

# **Criteria for the Diploma Qualifications in Society, Health and Development at Foundation, Higher and Advanced Levels**



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## **The criteria**

### **Introduction**

1. The purpose of this document is to set out the knowledge, understanding and skills required for the Diploma in Society, Health and Development at foundation, higher and advanced levels.
2. This document should be read in conjunction with the Ofqual document *Criteria for Accreditation of Foundation, Higher and Advanced Diploma Qualifications*.

### **Aims**

3. The general aims of the Diploma are identified in Section 2 of the Ofqual document *Criteria for Accreditation of Foundation, Higher and Advanced Diploma*.
4. 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 children's and young people's, social care, community justice and health sectors.

### **Structure**

<b>Structure of Diplomas in Society, Health and Development</b>			
<i>Level</i>	<i>Foundation</i>	<i>Higher</i>	<i>Advanced</i>
Total GLH	600	800	1,080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning	120	180	360

## Foundation level

### Summary of topic titles

Topic no.	Title	GLH
1.1	A background to the sectors	30
1.2	Introduction to principles and values	30
1.3	Introduction to partnership working	30
1.4	Communication	30
1.5	Working safely to protect individuals	30
1.6	Health, wellbeing and lifestyle of individuals	30
1.7	Addressing the needs of individuals	30
1.8	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 1.1: A background to the sectors (30 GLH)

#### *Purpose*

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

#### *Scope of content*

Learners must know and understand:

- a) the purpose and structure within and across the sectors;
- b) the roles of organisations and how they work together to deliver services in a community;
- c) the range of services delivered in the sectors.

Learners must be able to:

- a) identify questions to answer about the sectors;
- b) carry out investigations.

### **Topic 1.2: Introduction to principles and values (30 GLH)**

#### *Purpose*

- 6. 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 sector sectors and settings.

#### *Scope of content*

Learners must know and understand:

- a) the purpose and impact of key legislation and codes of practice that relate to principles and values;
- b) how different values might be supported in a variety of settings within the sectors;
- c) what is meant by rights, responsibilities and equality and diversity and why they are important when working with individuals, groups and communities;
- d) what is meant by confidentiality, why it is important and the possible consequences of a breach of confidentiality.

Learners must be able to:

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

### **Topic 1.3: Introduction to partnership working (30 GLH)**

#### *Purpose*

- 7. 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 must know and understand:

- b) what is meant by partnership working;
- c) different partnerships that provide services in their own community;
- d) the purposes of teams and the role of the individual within a team and across teams;
- e) the ways in which individuals receiving services are involved in decision making.

Learners must be able to:

- a) work collaboratively to solve problems.

**Topic 1.4 Communication (30 GLH)**

*Purpose*

- 8. 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 must know and understand:

- a) the purpose of record keeping and information sharing;
- b) different methods of communicating with a range of individuals;
- c) why it is important to use different methods of communication

Learners must be able to:

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

### **Topic 1.5: Working safely to protect individuals (30 GLH)**

#### *Purpose*

9. 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 must know and understand:

- a) key legislation and regulations that govern health, safety and security;
- b) why organisations have policies for health, safety and security and how these policies protect individuals;
- c) how to assess risks to self and others;
- d) the ways in which vulnerable people can be protected from harm and abuse;
- e) the main causes of infection.

Learners must be able to:

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

### **Topic 1.6: Health, wellbeing and lifestyle of individuals (30 GLH)**

#### *Purpose*

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

#### *Scope of content*

Learners must know and understand:

- b) the ways in which the health and wellbeing of individuals can be assessed;
- c) the normal baseline measurements for health and how these can be measured;



- d) how lifestyle choices impact on health and wellbeing;
- e) activities that have a positive and negative effect on the health and wellbeing in childhood and throughout life;
- f) the social and economic factors that can have an influence on the health and wellbeing of individuals and communities.

Learners must be able to:

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

### **Topic 1.7: Addressing the needs of individuals (30 GLH)**

#### *Purpose*

- 11. 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 must know and understand:

- b) the needs and preferences that individuals may have in relation to their health and wellbeing;
- c) how the needs of individuals can be addressed;
- d) the role of the professional in assessing, reviewing and supporting individual needs;
- e) the role of the individual, their families and carers in addressing their needs.

