Edexcel BTEC Level 1 Certificate in

Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Wales and Northern Ireland (QCF)

Unit 1: Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare

 Assignment 1

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\* Must be submitted with learner’s evidence.

**Assignment 1 - Unit 1: Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare.**

Learner Name:

Assessor Name:

Issue Date:

Deadline Date:

Submission Date:

**Learner Tracker**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment 1** | **Assessment Criteria** | **Completed** | **Grade** |
| Task 1 |  |  |  |
| Task 2 |  |  |  |

**Learner Declaration**

The learner declaration must be attached to the completed portfolio of evidence.

Learner Name:

I declare that the work contained in this portfolio of evidence is all my own work.

Learner Signed:

Date:

I declare that the work contained in this portfolio of evidence is all the work of the above learner.

Assessor Name:

Assessor Signed:

Date:

**Assignment 1 - Unit 1: Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare.**

**Unit code: A/602/6187**

**QCF Level 1: BTEC Specialist**

**Credit value: 3**

**Guided learning hours: 26**

**Unit aim**

The purpose of this unit is to assess the learner’s knowledge and understanding of the range of services and roles within health and social care (adults and children and young people), early years and childcare.

**Unit introduction**

Developing a knowledge and understanding of the range of service provision within health and social care and the roles of service providers and their employees is important for all learners. Many learners studying this unit will eventually enter and follow a career in one of the health and social care sectors.

Learners will develop a knowledge of the types and purpose of provision, the difference between statutory and independent service provision and how voluntary and informal care contribute to service provision.

This unit also gives learners the opportunity to develop knowledge of the range of service provision available within health and social care for adults, children and young people. Learners will also develop their knowledge of the range and scope of job roles within the different health and social care sectors. Learners will consider the skills needed to fulfil these job roles and the career progression routes available to employees in the sector.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria

determine the standard required to achieve the unit.

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

|  |  |
| --- | --- |
| **Learning outcomes** | **Assessment criteria** |
| 1 Know the range of service provision available in health and social care (adults and children and young people), early years and childcare. | 1.1 Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area.  1.2 Outline the purpose of provision offered by different types of service.  1.3 Give examples of who would access different types of service provision.  1.4 Outline the difference between statutory, and independent service provision.  1.5 Outline how informal care contributes to service provision. |
| 2 Know the range and scope of roles within health and social care (adults and children and young people), early years and childcare. | 2.1 Identify the range of job roles within  different types of service.  2.2 Identify the knowledge and skills required to work in a job role in the sector.  2.3 Outline a range of progression routes for a worker within the sector |

**Unit content**

**1 Know the range of service provision available in health and social care (adults and children and young people), early years and childcare.**

*The range of service provision for health and social care (adults and children and young people), early years and childcare*: statutory eg community based services for adults, children and young people, domiciliary services for adults, children and young people, day services for adults, residential services for adults, children and young people, children’s centres, respite care, pre-school care, telecare, extra care, supported housing, supported employment, selfdirected support, acute hospital services, community hospitals, general practitioner services, pharmacy in hospitals and community, substance misuse services, complementary healthcare; independent eg voluntary, not for profit or third sector, private provision; informal eg family, friends, neighbours, community groups.

*The purpose of provision offered by different types of service*: supporting the physical, intellectual, emotional and social development of individuals; building self-esteem; health maintenance and improvement; promoting growth and development; promoting independence; safeguarding children, implementing the outcomes of *Children and Young People: Rights to Action* in Wales or *Every Child Matters* in Northern Ireland; challenging discrimination; supporting older people and vulnerable groups eg the disabled and people with learning difficulties/disabilities.

*Examples of who could access different types of service provision:* eg infants, children, adolescents, adults, people in later adulthood, people with specific needs.

*The difference between statutory and independent service provision*: independent service provision eg voluntary, not for profit or third sector, private provision; statutory provision provided by government eg NHS, Public Health Agency in Northern Ireland; differences – size; structure; organisation; funding;

pricing; quality of service.

*How informal care contributes to service provision*: care supplied by eg family, friends, neighbours, community groups; supporting and complementing the work of statutory agencies; physical support eg washing, cleaning, shopping; intellectual support eg children and reading; emotional support eg listening, sharing experiences, building and supporting self-esteem; social support eg visits, social events, holidays

**2** **Know the range and scope of roles within health and social care (adults and children and young people), early years and childcare.**

*The range of job roles within different types of service*: domiciliary services eg manager of residential home, care assistant; hospital services eg nurse, midwife, nursing assistant, doctor, paramedic, hospital play worker, medical receptionist, cleaner, porter; GP; dentist; optician; dietician; community

services eg social worker, mobile meals staff, family support worker, assistant youth worker, counsellor; children’s services eg childminder, early years practitioner, nanny, foster parent.

