



Qualifications and  
Curriculum Authority

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# **Criteria for the specialised Diploma qualifications in society, health and development at levels 1, 2 and 3**

*Final draft*

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November 2006

QCA/06/3001

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# 1. Purpose of the document

The purpose of this document is to set out the knowledge, understanding and skills required for the Diploma in society, health and development at levels 1, 2 and 3.

The document *Criteria for accreditation of specialised Diploma qualifications at levels 1, 2 and 3* (QCA/06/3002) defines the overarching criteria for all diplomas at levels 1, 2 and 3, and should be read in conjunction with this document.

These criteria have been reviewed against the requirements of the Disability Discrimination Act 1995. In developing the Diplomas, awarding bodies must take account of all current regulations and legislation in relation to diversity and inclusion, including the Disability Discrimination Act 1995.

Units of assessment should not require the demonstration of a particular skill or activity that may pose difficulties for learners with disabilities or learning difficulties, unless essential to the integrity of what needs to be assessed for a line of learning. In cases where demonstration of the particular skill or activity is essential, the awarding body should:

- provide QCA with a justification for accreditation of the qualification on this basis
- consider the implication for the use of reasonable adjustments that will permit access without undermining what is being assessed.

## 2. Aims

- 2.1 The general aims of the Diplomas are identified in section 2 of the document *Criteria for accreditation of specialised Diploma qualifications at levels 1, 2 and 3* (QCA/06/3002).
- 2.2 The Diploma in society, health and development is for all learners, and has particular relevance to 14- to 19-year-old learners who seek to acquire knowledge and develop skills in the broad context of the children and young people's, social care, community justice and health sectors.
- 2.3 The purpose of the Diploma for society, health and development at levels 1, 2 and 3 is to introduce learners to the work, values, attributes and attitudes of sectors that care for and support individuals, families, groups, communities and society. The Diplomas will enable learners to develop an understanding of the importance of the work of the sectors and how an appreciation of the value of all human beings is intrinsic to that work. The Diplomas will also raise learners' awareness of the range of rewarding career opportunities that exists across the sectors.
- 2.4 Each Diploma in society, health and development will provide:
  - a motivating learning experience through a coherent blend of general education and applied practical learning, which can cater for the diverse needs of individual learners
  - opportunities to develop the skills, attitudes and approaches that will enable learners to meet their own aspirations and successfully work with and for others in the community and society in general
  - opportunities to practice and acquire essential functional skills in English, information and communication technology (ICT) and mathematics as relevant to each level
  - contexts in which learners can acquire relevant personal, learning and thinking skills
  - progression to other Diplomas, work-based training, further or higher education
  - preparation for employability and pathways to the world of work.

### 3. Structure

<b>Structure of Diplomas in society, health and development</b>			
<b>Level</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Total GLH</b>	600	800	1,080
<b>Principal learning (GLH)</b>	240	420	540
<b>Generic learning (GLH)</b>	240	200	180
<b>Additional and specialist learning (GLH)</b>	120	180	360

## 4. Principal learning

4.1 The principal learning content must be divided into units of 30 and/or 60 GLH at levels 1 and 2 and/or 60 or 90 GLH at level 3.

4.2 The overarching rationale for the principal learning at level 1 is to:

- provide a broad introduction to the sectors that care for and support individuals, families, groups, communities and society
- develop an awareness of the basic principles and values underpinning the sectors
- encourage learners to recognise their own attitudes and values and their own roles as individuals and in the community
- learn about the work of the sectors through investigation in their own communities
- promote the development of their individual and personal, learning and thinking skills
- encourage interest in the potential career opportunities available and identify routes into areas of employment
- provide a progression route to learning at level 2 in society, health and development and other learning.

