevant and sufficient. The learner needs limited guidance to complete the work. The learner needs very limited guidance to complete the work.

*Assessment evidence (d) requires:*

Learners to demonstrate knowledge and understanding of government responses to the social issue or welfare need. Learners demonstrate evaluative skills.

At the lower end of the mark band it is expected that learners will demonstrate a satisfactory knowledge and understanding of two of the governmental responses to the social issue or welfare need. Learners demonstrate a satisfactory level of evaluative skills, discussing and drawing short conclusions. The learner demonstrates some independent thinking and initiative, though this is not always accurate. The learner needs limited guidance to complete the work.

At the higher end of the mark band learners will demonstrate a good knowledge and understanding of two of the governmental responses to the social issue or welfare need. Learners demonstrate a good level of evaluative skills, discussing and drawing conclusions. The learner demonstrates some independent thinking and initiative, and this is shown in the clearly-explained conclusions that are based on evidence. The learner needs very limited guidance to complete the work.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners need to produce a clear, detailed and in-depth report on a social issue, or welfare need, of interest to the learner.

#### *Assessment evidence (a) requires:*

Learners to demonstrate an accurate level of knowledge and understanding of the origins of a social issue or welfare need. The learner shows skills in obtaining information and information is drawn from a number of sources.

At the lower end of the mark band it is expected that learners will demonstrate a very good knowledge and understanding of the origins of a social issue or welfare need. They will show very good skills in obtaining information, and information will be drawn from a wide range, of different types of sources. The report is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate an excellent knowledge and understanding of the origins of a social issue or welfare need. They will show excellent skills in obtaining information, and information will be drawn from a wide range of different types of sources. The report is accurate and very well explained. The learner works independently and needs no support.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

#### *Assessment evidence (b) requires:*

Learners to demonstrate knowledge and understanding of how demographic factors have affected the social issue or welfare need.

At the lower end of the mark band, learners can demonstrate very good knowledge and understanding of how three or four demographic factors have affected the social issue or welfare need. They are able to provide very good explanations of three pieces of relevant demographic data. Their report uses correct specialist vocabulary in almost all situations. It is accurate, and usually well explained. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners can demonstrate excellent knowledge and understanding of how four demographic factors have affected the social issue or welfare need. They are able to provide excellent explanations of three pieces of relevant demographic data. Their report uses correct specialist vocabulary in all situations. It is accurate, and well explained. The learner works independently and needs no support.

#### *Assessment evidence (c) requires:*

Learners to demonstrate knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate an ability to analyse and make relevant links in a coherent way and can draw conclusions from evidence.

At the lower end of the mark band it is expected that learners will demonstrate very good knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate a very good ability to analyse and make relevant and extensive links to work-related issues. The information is drawn from four sources of different types, and is relevant. The learner needs only occasional support to complete the work.

At the higher end of the mark band it is expected that learners will demonstrate an excellent knowledge and understanding of the contemporary context of the social issue or welfare need. They demonstrate an excellent ability to analyse and make relevant and extensive links to work-related issues. The information is drawn from more than four sources of different types, and is relevant. The learner works independently and needs no support.

*Assessment evidence (d) requires:*

Learners to demonstrate knowledge and understanding of government responses to the social issue or welfare need. Learners demonstrate evaluative skills.

At the lower end of the mark band, learners will demonstrate a very good level of knowledge and understanding of three of the governmental responses to the social issue or welfare need. Learners demonstrate a very high level of evaluative skills, discussing and drawing valid conclusions. The learner demonstrates a good level of independent thinking and initiative. The learner needs only occasional support to complete the work.

At the higher end of the mark band, learners will demonstrate an excellent level of knowledge and understanding of three or more of the governmental responses to the social issue or welfare need. Learners demonstrate an excellent level of evaluative skills, discussing and drawing valid conclusions, which are clear and well reasoned. The learner demonstrates an excellent level of independent thinking and initiative. The learner works independently and needs no support.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

- 11.1 Social change, social issues and welfare needs** Learners should be encouraged to research the origins of social issues in relation to gender, age, ethnicity, social class etc. It is important to emphasize to learners the effect that industrialisation, cultural, political and economic change had on these groups in terms of the prejudice, labelling, discrimination and social exclusion they have faced and continue to face. In addition, it is important to point out the processes involved in social change only served to further exclude or marginalise these groups and that these changes continue to foster negative attitudes within society.
- 11.2 Demographic change and social and welfare issues** The demographic profile of the UK has changed considerably over the past 100 years. It is important that learners develop knowledge and understanding of the terms associated with demography and can apply them accurately and relevantly. Emphasis should be centred on current morbidity rates and how these vary according to age, gender, ethnicity and social class. Learners should also be made aware of the various explanations used in relation to inequalities in health.
- 11.3 Social issues in context** Learners should be encouraged to research the contemporary nature of social issues in the modern UK. While it is not expected that they cover all the issues identified they should be aware that links can be made between issues and to factors of age, gender, ethnicity, social class etc.
- 11.4 Government responses to social issues and welfare needs** Responses made by government will vary according to political, economic, societal, pressure group and international influences. Learners should be made aware of these. Learner knowledge should be accurate and higher grade learners should be encouraged to compare and contrast, analyse and research independently to investigate the effectiveness of current government initiatives. Tutors are encouraged to emphasise the importance of the EU and how its power and influence are increasingly affecting UK domestic policy.
- The internal assessment for this unit should be a new piece of work that was written specifically for this unit. It should not be a piece of work that has been submitted for another unit.
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## Links

Other units	Unit 6: Public Health
	Unit 7: Meeting Individual Needs
	Unit 10: Using and Understanding Research

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Textbooks	Clarke A – <i>The Sociology of Healthcare</i> (Prentice Hall, 2001) ISBN 0582369541
	Moore S – <i>Social Welfare Alive, Third Edition</i> (Nelson Thornes, 2002) ISBN 0748765611
	Trowler P – <i>Investigating Health, Welfare and Poverty, Second Edition</i> (HarperCollins Ltd, 1996) ISBN 0003224376
	Walsh M, Stephens P and Moore S – <i>Social Policy and Welfare</i> (Stanley Thornes Publishing, 2000) ISBN 0748745912
	Webb R and Tossell D – <i>Social Issues for Carers, Second Edition</i> (Hodder Arnold, 2004) ISBN 0340706252
	Young P – <i>Mastering Social Welfare, Fourth Revised Edition</i> (Palgrave Macmillan, 2000) ISBN 0333973277

