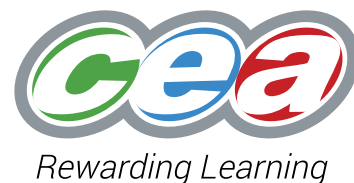


GCE



Revised GCE AS  
**Health and  
Social Care**

Student Guidance Booklet

For first teaching from September 2016





# GCE AS Health and Social Care

## Student Guidance

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Any published resource and web references included in this booklet have been checked and are correct at the date of issue but may be updated over time. You should therefore check with publishers and websites for the latest versions. CCEA accepts no responsibility for the content of listed publications or websites.

## Unit AS 1: Promoting Quality Care

### Introduction

This information guide has been written to help you to complete the assessment tasks. You should include an introduction to the setting that you are basing your work on. If you are unable to access health, social care or early years setting it is acceptable to use an education setting for children up to aged 8. In order to ensure confidentiality you should not use the name of the setting instead refer to it as Care Home X or Primary School Y.

In this unit you have valuable opportunities to work independently and access the higher mark bands. The written report is based on a health, social care or early years setting that you have experienced and you must ensure it meets the assessment evidence requirements (these are clearly laid out in the assessment evident grid accompanying this unit in the specification). In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band four as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio
- Adhere to the word count and record it accurately at the end of each assessment task A-E. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task
- Take care when researching information for your work. Never cut and paste as this is plagiarism
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along

### Assessment Task A (1200 words)

This assessment task requires you to discuss how staff in your chosen setting apply the three values of care. You need to discuss how staff promote individual rights and choices, anti-discriminatory practice and respect and dignity in their work and how this impacts positively on service users. You should not refer to the impact this will have on the staff in the setting, just the service users.

The focus is on the application of the three values by the staff, for example, the staff in Playgroup A maintain the right to confidentiality in several ways. Only senior members of staff know the password for the computer to enable them to access the personal information of the children. In Care Home X staff always ensure they know the identity of the caller before passing on information and information is only shared with those who need to know. All care plans are stored in a locked cabinet in the manager's office etc.

You should discuss in detail how the three values of care are applied by staff and how this impacts positively on the service users, for example, service users develop trust in the staff, they feel respected and they have a sense of belonging. If you wish to achieve mark band four the discussion of how all three values may be applied by staff and how these impact positively on service users should be detailed.

### **Assessment Task B (800 words)**

For this assessment task you need to describe how two relevant pieces of legislation from the specification impact on the setting. If you are basing your work on a primary school you may describe how The Special Educational Needs and Disability (Northern Ireland) Order 1996 updated 2005 and again the Special Educational Needs and Disability Act (Northern Ireland) 2016 and The United Nations Convention on the Rights of the Child (UNCRC) ratified 1990 impact on the setting. You should not include irrelevant detail such as the history of the legislation. The focus must be on the impact on the setting.

The Fact File for this unit on legislation outlines each piece of legislation and will help you to decide the most appropriate pieces of legislation for your chosen setting. Notes produced during a visit or work placement in the setting will help you to produce an in depth description required to access the higher mark bands.

### **Assessment Task C (1200 words)**

In this assessment task you need to discuss how staff in the setting apply the Health and Safety at Work (NI) Order 1978, including COSHH and RIDDOR. Do not discuss the background of the legislation nor the contents in any detail – the focus is on how the legislation is applied in the chosen setting.

The Health and Safety at Work Act should include examples of risk assessment and risk reduction being applied in the setting and health and safety training/fire safety training. Examples of application of COSHH regulations may include the manager of Care Home X carrying out assessments to identify products that may be hazardous to health. In a care home examples of these products may be drugs, soiled linen or cleaning substances.

RIDDOR requires employers to keep records of reportable injuries, diseases and dangerous occurrences for three years from the date of the incident. An example may read, “the manager of Playgroup B has an accident report book where all such incidences are recorded. The accident reports are detailed including information such as the date, a brief description of circumstances etc. The manager would also report injuries and diseases as a result of work, such as fractures/amputations, dangerous occurrences such as physical assault leading to injury and occupational diseases such as Carpal tunnel syndrome or occupational dermatitis resulting from work involving harmful strong acids/bleach”. If you are aiming to achieve mark band four complete a detailed discussion of the application of health and safety legislation in the chosen setting.