4.3 The overarching rationale for the principal learning at level 2 is to:

- introduce learners to the knowledge, understanding and skills required in the sectors that care for individuals, families, groups, communities and society
- investigate how the basic principles and values underpinning all the sectors link to the purpose and structure of the sectors
- introduce learners to the purpose, structure and specialist work of individual sectors through specific topics
- encourage learners to explore their own behaviour, attitudes and values and their own roles as individuals, in the community and when working with others
- investigate the work of the different sectors in their own communities

- promote further development of their individual and personal, learning and thinking skills
- stimulate interest in potential careers and identify routes into employment and work-based training
- provide a progression route to learning at level 3 in society, health and development and other learning.

4.4 The overarching rationale for the principal learning at level 3 is to:

- build on any level 2 study by extending the knowledge and understanding of the work, purpose and structure of the services provided by the children and young people's, social care, community justice and health sectors
- provide learners with a challenging and thought-provoking programme of study by developing their investigative, analytical and applied skills
- introduce more challenging contexts in which learners can extend and develop their sector-relevant skills, including those of communication and collaborative working
- encourage learners to develop and evaluate their own attitudes and values and explore how the principles and values of the sectors raise issues for individuals, families, groups, communities and society
- provide opportunities for learners to promote and extend their personal, learning and thinking skills
- develop research skills
- develop their knowledge, understanding and skills in the workplace
- promote the importance of continuing professional development and skills necessary to support informed decisions about career choices
- encourage identification of potential careers and routes into employment
- facilitate progression into higher education and work-based training.

4.5 At level 1, learners can choose to undertake all of their principal learning within the society, health and development line of learning or 60 GLH can be selected by the learner from another line or lines of learning (see section 5.1 of *Criteria for accreditation*)

*of specialised Diploma qualifications at levels 1, 2 and 3 (QCA/06/3002)*). To achieve a level 1 Diploma in society, health and development, all learners must complete topics 1 and 2 at level 1 (60 GLH). A further 120 GLH must be selected from topics 3–8. For the remaining 60 GLH needed to complete principal learning of 240 GLH, learners can either select the remaining topics from this line of learning or 60 GLH from another line or lines of learning.

4.6 At level 3, the principal learning external assessment will be 180 GLH.

## Level 1 society, health and development: structure of principal learning

**Total GLH: 240**

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<b>Topics</b>	<b>GLH</b>
Topic 1: A background to the sectors	30
Topic 2: Introduction to principles and values	30
Topic 3: Introduction to partnership working	30
Topic 4: Communication	30
Topic 5: Working safely to protect individuals	30
Topic 6: Health, wellbeing and lifestyle of individuals	30
Topic 7: Addressing the needs of individuals	30
Topic 8: Human growth and development	30

To achieve a level 1 Diploma in society, health and development all learners must complete topics 1 and 2.

## **Topic 1: A background to the sectors**

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to acquire a basic knowledge of the structure, purpose and practical workings of the children and young people's, social care, community justice and health sectors.

### **Scope of content**

Learners will develop knowledge of:

- the purpose and structure within and across the sectors
- the roles of organisations and how they work together to deliver services in a community.

Learners will develop understanding of:

- the range of services delivered in the sectors.

Learners will develop skills to:

- identify questions to answer about the sectors
- carry out investigations.

## Topic 2: Introduction to principles and values

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop an awareness of the principles and values that underpin the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- the purpose and impact of key legislation and codes of practice that relate to principles and values
- how different values might be supported in a variety of settings within the sectors.

Learners will develop understanding of:

- what is meant by rights, responsibilities, equality and diversity and why they are important when working with individuals, groups and communities
- what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality.

Learners will develop skills to:

- identify and evaluate their own principles and values in relation to the work of the sectors.

## **Topic 3: Introduction to partnership working**

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop a basic knowledge of the types and purposes of partnership working in children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- what is meant by partnership working
- different partnerships that provide services in their own community.

Learners will develop understanding of:

- the purpose of teams and the role of the individual within a team and across teams
- the ways in which individuals receiving services are involved in decision making.