Websites	Age Concern	<a href="http://www.ageconcern.org.uk">www.ageconcern.org.uk</a>
	Campaign for Real Education	<a href="http://www.cre.org.uk">www.cre.org.uk</a>
	Department of Health	<a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
	Equality and Human Rights Commission	<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>
	European Union	<a href="http://europa.eu.int">http://europa.eu.int</a>
	Intute	<a href="http://www.intute.ac.uk/socialsciences">www.intute.ac.uk/socialsciences</a>
	Public Policy and Social Policy (at the Robert Gordon University)	<a href="http://www2.rgu.ac.uk/publicpolicy/main.htm">www2.rgu.ac.uk/publicpolicy/main.htm</a>
	Society Guardian – Policy	<a href="http://society.guardian.co.uk/policy">http://society.guardian.co.uk/policy</a>
	The Economics of Health Care	<a href="http://www.oheschools.org">www.oheschools.org</a>

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# Unit 12: Understanding Human Behaviour

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Externally assessed

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## Introduction

This unit will develop your knowledge and understanding of how human behaviour is understood and how it is applied to health and social care practice.

The unit will help you understand influences on behaviour and the effects that can result, and how theories of behaviour can be used in health and social care practice to make sense of the way that people behave, think and feel.

You will learn about the importance of research to theory and to health and care practice, and find out how the care value base supports care practice.

Evidence required in the external assessment will be appropriate to the setting or service users in this unit. This could be drawn from any of the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

You must cover the content as specified in *What you need to learn* and you will be assessed on your ability to apply this to the external assessment.

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## Recommended prior learning

Unit 3: Positive Care Environments

Unit 4: Social Aspects and Lifestyle Choices

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## External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the January and June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 12.1 Influences on behaviour and their effects

You will need to know about and understand the influences on human behaviour, and the way that people may be affected by these influences.

You will need to be able to define and describe the following influences using real-life examples drawn from a social and health care context:

- early socialisation
- social roles
- social class
- gender
- ethnicity/culture
- disability
- economic status
- separation
- bereavement or loss
- unfair discrimination
- violence and bullying.

You will need to be able to explain how these influences may result in the following effects using real-life examples drawn from a social and health care context:

- early low self-esteem
- negative self-concept
- stress and inability to cope
- depression
- negative thinking
- relationship breakdown
- marginalisation and social exclusion
- labelling and stereotyping
- addiction.

You will understand that the effects can become influences in themselves in the process of the development of behaviour.

## 12.2 Theories of human behaviour

You will need to know about different theoretical approaches that attempt to help us to understand human behaviour and how they have been applied in health and social care contexts.

These approaches include:

- behavioural approaches
- cognitive approaches
- psychodynamic approaches
- humanistic approaches.

### Behavioural approaches

You will need to learn about the basic principles of the behavioural approach, including the importance of observable behaviour and the emphasis on socialisation.

You will need to be able to describe the following key terms:

- positive and negative reinforcement and punishment
- modelling and vicarious reinforcement
- conditioned and unconditioned stimulus and response and neutral stimulus
- behaviour modification
- family therapy.

You will need to be able to explain how behaviour can be deliberately altered using techniques from the behavioural approach and describe the strengths and limitations of each.

Techniques include:

- token economy systems used in schools, prisons and psychiatric institutions
- social-skills training used with autistic children and systematic desensitisation used to overcome phobias.

You will also need to be able to explain how these techniques could be applied to a specific example (eg how to encourage children to clean their teeth).

### Cognitive approaches

You will need to understand the basic principles of the cognitive approach, including the importance of information processing, biases in information processing and cognitive primacy.

You will need to be able to describe the key terms:

- information processing
- schemas and schematic processing
- functional and dysfunctional beliefs.

You need to be able to explain how cognitive therapy (eg Beck) could be used to treat depression and anxiety and describe the strengths and weaknesses of cognitive therapy.

You will also need to be able to explain how the cognitive approach could be applied to a specific example (eg why two people in a similar stressful situation may show different responses).

## Humanistic approaches

You will need to understand the basic principles of the humanistic approach including the emphasis on growth and development, the self-actualising tendency to motivate human behaviour and the development of the self-concept.

You will need to be able to describe the following key terms:

- self-actualisation
- organismic self
- self-concept
- conditions of worth
- unconditional positive regard
- congruence and incongruence
- locus of control (internal and external).

You will need to be able to explain how person-centred counselling could be used to treat low self-esteem and describe the strengths and weaknesses of person-centred counselling.

You will need to be able to explain how the humanistic approach could be applied to a specific example (eg how a social worker would make a vulnerable client feel at ease).

## Psychodynamic approaches

You will need to understand the basic principles of the psychodynamic approach, including the importance of unconscious motivation and the influence of early relationships on adult relationships and behaviour.

You will need to be able to describe the following key terms:

- conscious and unconscious
- internal working model
- anxious, avoidant and secure attachment.

You will need to be able to explain how the transactional analysis approach to counselling could be used to treat relationship problems and describe the strengths and weaknesses of transactional analysis counselling.

You will need to be able to explain how the psychodynamic approach could be applied to a specific example (eg why someone might find it difficult to develop trust in a close relationship).

## 12.3 Human behaviour and care values

You will learn about how health and care practitioners carry out their work based on our current knowledge and understanding of human behaviour, and that they bring care values into this process.

You will learn how the value base of care affects attitudes and practice in health and care, and how it affects the strategies used to support service users.

You will understand how the principles within the care value base, such as respect and empowerment, are themselves influences upon human behaviour when practised in a care situation.

## Assessment evidence

The unit will be assessed through a 1 hour and 30 minute written examination that you may take in January or June.

The external test will assess your understanding of and your ability to apply the knowledge base of the unit. This is outlined in *the What you need to learn* sections in the units.

The external test will consist of a series of structured questions based on case studies.

Questions could be set on the following health and social care settings:

- health
- early years (care and education)
- care of the elderly
- individuals with specific needs.

The material in the case studies will draw upon:

- a early influences on behaviour, and their effects
  - b theories of human behaviour
  - c research and human behaviour
  - d human behaviour and care values.
-

## Delivering this unit

### General

This unit aims to give learners an understanding of human behaviour and, in addition, seeks to encourage them to explore how these understandings might be applied in real-life, vocational contexts. Much of the learning within this unit can, therefore, take place through the use of client and care practice case studies. Discussions, scenarios and role-play simulations may be useful in developing learners' abilities to apply their knowledge and understanding to basic but realistic situations. Observation of practice within work-experience settings may also be useful in generating ideas and developing more practical understanding of the theory base of the unit. However, it will be important to explain, discuss and reinforce the concept of confidentiality and other ethical considerations that may arise.