### **Assessment Task D (800 words)**

This assessment task requires you to evaluate or weigh up the effectiveness of two policies in promoting quality care in your chosen setting. You should consider how the two policies can promote quality care within the setting. ‘The Confidentiality Policy, for example, informs staff how to keep personal information about service users secure. This can be effective in promoting trust between the service user and carer which encourages the service users to be honest and share relevant information with staff leading to improved care.’ As this is an evaluative assessment task you will also need to consider the policies may be ineffective in promoting quality care. Some points to consider may be – are the policies accessible to staff/are they user friendly/have staff been allocated time

during induction to study the policies/are service users or their families aware of the policies etc. The Fact File on policies for this unit should help you in this task. A detailed and critical evaluation of the effectiveness of both policies in promoting quality care is required for mark band four, but it is expected that you will focus on how policies are effective in promoting quality care than on the reasons why they can sometimes be ineffective, such as resource issues.

### **Assessment Task E (i) (300 words)**

In this assessment task you need to summarise an example of poor practice in a health, social care or early years setting. Avoid using extensive quotes from the sources you are using. The summary should be in your own words. The example should be UK based. The N.I Social Care Council's website and the Nursing and Midwifery Council's website are good sources of information, as disciplinary hearing procedures are published by these organisations. Both local and national newspapers will also have suitable examples. You must also comment on the validity of the evidence, for example, a case of poor practice taken from the NMC website would be accurate and valid than one reported in a newspaper before an investigation had taken place. A comprehensive summary of the example of poor practice and validity of the evidence is required for mark band four.

### **Assessment Task E (ii) (700 words)**

You need to assess the impact or potential impact of the poor practice on service user(s) and two of the following:

- the staff responsible for the poor practice
- potential or other service users
- families
- other staff; or
- the organisation.

You may discuss both the short and long term impact of the poor practice. A detailed assessment of the impact or potential impact of the poor practice may achieve mark band four.

### **Portfolio completion**

When you have completed assessment tasks A–E (ii) you need to collate your portfolio. You should present your work in a report file with the units clearly separated. You must also include a reference list using the Harvard system at the back of your portfolio. A list of URLs is not acceptable.

## Unit AS 2: Communication in Health, Social Care and Early Years Settings

### Introduction

This unit requires you to produce a report on communication skills you observed in a health, social care or early years setting. An educational setting for children up to aged 8 is also acceptable. You also have to evaluate your own communication skills by carrying out a one-to-one or group interaction in the care setting.

In order to complete this unit you need to spend time in a health, social care or early years setting and your teacher will provide guidance on this- it may be through a series of visits or perhaps a work placement or you may undertake voluntary work in a suitable setting. Examples of health care settings include hospitals, health centres, dental surgeries or nursing homes; examples of social care settings include day centres for older people or service users who have mental health problems or learning disabilities; and examples of early years settings include playgroups, crèches, nurseries or primary schools (primary one to three classes). You must be well prepared when accessing the care setting in order to collate the information required and your teacher will provide guidance on this and the importance of appropriate behaviour when in the setting. Confidentiality must be maintained at all times so you will not use the name of the setting, the people who work there or the service users or their families, for example you may refer to Nursing Home A or Nursery C. For the purpose of this unit children in an early years setting are the service users but it is acceptable to refer to them as pupils or children.

In this unit you have valuable opportunities to work independently to access the higher mark bands. The report examines communication skills in a health, social care or early years setting. You should also produce a critical evaluation of your own communication skills in a one-to-one or a group interaction. You must ensure it meets the assessment evidence requirements (these are clearly laid out in the assessment evident grid accompanying this unit in the specification). In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band 4 as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio
- Adhere to the word count and record it accurately at the end of each assessment task A-E. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task
- Take care when researching information for your work. Never cut and paste, as this is plagiarism
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along.

You should complete a short introduction on the care setting on which you are basing the report. For example, 'I am basing my work on a nursing home which I will refer to as Nursing Home X where I spent a week's work placement. Nursing Home X is located in a small town and has forty residents

who are elderly and infirm'. You may include more detail and this introduction does not require a word count.

### **Assessment Task A (800 words)**

To complete this task you need to describe two different types of communication used in the care setting on which you are basing your work. You also have to explain the purpose of each type of communication. Four types of communication are listed in the specification (verbal, non-verbal, written and electronic) and you choose two of these. In order to complete the task you will have to spend some time observing and collating information on the two types of communication you have selected. The purposes of communication are laid out clearly in the specification and you should refer to these when completing your work. It is good to start by identifying the two types of communication you have selected and then continue by describing examples and their purpose. One example of how you could do this has been included below.