Learners will develop skills to:

- work collaboratively to solve problems.

## **Topic 4: Communication**

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to explore why it is necessary to be able to use different methods of communication in the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- the purpose of record keeping and information sharing.

Learners will develop understanding of:

- different methods of communicating with a range of individuals
- why it is important to use different methods of communication.

Learners will develop skills to:

- communicate verbally and non-verbally (including listening skills) in specific situations within and across the sectors and settings
- complete records accurately and legibly.

## **Topic 5: Working safely to protect individuals**

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to learn about different types of risk and understand the importance of maintaining a safe environment and adhering to legislative policies in the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- key legislation and regulations that govern health, safety and security
- why organisations have policies for health, safety, and security, and how these policies protect individuals.

Learners will develop understanding of:

- how to assess risks to self and others
- the ways in which vulnerable people can be protected from harm and abuse
- the main causes of infection.

Learners will develop skills to:

- carry out a basic health and safety risk assessment for a specified setting.

## **Topic 6: Health, wellbeing and lifestyle of individuals**

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to explore the ways in which health, wellbeing and lifestyle can affect quality of life.

### **Scope of content**

Learners will develop knowledge of:

- the ways in which the health and wellbeing of individuals can be assessed
- the normal baseline measurements for health and how these can be measured
- how lifestyle choices impact on health and wellbeing.

Learners will develop understanding of:

- activities that have a positive and negative effect on health and wellbeing in childhood and throughout life
- the social and economic factors that can have an influence on the health and wellbeing of individuals and communities.

Learners will develop skills to:

- assess an individual's health, wellbeing and lifestyle.

## **Topic 7: Addressing the needs of individuals**

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop an understanding of the needs of individuals and how these are addressed by the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- the needs and preferences that individuals may have in relation to their health and wellbeing.

Learners will develop understanding of:

- how the needs of individuals can be addressed
- the role of the professional in assessing, reviewing and supporting individuals needs
- the role of the individual, their families and carers in addressing their needs.

Learners will develop skills to:

- collect and collate information in relation to an individual's needs.

## **Topic 8: Human growth and development**

**30 GLH**

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### **Purpose**

This topic provides learners with the opportunity to learn about the stages of human growth and development and to develop an awareness of the implications of human growth and development for individuals and families.

### **Scope of content**

Learners will develop knowledge of:

- key physical developments and changes across the lifespan
- the importance of play in the development of children and young people
- health and social issues relating to age and aging.

Learners will develop knowledge of:

- what is meant by ‘life events’ and their impact for individuals and families.

Learners will develop skills to:

- generate ideas and plan development activities for individuals
- assess an individual’s stage of development.

## Level 2 society, health and development: structure of principal learning

**Total GLH: 420**

<b>Topics</b>	<b>GLH</b>
Topic 1: Principles, values and personal development	60
Topic 2: Communication and partnership working	60
Topic 3: Safeguarding and protecting individuals	60
Topic 4: Growth, development and lifestyles	60
Topic 5: Addressing needs	60
Topic 6: Antisocial and offending behaviour	30
Topic 7: Supporting children and young people	30
Topic 8: Patient-centred health	30
Topic 9: The social model of disability	30

## **Topic 1: Principles, values and personal development**

**60 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop an understanding of the key values, principles, legislation and codes of practice that underpin good practice in the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- how key legislation, codes of professional practice, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice
- how equality and diversity are promoted within and across the sectors.

Learners will develop understanding of:

- what is meant by diversity, equality, culture and belief systems, individuality, rights, choice, privacy, independence, dignity, respect and partnership
- what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged
- what is meant by reflective practice and how practitioners develop their knowledge and skills to continually develop and improve practice and quality of service provision.

Learners will develop skills to:

- assess their own values, knowledge and skills
- identify different sources of information for professional development.