### 12.1 Influences on behaviour and their effects

Learners need to develop knowledge and understanding of factors that influence behaviour, and the sort of effects that may result. A case-study method could work to maintain interest whilst allowing learners to focus on the pathway of interest to them. Statistical information, including demographic data, could help to develop knowledge about influences and effects.

Learners will need to be able to define, and explain the use of the terms listed in the specification, such as socialisation, role, etc. They will need to understand how people's behaviour is affected and influenced through processes associated with these ideas.

Learners also need to learn about the effects of these influences on people. Again, a combination of case study and statistical/demographic approaches may help to sustain motivation and allow learners to understand the different levels of evidence that can be applied to these ideas.

Learners can look at how effects can themselves become influences and should begin to appreciate the dynamic nature of the development of behaviour.

### 12.2 Theories of human behaviour

Learners should be encouraged to see theories as offering a number of explanatory models for our behaviour. Learners need to be aware of the basic concepts and main focus of each of the four theoretical approaches identified in the specification. Learners do not need a highly detailed knowledge or understanding of the approaches; however they should know which aspects of human behaviour are principally addressed by each approach. This should enable learners to discuss the strengths and limitations of each approach in terms of how they may help us to understand and explain human behaviour. Learners should have a basic understanding of the terminology associated with each approach and should be able to use and apply this accurately.

Learners should be discouraged from comparing the different approaches on the basis of which offers the 'best' overall explanation of human behaviour. They should be encouraged instead to identify and evaluate the particular strengths and the limitations of each approach in different health and social care contexts.

Delivery of the unit is likely to include case study and other ‘applied’ strategies that contextualise theoretical knowledge in realistic scenarios and exemplar case study material. Learners are likely to find it easier to engage with scenarios that have a significant vocational and ‘human interest’ element rather than directly with theoretical concepts and approaches. These are best encountered through learners investigating possible ways of using theory to ‘make sense’ of the issues or problems that are embedded in the scenarios.

### **12.3 Human behaviour and care values**

Learners need to learn that health and care practice takes theory and research as a starting point for action but that, in addition to this knowledge and understanding, ideas of rights and values are brought to bear.

Learners need to look at the care value base in detail and reflect upon its relationship to theory, research, and our understandings of human behaviour and its consequences.

It may be useful to look at case-study material and examine how theory and research informs our understanding of situations, and how the value base of care works to develop this understanding into practical action in health and care. Scenarios should help to make clear the relationship between perception of a problem, the application of the value base in developing solutions, and the application of theory in the outcome expected and hoped for.

Learners also need to be aware of the theoretical basis for the consequences expected through the application of the value base itself. This could be done by looking at the outcomes expected theoretically of applying aspects of the value base such as respect and empowerment, in a case-study scenario.

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## Links

<b>Other units</b>	Unit 3: Positive Care Environments Unit 4: Social Aspects and Lifestyle Choices
<b>Other GCE awards</b>	Other GCE awards, including Psychology AS and A2 include coverage of psychological approaches, sociological concepts and behavioural issues. These may contain complementary material to supplement learning in this unit.
<b>Other vocational awards</b>	BTEC Nationals in Health and Social Care include units that address many of the psychological approaches and sociological concepts that are covered in this unit.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	Brain C et al – <i>Edexcel AS Psychology: Student Book + ActiveBook</i> (Edexcel, 2008) ISBN 1846902614
	Russell J and Jarvis M – <i>Angles on Psychology for Edexcel A2 Level Student Book, Second Edition</i> (Folens, 2009) ISBN 1850082960
	Gross R – <i>Psychology: The Science of Mind and Behaviour, Fifth Edition</i> (Hodder and Stoughton, 2005) ISBN 0340900989
<b>Websites</b>	Age Concern <a href="http://www.ageconcern.org.uk">www.ageconcern.org.uk</a>
	BBC <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
	British Association for Counselling and Psychotherapy <a href="http://www.bacp.co.uk">www.bacp.co.uk</a>
	Department of Health <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
	Equality and Human Rights Commission <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>
	Intute <a href="http://www.intute.ac.uk/socialscience">www.intute.ac.uk/socialscience</a>
	Mind <a href="http://www.mind.org.uk">www.mind.org.uk</a>
	National Institute for Health and Clinical Excellence (NICE) <a href="http://www.nice.org.uk">www.nice.org.uk</a>

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# Assessment information

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## Assessment Objectives (AO) and weightings

There are four Assessment Objectives for GCEs in Health and Social Care. These detail the knowledge, skills and understanding that learners are required to demonstrate.

For this qualification, the weightings for each Assessment Objective are given below.

Assessment Objectives		Weighting		
		AS	A2	Advanced Subsidiary GCE and Advanced GCE (Double Award)
AO1	<b>Knowledge, understanding and skills</b> Learners demonstrate relevant knowledge, understanding and skills.	30-40%	10-30%	20-35%
AO2	<b>Application of knowledge, understanding and skills</b> Learners apply knowledge, understanding and skills.	20-30%	20-30%	20-30%
AO3	<b>Research and analysis</b> Learners use appropriate research techniques to obtain information from a range of sources. Candidates analyse work-related issues and problems.	15-25%	25-35%	20-30%
AO4	<b>Evaluation</b> Learners evaluate evidence, make judgements and draw conclusions about work related issues.	15-25%	25-35%	20-30%

## Relationship of Assessment Objectives to units

Unit	AO1	AO2	AO3	AO4
1*	30-40%	20-30%	15-25%	15-25%
2	$33\frac{1}{3}\%$	30%	$18\frac{1}{3}\%$	$18\frac{1}{3}\%$
3	$33\frac{1}{3}\%$	30%	$18\frac{1}{3}\%$	$18\frac{1}{3}\%$
4*	30-40%	20-30%	15-25%	15-25%
5	$33\frac{1}{3}\%$	30%	$18\frac{1}{3}\%$	$18\frac{1}{3}\%$
6	$38\frac{1}{3}\%$	$28\frac{1}{3}\%$	$16\frac{2}{3}\%$	$16\frac{2}{3}\%$
7*	10-30%	20-30%	25-35%	25-35%
8	$21\frac{2}{3}\%$	$21\frac{2}{3}\%$	$28\frac{1}{3}\%$	$28\frac{1}{3}\%$
9	$21\frac{2}{3}\%$	$21\frac{2}{3}\%$	$28\frac{1}{3}\%$	$28\frac{1}{3}\%$
10	$21\frac{2}{3}\%$	$21\frac{2}{3}\%$	$28\frac{1}{3}\%$	$28\frac{1}{3}\%$
11	$21\frac{2}{3}\%$	$21\frac{2}{3}\%$	$28\frac{1}{3}\%$	$28\frac{1}{3}\%$
12*	10-30%	20-30%	25-35%	25-35%

\* A range of weightings for each assessment objective is given for the externally assessed unit.