*The knowledge and skills required to work in a job role in the sector*: personal attributes eg appearance/dress, attitude, confidence, punctuality, empathy ability to work with others; competence; qualifications; interpersonal skills; meeting basic needs; maintaining personal hygiene and mobility.

*The range of progression routes for a worker within a sector*: career progression routes within different sectors eg NHS nursing (nursing assistant, trainee nurse, nurse, ward manager), teaching (work experience, trainee tutor, qualified tutor, head of department, senior manager)

**Delivery**

Learners will find aspects of this topic challenging at level 1 and will need tutor input and support in developing their knowledge. The aim of the unit is to develop learner knowledge of the range of service provision available to meet people’s needs and the roles of people who work with service users. Learners may benefit from the tutor explaining the range of service provision. Learners will need to develop their knowledge of the differences between the statutory, private and voluntary sectors plus the roles and contribution made by informal carers. This could be through the use of a case study approach about one individual and how the different sectors contribute to meeting that individual’s needs. Newspaper articles, professional magazines and adopting a group approach will all add to the process of enabling learners to understand the context of this unit.

Primary research would be useful as an approach to enable learners to appreciate the range and scope of job roles within the health and social care sector. This could be achieved through the use of work placements, visits to organisations, inviting speakers into the learning environment and even completing case studies on relatives who have direct involvement with health and social care and early year services. In terms of progression routes within the sectors, learners are required to provide evidence for the routes available in only one sector.

**Assessment**

Learners will need to present evidence to demonstrate their knowledge of the range of service provision available in health and social care. Learners will also need to know the range and scope of job roles within health and social care (adults and children and young people), early years and childcare.

Evidence can be presented in a range of different formats such as written materials, case studies or direct work based on health and social care services in the local community. The learner should be encouraged to use ICT to enhance their presentation skills.

To achieve 1.1 and 1.2, learners must identify the range of service provision for health and social care (adults and children and young people), early years and childcare in their own area and outline the purpose of this provision.

To achieve 1.3 learners must give examples of who could access the different types of service provision.

To achieve 1.4 learners must outline the difference between statutory and independent service provision and to achieve 1.5 they must outline how informal care contributes to service provision.

To achieve 2.1, 2.2 and 2.3, learners must identify a range of job roles within at least two different types of service, identify the knowledge and skills needed to work in a job role within the sector and outline the progression routes within one sector. The learner is only required to explore and identify the knowledge and skills required to work in one job role in the sector and consider the progression routes within that area, for example the knowledge and skills required to be a mental health nurse and the possible progression routes for an employee within that sector.

**Essential resources**

Learners will require full access to library and ICT facilities. Relevant television documentaries and appropriate DVDs would enhance learning.

Learners would benefit from access to appropriate publications such as *Community Care Magazine* or *The Nursing Times*. Local and national newspaper articles also provide useful information.

**Indicative resource materials**

Asbridge L, Lavers S, Moonie N, Scott J, Stretch B – *BTEC First Health and Social Care: Student Book Revised Edition* (Heinemann, 2008) ISBN 978043550269

Hobart C and Frankel J – *A Practical Guide to Childcare Employment 2nd Edition* (Nelson Thornes, 2009) ISBN 9781408504857

Howarth and Ashton – *Edexcel GCSE Health and Social Care Student Book* (Heinemann, 2009) ISBN 9781846903731

Mackean D G – *Human Life* (John Murray, 1988) ISBN 9780719545009

**Journals**

*Community Care Magazine* (Reed Business Information)

*Health Service Journal* (Public Sector Management)

*The Nursing Times* (Emap)

**Websites**

www.ageuk.org.uk Age UK

www.ccwales.org.uk/ Care Council for Wales

www.cwdcouncil.org.uk Children’s Workforce Development Council

www.dh.gov.uk Department of Health

www.kingsfund.org.uk The King’s Fund: minority concerns

www.macmillan.org.uk Macmillan Nurses

www.mencap.org.uk Learning disability voluntary group www.niscc.info/ Northern Ireland Social Care Council

www.scie.org.uk Social Care Institute for Excellence

ssia.wlga.gov.uk Social Services Improvement Agency gives links to several other sites

**Assignment brief**

This assignment comprises of all the assessment requirements for the completion of Unit 1: Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare.