## **Topic 2: Communication and partnership working**

**60 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop an understanding of how and why communication, information sharing and partnership working are of fundamental importance in the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- statutory and non-statutory partnerships
- the ways in which information is shared within teams and between organisations
- the difficulties and risks inherent in information sharing.

Learners will develop understanding of:

- the purpose of recording and reporting arrangements for a range of settings
- the use of different methods of communication
- barriers to communication and how they can be overcome or minimised
- why confidentiality, accuracy and security of records are important
- the importance of working in partnership to provide effective services
- what is meant by successful partnership working.

Learners will develop skills to

- use different methods to communicate effectively for different purposes and situations
- complete records accurately and legibly.

## Topic 3: Safeguarding and protecting individuals

### 60 GLH

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#### **Purpose**

This topic provides learners with the opportunity to develop an understanding of the importance of responsibility for personal health, safety, security and risk assessment in the children and young people's, social care, community justice and health sectors and settings.

#### **Scope of content**

Learners will develop knowledge of:

- how to recognise the signs that an individual is at risk of harm or abuse
- how to ensure their safety and the safety of others
- the key legislation that supports safe practices and maintaining standards of health and safety
- a range of emergencies and the appropriate responses that should be taken.

Learners will develop understanding of:

- the role of risk assessment within and across the sectors
- how following policies and procedures in an organisation helps maintain a safe environment and working conditions
- the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals
- the importance of establishing and maintaining a trusting relationship with individuals
- the main causes of infection and the importance of standard precautions in infection prevention and control.

Learners will develop skills to:

- research and gather information
- carry out an assessment of risk in a specified situation.

## **Topic 4: Growth, development and lifestyles**

**60 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop an understanding of how human growth and development and the health, wellbeing and lifestyle of individuals impact on service provision in the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- the key physical, emotional, social and intellectual changes and developments that take place across the life span
- how the sectors support and monitor these key changes and developments
- the influence of different conditions, religions, beliefs and cultures on lifestyles.

Learners will develop understanding of:

- how life events across the life span may impact on growth, development, health and wellbeing
- the impact of lifestyle choices on health, wellbeing and life opportunities
- how disability and illness might impact on physical, emotional, social and intellectual changes and development, lifestyle choices and opportunities for an individual.

Learners will develop skills to:

- assess an individual's health, wellbeing and lifestyle, and make recommendations for improvement.

## Topic 5: Addressing needs

**60 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop an understanding of how services address the needs and preferences of individuals, families, carers, groups and communities through a cycle of assessment, planning, implementation and review.

### **Scope of content**

Learners will develop knowledge of:

- the breadth of individual needs in terms of emotional, intellectual, mental, physical, social and spiritual needs
- the information sources used to inform assessments.

Learners will develop understanding of:

- the role of assessment, planning, implementation and review in addressing need and delivering expected outcomes
- the importance of working with individuals receiving support and/or services and significant others
- how interventions are designed to meet individual and, where relevant, community needs
- the extent to which individuals' preferences and choices can determine how their needs are addressed.

Learners will develop skills to:

- collect and collate information in relation to addressing the needs of individuals.

## **Topic 6: Anti-social and offending behaviour**

**30 GLH**

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### **Purpose**

This topic provides an introduction to the reasons for and the work of the community justice sector through an examination of the causes and impacts of anti-social and offending behaviour.

### **Scope of content**

Learners will develop knowledge of:

- the purpose and overall structure of the justice sector
- different patterns of anti-social and offending behaviour and the factors affecting the likelihood of offending and re-offending
- the range of penalties that may be imposed as an alternative to court appearance
- the ways in which crime and disorder can be reduced in a community.

Learners will develop understanding of:

- the impact of crime on victims and witnesses and their needs for protection, respect, recognition, information and confidentiality.

Learners will develop skills to:

- generate ideas to reduce crime and disorder in an area
- evaluate information to recognise the consequences of behaviour for self and others.