## External assessment

### ***Unit 1: Human Growth and Development***

Assessment evidence will be in the form of a 1 hour and 30 minute written examination. The examination will consist of a series of structured questions based on case studies, and the learner will also be required to carry out analysis of issues and problems presented in the case studies.

The assessment for this unit will be available to learners in the January and June examination series.

### ***Unit 4: Social Aspects and Lifestyle Choices***

Assessment evidence will be in the form of a 1 hour and 30 minute written examination. Learners will be presented with a number of short scenarios, case studies and stimulus resource statements. There will be a variety of structured short and extended written responses required by learners. The learner's work will show evidence of social factors affecting health and well-being, lifestyle choice and life course events, and care practitioner/service user relationship within the health and social care setting.

The assessment for this unit will be available to learners in the January and June examination series.

### **Unit 7: Meeting Individual Needs**

Assessment evidence for this unit will consist of a 1 hour and 30 minute written examination. Learners will be asked to demonstrate their knowledge and understanding of how individuals' needs are met within social care settings for health, early years, care of the elderly, and individuals with specific needs. This is the synoptic test for the GCE.

The assessment for this unit will be available to learners in the June examination series.

### **Unit 12: Understanding Human Behaviour**

Assessment evidence will be in the form of a 1 hour and 30 minute written. The test will assess learners' understanding of and their ability to apply the knowledge base of the unit and will consist of a series of structured questions based on case studies.

The assessment for this unit will be available to learners in the June examination series.

## **Internal assessment**

### **Supervision of learners and authentication of work submitted**

Learners must submit a portfolio of work for each internally assessed unit. Teachers are expected to guide and advise learners in the production of their portfolios. Teachers should monitor progress to ensure that the work is appropriate for the requirements of the specification. The GCSE, GCE, and GNVQ Code of Practice requires that assessors record full details of the nature of any assistance given to individual learners that is beyond that of the teaching group as a whole, but within the parameters laid down in this specification. The level of assistance should be taken into account when assessing learners' work; this is indicated in the *Delivering this unit* section that accompanies each internally assessed unit in this specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each learner's work with confidence.

Evidence presented for internally assessed units must be appropriate to the setting, or service user, chosen for the unit. This may be drawn from the following:

- health
- early years (care and education)
- care of older people
- individuals with specific needs.

The content as specified in the *What you need to learn* section must be covered and learners will be assessed on their ability to select and apply this to the work-related context they have chosen.

If learners' practical skills are being assessed it is important that witness statements/checklists are completed by assessors to authenticate learner work and provide evidence that learners have achieved the level of performance required in the assessment criteria grid.

## Applying the mark bands

Portfolios will be marked by the centre, and externally moderated by Edexcel. Each of the internally assessed units has an assessment criteria grid, divided into three broad mark bands, showing how to award marks in relation to the task and the Assessment Objectives. The assessment criteria grids indicate the required assessment outcomes as well as the quality of the outcomes needed for achievement in each of the mark bands. In general terms, progression across the bands is characterised as follows.

- The assessment criteria grid shows the allocation of marks by assessment criterion and by mark band. This grid should be used to determine marks for learner achievement in each unit. Learners can achieve marks in different bands for each Assessment Objective. The total mark achieved will depend on the extent to which the learner has met the assessment criteria overall.
- Within each assessment criterion, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. However, it is also important to note that for full marks in any particular assessment criterion, all the requirements should have been met.
- Marks should be awarded according to the criteria for each strand set out in the assessment criteria grid, and assessors should apply their professional judgement where relevant. The *Assessment guidance* section in each unit gives specific details of how marks should be allocated.
- There should be no reluctance to use the full mark range and, if warranted, assessors should award maximum marks. Learners' responses should be considered positively. A mark of 0 should be awarded only where the learner's work does not meet any of the required criteria.
- All learners are entitled to initial guidance in planning their work, but the level of assistance required should be taken into account when their work is assessed. In the assessment guidance, reference is made to learners working with 'some support and guidance', with 'limited guidance' and 'independently'. When marking the work, assessors should follow the guidelines below.
  - '*Some support and guidance*': the learner has to be guided and advised throughout to ensure that progress is made. The learner relies on the support of the teacher, who has to assist in most aspects of the work. This level of support restricts the learner's mark to band 1, irrespective of the quality of the outcomes
  - '*Limited guidance*': the teacher supports the learner in the choice of topic for investigation. From then on, the teacher reacts to questions from the learner and suggests a range of ideas that the learner acts upon. The learner frequently checks matters of detail. The teacher needs to assist in some aspects of the work. This level of support restricts the learner's mark to bands 1 or 2, irrespective of the quality of the outcomes
  - '*Independently*': the teacher supports the learner in the choice of topic for the investigation or task. From then on, the teacher occasionally helps the learner, and only when asked, but monitors progress throughout. This level of support gives access to all three mark bands.
- For internal record-keeping purposes, centres may wish to make a copy of the assessment criteria grid for each learner and use it to record the mark for that unit. The GCSE, GCE, GNVQ Code of Practice requires assessors to show clearly how credit has been assigned.

## Differentiation across AS and A2 units

Differentiation across AS and A2 units is characterised in general terms by:

- increasing depth and breath of understanding
- increasing application of knowledge and understanding and skills
- increasing analysis, synthesis and evaluation
- increasing independence.

There is also differentiation through the content of the units. AS unit content forms the foundation of knowledge and understanding which underpins the higher-level concepts found in the A2 units.

## Synoptic assessment

Synoptic assessment occurs at A2 in Unit 7. It is designed to link together the concepts, skills, knowledge and understanding across the entire course. It will be assessed through a 1 hour and 30 minute written examination. The examination will consist of a series of structured questions to allow learners to demonstrate knowledge, understanding and application of how services are tailored for individuals' needs, and how they can be accountable through quality assurance procedures used in health and social care practice. A number of case studies will be used in the examination.

## Standardisation and moderation

Where marking for a unit has been carried out by more than one assessor in a centre, there must be a process of internal standardisation to ensure that there is consistent application of the criteria laid down in the assessment criteria grids.