Learners must be able to:

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

## **Topic 1.8: Human growth and development (30 GLH)**

### *Purpose*

12. 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 must know and understand:

- a) key physical developments and changes across the life span;
- b) the importance of play in the development of children and young people;
- c) health and social issues relating to age and aging;
- d) what is meant by life events and their impact for individuals and families.

Learners must be able to

- a) generate ideas and plan development activities for individuals;
- b) assess an individual's stage of development.

## **Higher level**

### **Summary of topic titles**

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
2.1	Principles values and personal development	60
2.2	Communication and partnership working	60
2.3	Safeguarding and protecting individuals	60
2.4	Growth development and lifestyles	60
2.5	Addressing needs	60

2.6	Antisocial and offending behaviour	30
2.7	Supporting children and young people	30
2.8	Patient-centred health	30
2.9	The social model of disability	30

### **Topic 2.1: Principles, values and personal development (60 GLH)**

#### *Purpose*

13. 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 must know and understand:

- a) how key legislation and codes of professional practice, policies and procedures support an individual's rights and provide a framework to maintain and improve quality of practice;
- b) how equality and diversity are promoted within and across the sectors;
- c) what is meant by diversity, equality, culture and belief systems, individuality rights, choice, privacy, independence, dignity, respect and partnership;
- d) what is meant by inappropriate behaviour, how to recognise it and how it can be constructively challenged;
- e) 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 must be able to:

- a) assess their own values knowledge and skills;
- b) identify different sources of information for professional development.

## **Topic 2.2: Communication and partnership working (60 GLH)**

### *Purpose*

14. 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 must know and understand:

- a) statutory and non-statutory partnership;
- b) the ways in which information is shared within teams and between organisations;
- c) the difficulties and risks inherent in information sharing;
- d) the purpose of recording and reporting arrangements for a range of settings;
- e) the use of different methods of communication;
- f) barriers to communication and how they can be overcome and minimised;
- g) why confidentiality accuracy and security of records are important;
- h) the importance of working in partnership to provide effective services;
- i) what is meant by successful partnership working.

Learners must be able to:

- a) use different methods to communicate effectively for different purpose and situations;
- b) complete records accurately and legibly.

## **Topic 2.3: Safeguarding and protecting individuals (60 GLH)**

### *Purpose*

15. This topic provides learners with the opportunity to develop an understanding of the importance of responsibility for personal health and

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 must know and understand

- a) how to recognise the signs that an individual is at risk of harm or abuse;
- b) how to ensure their safety and the safety of others;
- c) the key legislation that supports safe practices and maintaining standards of health and safety;
- d) a range of emergencies and the appropriate responses that should be taken;
- e) the role of assessment within and across sectors;
- f) how following policies and procedures in an organisation helps maintain a safe environment and working conditions;
- g) the role of legislation, regulations and codes of practice in governing health, safety and security so as to protect individuals;
- h) the importance of establishing and maintaining a trusting relationship with individuals;
- i) the main causes of infection and the importance of standard precautions in infection prevention and control.

Learners must be able to:

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

**Topic 2.4: Growth, development and lifestyles (60 GLH)**

*Purpose*

16. This topic provides learners with the opportunity to develop an understanding of how human growth and development and the health wellbeing and lifestyles 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 must know and understand:

- a) the key physical, emotional, social and intellectual changes and developments that take place across the life span;
- b) how the sectors support and monitor these key changes and developments;
- c) the influence of different conditions, religions, beliefs and cultures on lifestyles;
- d) how life events across the life span may impact on growth development health and wellbeing;
- e) the impact of lifestyle choices on health wellbeing and life opportunities;
- f) how disability and illness might impact on physical emotional social and intellectual changes and development, lifestyle choices and opportunities for an individual.

Learners must be able to:

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

**Topic 2.5: Addressing needs (60 GLH)**

*Purpose*

- 17. 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 must know and understand:

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

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

Learners must be able to:

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

## **Topic 2.6: Antisocial and offending behaviour (30 GLH)**

### *Purpose*

- 18. 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 antisocial and offending behaviour.