## Topic 7: Supporting children and young people

### 30 GLH

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#### **Purpose**

This topic provides an introduction to the work of the children's workforce in supporting the development of children and young people through an examination of the range of children's services available.

#### **Scope of content**

Learners will develop knowledge of:

- the purpose and broad overall structure of the children's workforce
- the key stages in a child/young person's development and how to recognise when they may differ from the accepted norms
- the different ways in which those working with children and young people can support the development of children and young people in conjunction with their families and carers.

Learners will develop understanding of:

- how different experiences can enhance the learning and development of a child and a young person
- how changes to, or in, a child or young person's life can affect their behaviour and development
- how those working with children and young people can support their continuing development and wellbeing.

Learners will develop skills to:

- recognise signs that could indicate that development might differ from agreed norms
- devise activities to support the development of children and young people.

## Topic 8: Patient-centred health

### 30 GLH

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#### **Purpose**

This topic provides an introduction to the patient centred nature of work in the health sector through an examination of how common health conditions are supported.

#### **Scope of content**

Learners will develop knowledge of:

- the basic structure of the health sector as it supports the patient centred approach
- the normal baselines for health and their measurement
- common conditions that can affect individuals throughout the life cycle and how they are treated.

Learners will develop understanding of:

- a patient/care pathway for a common condition and the range of healthcare staff involved
- the potential impact of a range of common conditions on individuals, their families and carers wellbeing.

Learners will develop skills to:

- map a patient/care pathway for a common condition
- use simple measures for their own health baseline.

## **Topic 9: The social model of disability**

**30 GLH**

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### **Purpose**

This topic provides an introduction to the social model of disability through an examination of its aims, objectives and meaning.

### **Scope of content**

Learners will develop knowledge of:

- the development of the social model of disability, its aims and objectives
- the role of ethics, key legislation and policies, which support the social model of disability
- the difference between the social model and the medical model.

Learners will develop understanding of:

- what the social model of disability means, why it is important in addressing discrimination and how it supports independence and choice
- how the social model of disability shapes and is continuing to influence the development of support, service provision and the environment
- how potential barriers in society and the environment might be overcome.

Learners will develop skills to:

- recognise own values and attitudes
- recognise own personal and social responsibility to others.

## Level 3 society, health and development: structure of principal learning

**Total GLH: 540**

<b>Topics</b>	<b>GLH</b>
Topic 1: The sectors in context	90
Topic 2: Principles and values in practice	90
Topic 3: Partnership working	90
Topic 4: Communication and information sharing	90
Topic 5: Personal and professional development in the work environment	90
Topic 6: Safeguarding and protecting individuals and society	90

## **Topic 1: The sectors in context**

**90 GLH**

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### **Purpose**

This topic provides learners with the opportunity to research the similarities and differences in the purposes, structures and practical workings of the children and young people's, social care, community justice and health sectors and settings that enable support and services to be delivered.

### **Scope of content**

Learners will develop knowledge of:

- the different types of support and service provision in, and across, the sectors and their purposes and structures
- key legislation, which outlines responsibilities and roles across sectors
- how key current legislative and policy developments direct service provision
- the impact of a given policy or reform on service support and provision and its effects on people receiving the support and/or service.

Learners will develop understanding of:

- the interface between different types of service provision within and across the sectors
- the provision of support and services locally, regionally and nationally
- the personal skills, attributes and qualities that are required for employment within and across the sectors
- the role of the voluntary sector in the provision of support and services.

Learners will develop skills to:

- plan and carry out research
- explore issues, events or problems from different perspectives.

## Topic 2: Principles and values in practice

**90 GLH**

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### **Purpose**

This topic provides learners with the opportunity to examine how principles and values embedded in key legislation, regulations and codes of practice underpin approaches in the children and young people's, social care, community justice and health sectors and settings.

### **Scope of content**

Learners will develop knowledge of:

- how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities
- how the choice and rights of people who access services affect service development and provision
- the relationship between equality and diversity and how they impact and influence practice within and across the sectors and settings
- the balance and potential conflicts between confidentiality and disclosure of information and will identify how these might be managed.