Marks awarded by the centre will be subject to external moderation by Edexcel. This is to ensure consistency with national standards. A sample of learner portfolios will be examined, and marks will be adjusted where they are found to vary from the national standard. If the moderation process reveals an inconsistent application of the assessment criteria by centre assessors. Edexcel reserves the right to return the sample work in order for internal standardisation to be carried out.

## Language of assessment

Assessment for this qualification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## Statutory requirements

All assessment of this qualification will be carried out in accordance with the GCSE, GCE and GNVQ Code of Practice, published annually by the regulatory authorities.

# Grading information

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## Mark bands

The assessments are designed to allow learners to demonstrate positive achievement and to have a positive experience in completing each assessment.

In line with the above, the criteria for assessing each assignment have been written so that a learner working at the lower end of the GCE ability range should be capable of meeting approximately 80 per cent of the band 1 criteria. This equates to approximately 40 per cent of the total credit available for the assignment.

## Grading, aggregation and equivalence

The overall grade for:

- Advanced Subsidiary (Single Award) qualifications will be graded on a five-grade scale from A to E where A is the highest grade.
- Advanced Subsidiary (Double Award) qualifications will be graded on a nine-grade scale AA to EE, where AA is the highest grade.
- Advanced GCE (Single Award) qualifications will be graded on a six-grade scale from A\* to E where A\* is the highest grade.
- Advance GCE with Advanced Subsidiary (Additional) qualifications will be graded on a 10-grade scale from A\*A to EE where A\*A is the highest grade.
- Advanced GCE (Double Award) qualifications will be graded on an 11-grade scale A\*A\* to EE, where A\*A\* is the highest grade.

The mark bands used for internal assessment do not relate to pre-determined grade boundaries. Following each examination and moderation series, Edexcel will set the grade boundaries for internally and externally assessed units at an awarding meeting.

The raw mark boundaries will be converted to uniform marks on a scale of 0-100. The final grade for the qualification will be determined by aggregating the uniform marks for the units. The table below gives details of the uniform mark scales (UMS) used for the units and for the qualifications.

In Advanced Double Award, to gain Grade A\*A\* candidates must gain Grade AA on the qualification overall and at least 90% of the maximum uniform mark on the aggregate of the six A2 units. To gain A\*A, candidates must gain Grade AA on the qualification overall and at least 90% of the maximum uniform mark on the aggregate of the three best A2 units.

In Advanced with AS Additional, to gain Grade A\*A candidates must gain Grade AA on the qualification overall and at least 90% of the maximum uniform mark on the aggregate of the three A2 units.

## Unit results

The minimum uniform marks required for each grade:

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-39.

## Qualification results

### Advanced Subsidiary (Single Award)

The minimum uniform marks required for each grade:

Qualification grade	A	B	C	D	E
Maximum uniform mark = 300	240	210	180	150	120

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-119.

### Advanced GCE (Single Award)

The minimum uniform marks required for each grade:

Qualification grade	A	B	C	D	E
Maximum uniform mark = 600	480	420	360	300	240

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-239.

### Advanced Subsidiary (Double Award)

The minimum uniform marks required for each grade:

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 600	480	450	420	390	360	330	300	270	240

Candidates who do not achieve the standard required for a grade EE will receive a uniform mark in the range 0-239.

### Advanced GCE with Advanced Subsidiary (Additional)

The minimum uniform marks required for each grade:

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 900	720	690	630	600	540	510	450	420	360

Candidates who do not achieve the standard required for a grade EE will receive a uniform mark in the range 0-359.

### Advanced GCE (Double Award)

The minimum uniform marks required for each grade:

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 1200	960	900	840	780	720	660	600	540	480

Candidates who do not achieve the standard required for a grade EE will receive a uniform mark in the range 0-479.

### Performance descriptions

Performance descriptions for this subject are given in *Appendix D*.

# Additional information

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## Learner entry

Details of how to enter learners for this qualification can be found in Edexcel's *Information Manual* produced each year, a copy is sent to all Examinations Officers. The information can also be found on our website ([www.edexcel.com](http://www.edexcel.com)).

## Resitting of units

There is no restriction on the number of times a unit may be attempted before claiming certification for the qualification. The best available result for each unit will count towards the final grade.

Results of units will be held in Edexcel's unit bank for as many years as this qualification remains available. Once the Advanced Subsidiary or Advanced GCE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level, but unit results remain available for any other qualifications available in this specification.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Disability Discrimination Act (DDA)

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for information with regard to the Disability Discrimination Act.

## Quality of Written Communication (QWC)

Learners will be assessed on their ability to:

- i) ensure that text is legible and that spelling, grammar and punctuation are accurate so that meaning is clear
- ii) select and use a form of writing appropriate to the purpose and to complex subject matter
- iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

## Stretch and challenge

Learners can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.

## Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk)

## Learner recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

## The wider curriculum

### Key skills

This qualification gives opportunities for developing and generating evidence for assessing the key skills listed below:

- application of number
- communication
- information and communication technology
- improving own learning and performance
- problem solving
- working with others.

*Appendix A* maps the opportunities available at Level 3. Where appropriate, these opportunities should be directly cross-referenced, at specified level(s), to the criteria listed in Part B of the key skills specifications.

### Spiritual, moral, ethical, social, cultural (SMESC) and other wider curriculum links

This qualification gives opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of environmental issues, health and safety considerations, and European initiatives consistent with relevant international agreements appropriate for the health and social care sector. *Appendix C: Wider curriculum* maps the opportunities available.

# Resources, support and training

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## Edexcel publications

You can order further copies of the Specification, Sample Assessment Materials (SAMs) and Teacher's Guide documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed).

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

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The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

# Appendices

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## Appendix A: Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Application of number												
N3.1	✓			✓			✓		✓			
N3.2	✓			✓			✓		✓			
N3.3	✓			✓			✓		✓			
Communication												
C3.1a					✓	✓			✓		✓	
C3.1b					✓	✓			✓		✓	
C3.2						✓			✓		✓	
C3.3					✓	✓			✓		✓	
Information and communication technology												
ICT3.1			✓				✓		✓			
ICT3.2			✓				✓		✓			
ICT3.3					✓		✓		✓			

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<b>Improving own learning and performance</b>												
LP3.1	✓			✓			✓			✓		✓
LP3.2	✓			✓			✓			✓		✓
LP3.3	✓			✓			✓			✓		✓
<b>Problem solving</b>												
PS3.1		✓	✓		✓			✓				
PS3.2		✓	✓		✓			✓				
PS3.3		✓	✓		✓			✓				
<b>Working with others</b>												
WO3.1					✓					✓		✓
WO3.2					✓					✓		✓
WO3.3					✓					✓		✓

## Appendix B: Key skills development suggestions

### Application of number – Level 3

Plan and carry out one or more activities, each one of which should include task for N3.1, N3.2 (a or b or c or d) and N.3.