### *Scope of content*

Learners must know and understand:

- b) the purpose and overall structure of the justice sector;
- c) different patterns of antisocial and offending behaviour and the factors affecting the likelihood of offending and re-offending;
- d) the range of penalties that may be imposed as an alternative to court appearance;
- e) the ways in which crime and disorder can be reduced in a community;
- f) the impact of crime on victims and witnesses and their needs for protection, respect, recognition, information and confidentiality.

Learners must be able to:

- a) generate ideas to reduce crime and disorder in an area;

- b) evaluate information to recognise the consequences of behaviour for self and others.

### **Topic 2.7: Supporting children and young people (30 GLH)**

#### *Purpose*

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

#### *Scope of content*

Learners must know and understand:

- a) the purpose and broad overall structure of the children's workforce;
- b) the key stages in a child/young person's development and how to recognise when they may differ from the accepted norms;
- c) 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;
- d) how different experiences can enhance the learning and development of a child and a young person;
- e) how those working with children and young people can support their continuing development and wellbeing.

Learners must be able to:

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

### **Topic 2.8: Patient-centred health (30 GLH)**

#### *Purpose*

- 20. 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 must know and understand:

- a) the basic structure of the health sector as it supports the patient-centred approach;
- b) the normal baselines for health and their measurement;
- c) common conditions that can affect individuals throughout the life cycle and how they are treated;
- d) a patient/care pathway for a common condition and the range of health care staff involved;
- e) the potential impact of a range of common conditions on the wellbeing of individuals, their families and carers.

Learners must be able to:

- a) map a pathway for a common condition;
- b) use simple measures for their own health baseline.

**Topic 2.9: The social model of disability (30 GLH)**

*Purpose*

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

*Scope of content*

Learners must know and understand:

- a) the development of the social model of disability its aims and objectives;
- b) the role of ethics, key legislation and policies which support the social model of disability;
- c) the difference between the social model and the medical model;
- d) what the social model means, why it is important in addressing discrimination and how it supports independence and choice;

- e) how the social model shapes and is continuing to influence the development of support service provision and the environment;
- f) how potential barriers in society and the environment might be overcome.

Learners must be able to:

- a) recognise their own values and attitudes;
- b) recognise their own personal and social responsibility to others.

## **Advanced level**

### **Summary of topic titles**

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
3.1	The sectors in context	90
3.2	Principles and values in practice	90
3.3	Partnership working	90
3.4	Communication and information sharing	90
3.5	Personal and professional development in the work environment	90
3.6	Safeguarding and protecting individuals and society	90

### **Topic 3.1: The sectors in context (90 GLH)**

#### *Purpose*

22. 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 must know and understand:

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

Learners will develop understanding of:

- a) 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 must be able to:

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

### **Topic 3.2: Principles and values in practice (90 GLH)**

#### *Purpose*

23. 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 must know and understand:

- a) how key legislation, organisational policies and codes of practice are designed to protect and promote individual rights and responsibilities;
- b) how the choice and rights of people who access services affect service development and provision;
- c) the relationship between equality and diversity and how they impact and influence practice within and across the sectors and settings;

- d) the balance and potential conflicts between confidentiality and disclosure of information and identification of these might be managed.

Learners will develop an understanding of:

- a) 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 must be able to:

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

### **Topic 3.3: Partnership working (90 GLH)**

#### *Purpose*

- 24. 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 must know and understand:

- a) the role, key features and range of partnership working;
- b) statutory and non-statutory arrangements for partnership working;
- c) the benefits of, and barriers to, partnership working for service providers and communities;
- d) how barriers to partnership working can be managed;
- e) how information can be shared through partnership working;
- f) why people who use services are central to partnership working;
- g) the influence of partnership working on service provision.

Learners must be able to:

- a) develop collaborative relationships adapted to different contexts.

**Topic 3.4: Communication and information sharing (90 GLH)**

*Purpose*

25. 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 must know and understand:

- b) different methods of effective communication with individuals of all ages and backgrounds and in a range of different circumstances;
- c) the types of technology that are used to support communication;
- d) tensions that exist between confidentiality and the need to share information;
- e) the similarities and differences in accepted terminology within and between sectors;
- f) the barriers to communication and the consequences;
- g) approaches that can be taken to overcome barriers to communication and when and how they should be applied;
- h) how the confidentiality and security of records are maintained and how the risks can be minimised;
- i) why it is important to keep accurate records and what should and should not be recorded or shared.