### **Written Communication**

'One example of written communication in Primary School X was a letter sent home to the parents regarding a trip to a local farm. The letter was short, clearly laid out stating the location, date and time and the list of instructions, for example wear warm clothes, bring a coat, hat and packed lunch were bullet pointed. A return slip was included with the letter for parents to sign giving permission for their child to go on the trip and to include any additional information they felt was important. The cost of the trip was included and the return date for the money and permission slip was highlighted. The purpose of this communication was to exchange information between the school and parents. Parents were provided with all the necessary information about the trip to the farm. The letter also gave parents an opportunity to exchange information with the teacher, for example one parent stated that their child was very frightened of hens so the teacher was made aware of this before the trip. This enabled the teacher to get to know the pupil better and encouraged liaison with the parent.....'

You would continue to describe other examples of written communication explaining their purpose and then take a new heading and do likewise for the second type of communication you have chosen. To access the higher mark bands you need to work independently to complete a comprehensive description of two different types of communication used in the chosen setting and detailed explanation of their purpose.

### **Assessment Task B (1200 words)**

In this task you have to describe four factors that support effective communication in the setting on which you are basing your work. These factors are confidentiality, physical factors (including the environment), emotional factors and practitioners' communication skills. Within the specification examples have been included of all four factors. In your work you should include examples which you observed as having a positive effect on communication with service users when in the chosen setting.

Preparation for the time you spend in the setting is critical for success in this task. You must familiarise yourself with the range of factors that support effective communication so that you are aware of what to look for in the setting and have a way of noting what you observed.



You may wish to present your work using the four factors as headings- confidentiality, physical factors, emotional factors and practitioners' communication skills. A brief example that may be relevant to practitioners' communication skills has been included below.

'Questioning had a positive effective on communication with the residents in the Nursing Home A. I noticed when staff were speaking to the residents they used questioning effectively. One day the care assistant I was shadowing noticed that an elderly resident seemed to be very quiet and withdrawn. The care assistant used prompts and probes very effectively to promote communication with her. One way she did this was by asking open-ended questions, for example How are you feeling today? and when the resident said sad the care assistant replied by saying: Why are you feeling sad? The conversation continued and throughout the care assistant encouraged the resident to talk by nodding and maintaining eye contact. The care assistant did not dominate the conversation but waited until the resident replied and at times used gestures such as holding the resident's hand when she became upset. The resident explained that her grandson was going to Australia for a year and she thought she may never see him again.'

Try to include an accurate detailed description of the four factors in order to enable you to access the higher band marks. If you complete a generic response with little reference to what you observed in the setting you will be awarded a mark in the lower mark bands.

### **Assessment Task C (1200 words)**

This task focuses on potential barriers to communication with service users in your chosen setting and how they may be overcome. Again, preparation for the task is important and you need to be familiar with barriers to communication that may exist. A range of barriers have been included in the specification. You will then be able to take note of these and how they were overcome. The term potential is used so you can discuss barriers which you have not observed but which a service user may experience in that type of setting. You have been asked to discuss a range of barriers, but remember that to access the higher mark bands the discussion you complete must be competent or comprehensive, so the focus of the assessment task is the depth of discussion and not the number of barriers chosen. The word count of 1200 words will allow you to consider a number of barriers. Your work may read as follows:

'One example of a barrier to communication in Day Centre A, which is for service users with learning disabilities, was speech difficulties. Due to their learning disability three of the service users were unable to speak clearly which could have been a potential problem to communication with staff. This barrier was overcome in several ways. Staff gave the service users time to take in what they were saying and spoke more slowly than normal. This gave the service users time to process what was being said. Staff also used gestures and facial expressions to aid communication, for example if they were asking the service user if they were unhappy then they made an unhappy facial expression. One of the main ways the barrier was overcome was through the use of Makaton which is a language programme using signs (gestures) and symbols (pictures) and all staff were able to use this programme to communicate effectively with the service users. One of the staff members also told me that another way this communication barrier can be overcome is by liaising with the service user's key worker. The key worker knows the service user very well and has a good understanding of his / her needs as they may have been caring for them for a period of time. The key worker would often advocate on their behalf.'

Complete your work in detail and focus on the potential barriers to communication with service users and how they may be overcome in the setting on which you are basing your work.