**Overall, through one or more activities learners must:**

- use two different types of sources, including a large data set, ie over 50 items of data (N3.1)
- carry out calculations to do with a, b, c and d (N3.2)
- present findings in two different ways using charts, graphs or diagrams (N3.3).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>N3.1</b> Plan an activity and get relevant information from relevant sources.</p>	<p>1, 4, 7, 9</p>	<p>Plan an investigation into the relationship between, eg growth rate, measures of health and well-being of service users and a variety of environmental and social factors such as neighbourhood environment, lifestyle behaviours, social class, education and employment status.</p> <p>Plan an investigation into the funding of health/social care services by statutory, voluntary and private sectors.</p> <p>Plan an investigation into the link between the distribution of diseases in different service-user groups and the strategies in place to reduce the risk of disease.</p> <p>Data could be collected using primary data collection techniques and/or secondary sources including numerical, written and (complex) graphical material found in reference and textbooks, specialist journals and newspapers, annual reports, internet websites etc.</p>

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>N3.2</b> Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> <li>a amounts or sizes</li> <li>b scales or proportion</li> <li>c handling statistics</li> <li>d using formulae.</li> </ul>	1, 4, 7, 9	<p>Activities should provide learners with opportunities to apply multi-stage number skills in ways that are appropriate to the task, eg when:</p> <ul style="list-style-type: none"> <li>• determining the size of the correlation between growth rate and diet, feelings of well-being and ethnicity;</li> <li>• calculating the proportionate spend by different service providers in meeting the health and care needs of service users;</li> <li>• calculating the statistical link between incidence of disease and health promoting strategies.</li> </ul>
<p><b>N3.3</b> Interpret the results of your calculations, present your findings and justify your methods.</p>	1, 4, 7, 9	<p>Findings should be interpreted and effectively displayed in the form of bar charts, pie charts, scattergrams, and graphs or as appropriate to the nature of the data.</p>

### Communication – Level 3

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>C3.1a</b> Take part in a group discussion.</p>	<p>5, 6, 9, 11</p>	<p>Take part in group discussions based on the reading carried out for C3.2, eg:</p> <ul style="list-style-type: none"> <li>• current issues in public health and measures aimed at protecting the population</li> <li>• factors that affect the availability of treatment for particular service-user groups in the learner group's locality</li> <li>• the effectiveness of government responses to the welfare needs of particular service-user groups.</li> </ul> <p>There are also opportunities to evidence group discussion skills when, eg:</p> <ul style="list-style-type: none"> <li>• consulting with the care team regarding planning activities with service users</li> <li>• interacting and communicating with service users and care workers in implementing and evaluating activities.</li> </ul>

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>C3.1b</b> Make a formal presentation of at least eight minutes using an image or other support material.</p>	5, 6, 9, 11	<p>Make a presentation based on an item of interest within the document produced for C3.3, eg:</p> <ul style="list-style-type: none"> <li>• a topical public health issue, its impact on the health of the UK population and an evaluation of ways of minimising risks to public health and safety</li> <li>• the biological basis of a communicable/non-communicable disease and the body's response to it</li> <li>• demographic change within the learner's locality over the last 100 years and the impact this change has had on social welfare needs.</li> </ul> <p>Make a presentation based on the report for C3.3.</p>
<p><b>C3.2</b> Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p>	6, 9, 11	<p>Read and synthesise information from at least two documents about a public health issue relevant to the population of the UK, including the nature of the issue, the possible impact the issue could have on public health and the strategies that could be used to minimise the risks associated with the issue.</p> <p>Read and synthesise information from at least two documents about one communicable disease and one non-communicable disease, including the biological basis of the diseases and the body's response (signs and symptoms), causes and distribution of the disease, support for the patient (diagnosis, treatment, factors that affect availability and outcome of treatments) and strategies for prevention of the disease and factors that might affect them.</p> <p>Read and synthesise information from at least two documents about the origins of social and welfare issues, demographic change and social welfare needs, social issues and government responses to social issues and welfare needs.</p>

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>C3.3</b> Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 1000 words long.</p>	5, 6, 9, 11	<p>Write a report of an investigation into a public health issue that affects, or may in the future affect, the health, development or well-being of some or all of the people who make up the UK population. The report should be based on the reading carried out for C3.2 and should meet the criteria for internal assessment.</p> <p>Write an essay comparing a communicable disease with a non-communicable disease. The essay should be based on the reading carried out for C3.2 and should meet the criteria for internal assessment.</p> <p>Write a report on a social issue of interest to the learner. The report should be based on the reading carried out for C3.2 and should meet the criteria for internal assessment.</p> <p>Write a report on an activity undertaken with a given service-user/service user group that meets the criteria for internal assessment.</p>

Use at least one image, either to obtain information, or to convey information in one of the documents you write.

## Information and communication technology – Level 3

Show that learners can plan and carry through a number of different tasks, one of which must be a major task covering ICT3.1, ICT3.2 and ICT3.3.

Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure each component is covered.

**Overall, through at least two activities learners must:**

- include at least one ICT-based information source
- include at least one non-ICT-based information source
- use at least one example of text, one example of image and one example of number
- use one example of combined information such as text and number, or image and number or text and image
- present evidence of purposeful use of email; one of these emails must have an attachment related to the task.

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.	3, 7, 8	Learners could use IT such as the internet and databases in addition to non-IT sources such as government and local health and social care provider publications to obtain information (text, images, numbers) on eg: <ul style="list-style-type: none"> <li>• legislation relating to service users' rights</li> <li>• the structure and provision of health and care services both locally and nationally</li> <li>• national and international targets for health and well-being.</li> </ul>

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>ICT3.2</b> Enter and develop the information and derive new information.</p>	<p>3, 7, 8</p>	<p>Learners could use their findings for ICT3.1 to, eg:</p> <ul style="list-style-type: none"> <li>• produce a summary of the legislation relating to service users' rights (text)</li> <li>• create a database of health and social care services provided both locally and nationally and flow charts to show how the different services are structured (text and image)</li> <li>• generate graphical representations of targets for health and well-being (image and number).</li> </ul>
<p><b>ICT3.3</b> Present combined information such as text with image, text with number or image with number.</p>	<p>3, 7, 8</p>	<p>Learners could present information they derived for ICT3.2 as, eg:</p> <ul style="list-style-type: none"> <li>• a PowerPoint presentation or an attachment to an email</li> <li>• a hard copy or static screen display within a multi-media presentation</li> <li>• a hard copy within a handwritten or word-processed report.</li> </ul>

### Improving own learning and performance – Level 3

Provide at least one example of meeting the standard for LP3.1, LP3.2 and LP3.3 (the example should cover at least three targets). Overall, learners must show they can use at least two different ways of learning to improve their performance.