Learners will develop understanding of:

- key legislation, organisational policies and codes of practice within and across the sectors, and how they affect the practice of individuals working in the sectors at different levels.

Learners will develop skills to:

- challenge discrimination and poor practice in terms of promoting equality of opportunity and valuing diversity
- articulate how their own values and beliefs relate to work in the sectors.

## **Topic 3: Partnership working**

**90 GLH**

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### **Purpose**

This topic provides learners with the opportunity to develop an understanding of partnership working and how it involves individuals, colleagues, teams and organisations in improving service provision.

### **Scope of content**

Learners will develop knowledge of:

- the role, key features and range of partnership working
- statutory and non-statutory arrangements for partnership working.

Learners will develop understanding of:

- the benefits of and barriers to partnership working for service providers and communities
- how barriers to partnership working can be managed
- how information can be shared through partnership working
- why people who use services are central to partnership working
- the influence of partnership working on service provision.

Learners will develop skills to:

- develop collaborative relationships adapted to different contexts.

## Topic 4: Communication and information sharing

90 GLH

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### Purpose

This topic provides learners with the opportunity to investigate and examine how effective communication, information sharing and record keeping is vital in the children and young people's, social care, community justice and health sectors and settings.

### Scope of content

Learners will develop knowledge of:

- different methods of effective communication with individuals of all ages and backgrounds and in a range of different circumstances
- the types of technology that are used to support communication
- tensions that exist between confidentiality and the need to share information
- the similarities and differences in accepted terminology within and between sectors.

Learners will develop understanding of:

- the barriers to communication and the consequences
- approaches that can be taken to overcome barriers to communication and when and how they should be applied
- how the confidentiality and security of records are maintained and how the risks can be minimised
- why it is important to keep accurate records and what should and should not be recorded or shared.

Learners will develop skills to:

- communicate effectively with a range of individuals and in a range of different situations, employing various communication methods

- review and evaluate the effectiveness of recording and reporting arrangements in a range of settings.

## **Topic 5: Personal and professional development in the work environment**

**90 GLH**

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### **Purpose**

This topic provides learners with the opportunity to reflect on how to improve their own practice, identify good practice and plan for professional development to contribute to effective work, based on their experience in an actual workplace setting.

### **Scope of content**

Learners will develop knowledge of:

- the key aspects of reflective practice and the theories and principles that underpin it
- how key legislation, policies and procedures shape and govern professional practice, activities and actions
- the roles and responsibilities of the individual and organisation in supporting personal and professional development
- what is meant by evidence-based practice.

Learners will develop understanding of:

- an actual workplace, based on their experience in an actual workplace setting
- how the underpinning principles and values of the sectors are demonstrated in an actual workplace setting
- how personal and professional development and reflective practice can support effective service provision and improve practice.

Learners will develop skills to:

- generate and explore ways to address problems or issues
- evaluate their own strengths and areas for development for working effectively in a sector
- develop a personal development plan that links to organisational objectives.

## **Topic 6: Safeguarding and protecting individuals and society**

**90 GLH**

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### **Purpose**

This topic provides learners with the opportunity to understand the importance of promoting and protecting the health, safety and security of individuals and society. It also provides learners with the opportunity to understand the assessment of risks in the workplace and in communities.

### **Scope of content**

Learners will develop knowledge of:

- the key legislation and organisational procedures that apply to safeguarding and protecting individuals
- how to recognise signs of potential harm or abuse and the steps that should be taken in response
- how to carry out risk assessments of health, safety and security in the workplace
- how to carry out risk assessments to support crime reduction in communities
- what is meant by conflict resolution and coping strategies in professional situations.

Learners will develop an understanding of:

- the roles and responsibilities of workers in different settings to safeguard and protect individuals from the risk of harm and abuse
- the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments
- the importance of establishing and maintaining trusting relationships with individuals and those who care for them, while maintaining appropriate professional boundaries.