Learners must be able to:

- a) communicate effectively with a range of individuals and in a range of different situations, employing various communication methods;
- b) review and evaluate the effectiveness of recording and reporting arrangements in a range of settings.

**Topic 3.5: Personal and professional development in the work environment (90 GLH)**

*Purpose*

26. 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 must know and understand:

- a) the key aspects of reflective practice and the theories and principles that underpin it;
- b) how key legislation, policies and procedures shape and govern professional practice, activities and actions;
- c) the roles and responsibilities of the individual and the organisation in supporting personal and professional development;
- d) what is meant by evidence-based practice;
- e) an actual workplace, based on their experience in an actual workplace setting;
- f) how the underpinning principles and values of the sectors are demonstrated in an actual workplace setting;
- g) how personal and professional development and reflective practice can support effective service provision and improve practice.

Learners must be able to:

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

**Topic 3.6: Safeguarding and protecting individuals and society (90 GLH)**

*Purpose*

27. 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 must know and understand:

- a) the key legislation and organisational procedures that apply to safeguarding and protecting individuals;
- b) how to recognise signs of potential harm or abuse and the steps that should be taken in response;
- c) how to carry out risk assessments of health, safety and security in the workplace;
- d) how to carry out risk assessments to support crime reduction in communities;
- e) what is meant by conflict resolution and coping strategies in professional situations;
- f) the roles and responsibilities of workers in different settings to safeguard and protect individuals from the risk of harm and abuse;
- g) the role of workers in supporting individuals, groups and communities to balance risk and freedoms to ensure safe and secure environments;
- h) the importance of establishing and maintaining trusting relationships with individuals and those who care for them, while maintaining appropriate professional boundaries.

Learners must be able to:

- a) carry out a risk assessment and a health and safety audit for different work settings;
- b) carry out a risk assessment for a community to support crime reduction;
- c) develop problem-solving, conflict-resolution and coping strategies.

## **Specialist learning**

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

- further develop and complement the sector-relevant knowledge and skills set out in the principal learning constituent qualification;
- not duplicate knowledge and skills set out in the principal learning constituent qualification;
- enable specialisation in one or more of the groups/pathways listed below for each level.

### **Level 1**

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

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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

29. At level 3, the Diploma in Society, Health and Development has four endorsed pathways:

- health;
- adult social care;
- children and young people;
- community justice.

30. These represent the four sectors covered within this Diploma. (Science is specified as a pathway but is not an endorsed qualification title.)

31. 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

<b>Topics</b>	<b>C&amp;YP</b>	<b>SC</b>	<b>CJ</b>	<b>H</b>
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			*	

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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 health and social care		*		
SL13 Group work	*	*	*	*
SL14 Leadership and management	*	*	*	*
SL15 Ethical dilemma; 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 topic that meet the criteria for specialist learning.

### **Adult social care**

For direct care employment routes: SL12 and SL15 plus either

- two others from the adult social care specialist learning list;

**or**

- relevant social care qualification in a related discipline such as psychology or sociology that meets 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 SL7, SL8 and SL9 plus either

*Criteria for the Diploma Qualifications in Society, Health and Development at Foundation, Higher and Advanced Levels*

- two others from the children and young people’s specialist learning list;

or

- relevant and equivalent children’s qualification

<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 lifestyles 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.

<p>SL6 The impact of offending behaviour on individuals and communities</p>	<p>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.</p>
<p>SL7 Supporting children and young people's development</p>	<p>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.</p>
<p>SL8 Play and learning</p>	<p>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>
<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>

SL10 Health conditions and treatments	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.
SL11 Nutrition and health	Learners will understand nutrition and its impact on health.
SL12 Specialist study area in adult health and social care	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.
SL13 Group work	Learners will understand a range of group work concepts and theories and how these are used within the sectors.
SL14 Leadership and management	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.
SL15 Ethical dilemma; Judgements and decision making in social care practice	Learners will understand how judgements and decisions are made in the social care context and identify ethical issues facing people working in social care.

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