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>LP3.1</b> Set targets using information from appropriate people and plan how these will be met.</p>	<p>1, 4, 7, 10, 12</p>	<p>There are opportunities for learners to set and plan to meet targets when they are preparing for the external assessments. Practice test results could provide information that allowed specific targets to be set and learners could plan to improve their performance in subsequent practise tests.</p> <p>There are opportunities for learners to show they can use information and support from their tutor to set targets for improving their own performance while carrying out their research project. There are also opportunities for them to show they can plan their actions to meet their targets.</p>
<p><b>LP3.2</b> Take responsibility for your learning, using your plan, to help meet targets and improve your performance.</p>	<p>1, 4, 7, 10, 12</p>	<p>When preparing for external assessment there are opportunities for learners to take responsibility for their learning and to take steps to improve their own performance such as by trying new styles of learning, memorising and revision, and through practise assessments.</p> <p>There are opportunities for independent and self-motivated working while learners are carrying out the research project, following their plans, monitoring their progress against their targets and taking steps to improve their performance.</p>
<p><b>LP3.3</b> Review progress and establish evidence of your achievements.</p>	<p>1, 4, 7, 10, 12</p>	<p>Review of progress could take place with tutors or by the learner carrying out a self-assessment, with evidence taking the form of, eg records of discussion/exchange of views, the setting of new targets. Achievements could be evidenced through notes to show that targets have been met, examples of work that demonstrate improved learning and performance or records of situations where new learning has met new demands.</p>

### Problem solving – Level 3

Provide at least one example of meeting the standard for PS3.1, PS3.2 and PS3.3. The example should include exploring at least **three** different ways of tackling a problem (for PS3.1).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>PS3.1</b> Explore a problem and identify different ways of tackling it.</p>	<p>2, 3, 8</p>	<p>There are opportunities to identify, eg:</p> <ul style="list-style-type: none"> <li>• barriers to effective communication in a care setting such as sensory impairments, cultural differences</li> <li>• problems in accessing health and care services such as the physical environment, language differences, emotional barriers</li> <li>• behaviours that contribute to poor health such as smoking, lack of physical exercise.</li> </ul> <p>Learners should be able to describe and analyse the problem and suggest a variety of options for its resolution.</p>

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>PS3.2</b> Plan and implement at least one way of solving the problem.</p>	<p>2, 3, 8</p>	<p>Learners should discuss with their tutor or work-experience supervisor an appropriate problem-solving option, eg:</p> <ul style="list-style-type: none"> <li>• raising staff awareness of cultural differences with respect to communication</li> <li>• use of translators, interpreters and advocates</li> <li>• health promotion strategy.</li> </ul> <p>They should be given support and feedback as they implement their plan to solve the problem, and they should revise their approach as necessary.</p>
<p><b>PS3.3</b> Check if the problem has been solved and review your approach to problem solving.</p>	<p>2, 3, 5, 8</p>	<p>A check of the situation will enable a decision to be made as to the degree of success of the selected problem-solving option, eg:</p> <ul style="list-style-type: none"> <li>• staff are more understanding of cultural differences and revise the way they communicate with service users</li> <li>• the use of advocacy supports emotionally insecure service users to access care</li> <li>• views and reactions of service users and care staff indicate that the activity has been beneficial in meeting needs</li> <li>• accessible exercise classes improve the fitness levels and well-being of the target population.</li> </ul> <p>Learners should agree with their tutor/work-experience supervisor which checking methods are appropriate. A review of the way they attempted to solve the problem will allow alternative methods to be identified and predictions made as to their relative success.</p>

### Working with others – Level 3

Provide at least one example of meeting the standard for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. Learners must check progress on two occasions (for WO3.2).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
WO3.1 Plan work with others.	5, 10, 12	<p>There are opportunities for learners to work with another individual or a group in planning an activity for service user(s), taking account of, eg service-user needs, own and others' roles and support needs, aspects of the care setting, health and safety issues, availability of resources.</p> <p>There are opportunities for learners to work with others (one-to-one and in a group) in organising a research project. They could work together to identify a research topic, define the research hypothesis or question, carry out a literature review, describe the research strategy, create the data collection tools and produce an action plan for completing the research project.</p> <p>There are opportunities for learners to work with others to plan a psychological study, eg the link between personality features and the way service users experience and respond to care services. They could work together to define the study hypothesis or question, carry out a literature review, describe the study strategy, create the data collection tools and produce an action plan for completing the study.</p>

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p><b>WO3.2</b> Seek to develop cooperation and check progress towards your agreed objectives.</p>	<p>5, 10, 12</p>	<p>Learners could work together in implementing their activity, with guidance from their tutor/workplace supervisor as appropriate. Progress reports, photographs, logs, witness statements etc will provide evidence of co-operative working, including resolving conflicts, agreeing and making changes.</p> <p>Learners could work together in conducting their research and collecting their data, with guidance from the tutor as appropriate. Progress reports, photographs, logs, witness statements etc will provide evidence of co-operative working. They could work together in analysing the research data and presenting it in a research report and to their peers.</p> <p>Learners could work together in carrying out their psychological study and collecting their data, with guidance from the tutor as appropriate. Progress reports, photographs, logs, witness statements etc will provide evidence of co-operative working. They could work together in analysing the research data and presenting it in a report and to their peers.</p>
<p><b>WO3.3</b> Review work with others and agree ways of improving collaborative work in the future.</p>	<p>5, 10, 12</p>	<p>Regular, recorded reviews provide an opportunity to agree the extent to which work with others has been successful and whether the planned objectives have been met. They also provide an opportunity to identify factors that have influenced collaborative working and to agree ways of improving work with others in the future.</p>

## Appendix C: Wider curriculum

### Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Spiritual	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Moral	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ethical	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social			✓								✓	
Cultural	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Development suggestions