This assignment is made up of **1 scenario and 2 tasks.** You **MUST** complete both **tasks** successfully to gain full unit accreditation.

**Time allowance**

The recommended time allowance for this assignment is 26guided learning hours. This will give you  **13 hours per task**.

**Health and safety**

You are responsible for maintaining the safety of others as well as yourself. You are asked to work safely at all times.

You will **not** be allowed to continue with this assignment if you compromise any of the Health and Safety requirements.

**Evidence**

All evidence **MUST** be of your own work and signed by you and your assessor. It is good practice to submit research evidence to support your own work.

Evidence requirements list

|  |  |  |
| --- | --- | --- |
| **Task** | **Evidence** | **Assessment Criteria** |
| 1 | Booklet (covering all 4 points) | 1.1/1.2/1.3/1.4/1.5 |
| 2 | Career plan | 2.1/2.2/2.3 |

**Assignment 1 - Unit 1: Understand the Range of Service Provision and Roles Within Health and Social Care, Adults and Children and Young People, Early Years and Childcare.**

**Scenario**

You have just started a work placement with Support in the Community and have been asked to put together some information sharing your knowledge of the range of service provision available in health and social care. Include in the booklet the range and scope of job roles within health and social care including adults, children, young people, early years and childcare.

**Task 1**

You have been asked to create an information booklet for your work placement identifying the range of service provision for health and social care e.g community based services for adults, children and young people, domiciliary services for adults, children and young people, day services for adults, residential services for adults, children and young people, children’s centres, respite care, pre-school care, telecare, extra care, supported housing, supported employment, selfdirected support, acute hospital services, community hospitals, general practitioner services, pharmacy in hospitals and community, substance misuse services, complementary healthcare. It should include independent eg voluntary, not for profit or third sector, private provision; informal eg family, friends, neighbours, community groups.

Include in your information booklet the following **4** points:

* Outline the purpose of provision offered by different types of service e.g supporting the physical, intellectual, emotional and social development of individuals; building self-esteem; health maintenance and improvement; promoting growth and development; promoting independence; safeguarding children, implementing the outcomes of Children and Young People: Rights to Action in Wales or Every Child Matters in Northern Ireland; challenging discrimination; supporting older people and vulnerable groups, the disabled and people with learning difficulties/disabilities.
* Give examples of who would access these different types of service provision *e.g* infants, children, adolescents, adults, people in later adulthood, people with specific needs.
* Outline the difference between statutory, and independent service provision eg voluntary, not for profit or third sector, private provision; statutory provision provided by government - NHS, Public Health Agency in Northern Ireland; differences – size; structure; organisation; funding; pricing; quality of service.
* Outline how informal care contributes to service provision eg family, friends, neighbours, community groups; supporting and complementing the work of statutory agencies; physical support - washing, cleaning, shopping; intellectual support - children and reading; emotional support eg listening, sharing experiences, building and supporting self-esteem; social support eg visits, social events, holidays.

(1.1,1.2,1.3,1.4 & 1.5)

**Task 2**

Create a career plan as part of your own personal development identify a range of job roles within at least two different types of Health and Social Care services. Clearly outline the knowledge and skills needed to work in the job roles and outline the progression routes available within each sector e.g knowledge and skills required to be a mental health nurse and the possible progression routes for an employee within that sector.

*Things to consider*

The range of job roles within different types of service: domiciliary services eg manager of residential home, care assistant; hospital services eg nurse, midwife, nursing assistant, doctor, paramedic, hospital play worker, medical receptionist, cleaner, porter; GP; dentist; optician; dietician; community

services eg social worker, mobile meals staff, family support worker, assistant youth worker, counsellor; children’s services eg childminder, early years practitioner, nanny, foster parent.

**Organisational chart for 2 services. Include every possible job role within each service.**

The knowledge and skills required to work in a job role in the sector: personal attributes eg appearance/dress, attitude, confidence, punctuality, empathy ability to work with others; competence; qualifications; interpersonal skills; meeting basic needs; maintaining personal hygiene and mobility.

**Essay about all the things you need to be and do to do 1 of the jobs within a service.**

The range of progression routes for a worker within a sector: career progression routes within different sectors eg NHS nursing (nursing assistant, trainee nurse, nurse, ward manager), teaching (work experience, trainee tutor, qualified tutor, head of department, senior manager)

(2.1, 2.2& 2.3)

**Organisational chart for 1 career within health and social care e.g. teaching**

**End of assignment**