Learners will develop skills to:

- carry out a risk assessment and a health and safety audit for different work settings

- carry out a risk assessment for a community to support crime reduction
- develop problem-solving, conflict resolution and coping strategies.

## 5. Additional and specialist learning

Section 10 of the *Criteria for accreditation of specialised Diploma qualifications at levels 1, 2 and 3* (QCA/06/3002) specifies the full requirements for the additional and specialist learning component.

### Specialist learning

This section sets out the groups of different specialist areas that can be included as options for specialist learning. Component awarding body specialist learning qualifications and units must:

1. further develop and complement the sector-relevant knowledge and skills set out in the principal learning constituent qualification
2. not duplicate knowledge and skills set out in the principal learning constituent qualification
3. enable specialisation in one or more of the groups/pathways listed below for each level.  
Further specialist areas may be proposed by Component awarding bodies for agreement by QCA with support from the Diploma Development Partnership.

### Level 1

Group/pathway	Specialist areas	Purpose
Health	As specified in the qualifications/awards	To have the opportunity to broaden and deepen learning
Social care	As specified in the qualifications/awards	To have the opportunity to broaden and deepen learning
Children and young people	As specified in the qualifications/awards	To have the opportunity to broaden and deepen learning
Justice	As specified in the qualifications/awards	To have the opportunity to broaden and deepen learning

## Level 2

<b>Group/Pathway</b>	<b>Specialist areas</b>	<b>Purpose</b>
Health	As specified in the qualifications/awards	To extend and/or deepen knowledge, understanding and skills in health
Social care	As specified in the qualifications/awards	To extend and/or deepen knowledge, understanding and skills in social care
Children and young people	As specified in the qualifications/awards	To extend and/or deepen knowledge, understanding and skills in the children and young people's sector
Justice	As specified in the qualifications/awards	To extend and/or deepen knowledge, understanding and skills in the justice sector

## Level 3

<b>Group/Pathway</b>	<b>Specialist areas</b>	<b>Purpose</b>
Health	As specified in the qualifications/awards	To further extend and/or deepen knowledge, understanding and skills in health
Adult social care	As specified in the qualifications/awards	To further extend and/or deepen knowledge, understanding and skills in social care
Children and young people	As specified in the qualifications/awards	To further extend and/or deepen knowledge, understanding and skills in the children and young people's sector
Community justice	As specified in the qualifications/awards	To further extend and/or deepen knowledge, understanding and skills in the justice sector
Science	As specified in the qualifications/awards	To further extend and/or deepen knowledge, understanding and skills in healthcare science

At level 3, the Diploma in society, health and development has four endorsed pathways: health, adult social care, children and young people and community justice. These represent the four sectors covered within this Diploma. (Science is specified as a pathway but is not an endorsed qualification title.)

Learners will have the opportunity to select one of these pathways to support them with their chosen career route. Alternatively if a learner is undecided about which specialisms to pursue and so does not choose to follow an endorsed pathway, they can opt to take a mixture of the additional and specialist topics offered. They will then be awarded the Diploma in society, health and development.

The list below shows the relationship between specialist learning topics and the endorsed pathways.

Topics	C&YP	SC	CJ	H
SL1 Infection prevention and control	*	*	*	*
SL2 Health, wellbeing and lifestyle	*	*	*	*
SL3 Addressing needs	*	*	*	*
SL4 Supporting adults through transitions		*	*	*
SL5 The causes of, and responses to, offending behaviour			*	
SL6 The impact of offending behaviour on individuals and communities			*	
SL7 Supporting children and young people's development	*			
SL8 Play and learning	*			
SL9 Supporting children and young people through transitional processes	*			
SL10 Health conditions and treatments	*	*		*
SL11 Nutrition and health	*	*		*
SL12 Specialist study area in adult social care		*		
SL13 Group work	*	*	*	*
SL14 Leadership and management	*	*	*	*
SL15 Ethical dilemmas, judgements and decision making in social care practice		*		

## Endorsed pathways and recommended specialist learning choices

### Health

- Any combined three topics from SL1, SL2, SL3, SL4, SL10 and SL11 and any other health-related that meet the criteria for specialist learning.