Issue	AS/A2 units	Opportunities for development
Spiritual	All	Eg <i>Unit 1: Human Growth and Development</i> , includes the development of spiritual capacities
Moral	All	Eg <i>Unit 10: Using and Understanding Research</i> , requires an ethical consideration
Ethical	All	Eg <i>Unit 2: Communication and Values</i> , value-led care shows a respect for cultural differences
Social	3, 11	Eg <i>Unit 11: Social Issues and Welfare Needs</i> , legislation from the European Union and its effect on the population
Cultural	All	Eg <i>Unit 11: Social Issues and Welfare Needs</i> , responses to social and welfare issues have to be shaped by moral concerns
Citizenship	All	Eg <i>Unit 4: Social Aspects and Lifestyle Choices</i> , a person's health and well-being is greatly affected by social factors
Environment	All	Eg <i>Unit 2: Communication and Values</i> , supporting people through advocacy and promoting their rights are examples of good citizenship
European initiatives	All	Eg <i>Unit 6: Public Health</i> , the physical environment impacts on public health in a variety of ways
Health and safety	All	Eg <i>Unit 2: Communication and Values</i> , interactions with service-user groups

## Appendix D: Performance descriptions

- The performance descriptions for GCE Health and Social Care aim to describe learning outcomes and levels of attainment likely to be shown by a representative candidate performing at the A/B and E/U boundaries for the AS and A2. The performance descriptions illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at specification or unit level.
- Each performance description is aligned to one Assessment Objective. An alphabetical system has been used to denote each element of a performance description. There is no hierarchy of elements.
- Performance descriptions are designed to assist examiners in exercising their professional judgement at awarding meetings where the grade A/B and E/U boundaries will be set by examiners using professional judgement. This judgement will reflect the quality of the candidates' work, informed by the available technical and statistical evidence. Performance descriptions will be reviewed continually and updated where necessary.
- Teachers may find performance descriptions useful in understanding candidates' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing candidates' work.

## GCE Health and Social Care Performance Descriptions

### AS Health and Social Care

The performance descriptions for AS GCE indicate the level of attainment characteristic of A/B and E/U boundary candidates. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. They give a general indication of the required learning outcomes and levels of attainment likely to be shown by a representative candidate performing at each boundary. In practice, most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weakness or omissions elsewhere.

The requirement for all AS and A Level specifications to assess candidates' quality of written communication will be met through all four assessment objectives.

AS	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of written communication
Assessment Objective	<p>Knowledge and understanding</p> <p>Candidates demonstrate relevant knowledge, understanding and skills.</p>	<p>Application of knowledge and understanding</p> <p>Candidates apply knowledge, understanding and skills.</p>	<p>Research and analysis</p> <p>Candidates use appropriate research techniques to obtain information from a range of sources to analyse work related issues and problems.</p>	<p>Evaluation</p> <p>Candidates evaluate evidence, make reasoned judgements and draw valid conclusions about work related issues.</p>	

AS	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of written communication
<b>A/B boundary performance descriptions</b>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>a with few omissions, a depth of knowledge of the health and social care sector as covered</li> <li>b a depth of understanding of the functions of the health and social care sector</li> <li>c a range of relevant work-related skills in a variety of situations in an effective manner.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a apply knowledge, skills and understanding accurately to a range of work-related situations involving different service-user groups.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a undertake research using a range of techniques</li> <li>b use a wide range of relevant information sources</li> <li>c use the selected information to analyse work-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a analyse evidence to draw valid conclusions</li> <li>b make reasoned judgements about work-related issues.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a use written expression which: <ul style="list-style-type: none"> <li>b conveys appropriate meaning</li> <li>c uses appropriate specialist vocabulary.</li> </ul> </li> </ul>
<b>E/U boundary performance descriptions</b>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a demonstrate basic knowledge of the health and social care sector; there may be significant omissions</li> <li>b show a basic understanding of the purposes of the health and social care sector</li> <li>c demonstrate a limited range of work-related skills.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a apply knowledge, understanding and skills with guidance to service-user groups and familiar work-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a collect information on work-related issues using given techniques</li> <li>b use a limited range of relevant information sources</li> <li>c carry out some basic analysis of work-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a evaluate evidence to draw basic conclusions about relevant work-related issues.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a use written expression which: <ul style="list-style-type: none"> <li>b is adequate to convey meaning</li> <li>c may be expressed in a non-specialist way.</li> </ul> </li> </ul>

## A2 Health and Social Care

The performance descriptions for A2 GCE indicate the level of attainment characteristic of A/B and E/U boundary candidates. They should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. They give a general indication of the learning outcomes and levels of attainment likely to be shown by a representative candidate performing at each boundary. In practice, most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weakness or omissions elsewhere.

The requirement for all AS and A Level specifications to assess candidates' quality of written communication will be met through all four assessment objectives.

A2	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of written communication
<b>Assessment Objective</b>	<p>Knowledge and understanding</p> <p>Candidates demonstrate relevant knowledge, understanding and skills.</p>	<p>Application of knowledge and understanding</p> <p>Candidates apply knowledge, understanding and skills.</p>	<p>Research and analysis</p> <p>Candidates use appropriate research techniques to obtain information from a range of sources. They analyse work related issues and problems.</p>	<p>Evaluation</p> <p>Candidates evaluate evidence, make reasoned judgements and draw valid conclusions about work related issues.</p>	

A2	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of written communication
<p><b>A/B boundary performance descriptions</b></p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a demonstrate in-depth knowledge of the health and social care sector</li> <li>b show in-depth understanding of the functions that the health and social care sector</li> <li>c demonstrate a range of work-related skills in a variety of situations in an effective manner.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a accurately and independently apply in-depth knowledge, understanding and skills to a wide range of work-related situations, relating these as appropriate to different contexts and service-user groups.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a select and justify use of research and analytical techniques</li> <li>b use a wide range of relevant information sources</li> <li>c use the selected techniques and information to analyse work-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a evaluate a range of evidence to draw and justify valid conclusions</li> <li>b make well-reasoned judgements about relevant work-related issues.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a use written expression which:</li> <li>b conveys appropriate meaning</li> <li>c uses appropriate vocabulary.</li> </ul>
<p><b>E/U boundary performance descriptions</b></p>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a demonstrate basic knowledge of the health and social care sector</li> <li>b show basic understanding of the purposes of the health and social care sector; there may be significant omissions</li> <li>c demonstrate a limited range of work-related skills.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a apply knowledge, understanding and skills with guidance to service-user groups and work-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a undertake research into work-related issues, using given techniques using given techniques</li> <li>b use as limited range of relevant information sources</li> <li>c use collected information to carry out a straightforward analysis of work-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a evaluate evidence to draw basic conclusions about relevant work-related issues</li> <li>b identify strengths and weaknesses of the evidence.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>a use written expression which:</li> <li>b is adequate to convey meaning</li> <li>c may be expressed in a non-specialist way.</li> </ul>

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