### Adult Social Care

- For direct care employment routes: SL 12 and SL15 **plus either**
  - two others from the adult social care specialist learning list **or**
  - relevant social care or qualification in a related discipline such as psychology or sociology from Section 96 that meet the general criteria for specialist learning.

### Community Justice

- SL5 and SL6 plus two others from the community justice specialist learning.

### Children and Young People's

- Choice of two topics from SL 7, SL 8 and SL 9 **plus either**
  - two others from the children and young people's specialist learning list **or**
  - relevant and equivalent children's qualification equivalent from Section 96.

<b>Specialist areas</b>	<b>Purpose</b>
SL1 Infection prevention and control	Learners will understand the causes of infection and the use of standard precautions. It also provides an opportunity for learners to understand the prevention and control of disease within communities and populations.
SL2 Health, wellbeing and lifestyle	Learners will understand the factors and activities that have an effect on the health, wellbeing and lifestyle of individuals and populations.
SL3 Addressing needs	Learners will understand how the sectors are involved in addressing the needs of individuals, groups and communities.
SL4 Supporting adults through transitions	Learners will understand transitions in the lives of adults and how such transitions can affect adults. It introduces the learner to some of the ways in which those working with adults, carers and families can support them through transitions.
SL5 The causes of, and responses to, offending behaviour	Learners will understand the causes of, and responses to, offending behaviour. Learners will also develop an understanding of the patterns of offending behaviour and the types of interventions and penalties that may be put in place in response to offending behaviour.
SL6 The impact of offending behaviour on individuals and communities	Learners will understand the ways in which offending behaviour impacts on individuals and communities. Learners will also develop an understanding of the approaches for dealing with offending behaviour, and the ways in which victims and witnesses are supported.
SL7 Supporting children and young people's development	Learners will understand how children and young people's development is supported. Learners will also develop an understanding of the role of those who work with children and young people in supporting their development, and how support can be provided.
SL8 Play and learning	Learners will understand the area of children and young people's play and learning. Learners will develop an understanding of the principles and values that underpin play, the contribution that play makes to all areas of learning and the play needs that children and young people may have.

<p>SL9 Supporting children and young people through transitional processes</p>	<p>Learners will understand transitional processes in the lives of children and young people, and how such processes can affect behaviour and development. Learners will also develop an understanding of the ways in which those working with children, young people and their families/carers can support them through the transition process.</p>
<p>SL10 Health conditions and treatments</p>	<p>Learners will understand the types of conditions and diseases that can affect individuals and their body systems. Learners will also develop an understanding of the types of investigations and treatments that may be used.</p>
<p>SL11 Nutrition and health</p>	<p>Learners will understand nutrition and its impact on health.</p>
<p>SL12 Specialist study area in adult social care</p>	<p>Learners will be able to consolidate their social care knowledge, skills and experience and further develop these through the research of a specialist area within social care drawn from one from the following areas: adults with disabilities, people with learning disabilities, mental health or older people. It also provides the opportunity for learners to use applied learning from their project and occupational experience.</p>
<p>SL13 Group work</p>	<p>Learners will understand a range of group work concepts and theories and how these are used within the sectors.</p>
<p>SL14 Leadership and management</p>	<p>Learners will understand leadership and management theories and the application of these theories in the children and young people's, social care, community justice and health sectors.</p>
<p>SL15 Ethical dilemmas, judgements and decision making in social care practice</p>	<p>Learners will understand how judgements and decisions are made in the social care context and identify ethical issues facing people working in social care.</p>