### Assessment Task D (800 words)

This task focuses on team communication and how this contributes to quality care for service users. You need to select a team in the care setting on which you are basing your work and analyse how they communicate with one another and how this contributes to quality care for service users. If there are several teams in the setting, choose the team carefully to help ensure you are able to complete a detailed analysis. Teams communicate in a range of ways, for example staff briefings, staff meetings, rotas, hand-overs, e mails, service user plans, records and memos. You need to analyse how the members of the team you have selected communicate. To analyse means to break into component parts and identify their characteristics, so you need to identify the different ways in which the team communicates and then include some detail, for example-

‘One way the teaching staff in Primary School A communicate is through the weekly briefing. This takes place every Monday morning at 8.45 in the staffroom and is conducted by the vice-principal. The events for the week are discussed, for example, any trips that have been organised, visitors to the school, parent consultation meetings, department meetings for that week or bereavements or illnesses affecting members of the school community. The staff are given a written summary of the points and a copy is pinned to the noticeboard in the staffroom. At the end of the briefing staff are given an opportunity to ask questions and provide feedback.’

You would then continue to analyse the other ways in which the teaching team communicates. The task also requires you to analyse how communication within the team contributes to quality care for the service users. Some suggestions are included in the specification but these are only examples and other ways are acceptable. The communication in the above example enabled essential information to be shared, for example if a fire drill had been planned then all staff would have been made aware of this. This avoided conflict as teachers knew not to organise activities such as a visit to the library or any other activities which would be difficult to postpone. If the fire drill was unannounced then teachers who had planned specific activities may have become annoyed and perhaps ill-feeling could have resulted due to the lack of effective communication. Or if the mother of a child was ill staff would be more sensitive to the needs of the child and have a better understanding of why the child seemed distracted or why homework was not completed. As a result the staff could offer the child extra support as required.

Try to complete a detailed analysis of how the members of the team you have selected communicate and how this contributes to quality care for service users to achieve in the higher mark bands.

### Assessment Task E (1000 words)

This task requires you to undertake either a group or one-to-one interaction in the setting on which you have based this unit. Before you undertake this task you should revisit all that you have learned about effective communication and overcoming barriers to communication. The interaction must be well planned in advance and it may be with service users or staff members in the setting, for example it may be discussing a group activity with children in a playgroup or his or her job role with a care assistant in a nursing home or memories of early childhood with an older person in a day centre. Your

work should start with a short introduction to the interaction including who it took place with, where, when and the topic/s discussed. You may include a paragraph that evaluates factors other than your own communication skills, for example, environmental factors but the main focus of this task is an evaluation of skills. In addition to planning the interaction, for example, questions planning to ask an older person about their childhood, you also need to prepare to evaluate your own skills by reading widely about best practice. You may choose to prepare evaluation tools and, where appropriate, ask others to use them to help you evaluate your communication skills. You must self-evaluate your skills, remembering that whilst some skills such as eye contact and reflection are important in both one-to-one and group interactions, other skills like excluding others or involving others are more relevant to group interactions. Your reflections on the quality of your interaction and your understanding of effective communication will form the basis of the critical evaluation (identifying the strengths and weaknesses) of your communication skills. The plan of your interaction and evaluation sheets are not required nor do you need to complete a transcript of the interaction. You do have to include suggestions on how to improve your communication skills in future interactions and this must be based on the best practice you research through reading. For example if you carried out a one-to-one interaction with a patient in a hospital and felt your body posture was not good this may be a suggestion for improvement, as the Royal College of Nursing notes communication is more effective if we bring our face to the same level as the other person and do not tower above them. You may for example have felt that your group interaction which took place on the second day of your placement did not go well, that you contributed very little, found it difficult to include others and you did not feel comfortable. You might note-

According to Tuckman (1965) this may have been because the group was in the forming stage and had not really worked as a group before. This was because I selected five pupils at random from the primary two class who did not know each other well. I should have carried out my group interaction with an established group in the class. The teacher had the pupils in groups named after animals so I should have planned and carried out the interaction with the squirrels, rabbits, hedgehogs or foxes as these children knew each other well and were used working together.

In order to achieve in the top mark bands you need to complete an in-depth/competent evaluation of the communication skills you used in the interaction and include realistic suggestions for improvements on your own communication skills based on best practice.

Please note that there are no marks awarded for suggestions for improvement to other factors in this task such as for suggesting improvements to lighting or noise.

## Portfolio completion

When you have completed assessment tasks A –E you need to collate your portfolio. You should present your work in a report file with the tasks clearly separated. You must also include a reference list using the Harvard system at the back of your portfolio. A list of URLs is not acceptable.

## Unit AS 4: Safeguarding Children

### Introduction

This unit requires you to produce a report on a child aged between 1 and 8 years who attends an early years setting. You may base your report on a child you know, for example a younger sibling, relative or a child you babysit but you do not have to, an imaginary child of that age is acceptable. An important aspect is that the child attends an early years setting; examples include a child minder, crèche, playgroup, nursery or primary school. You will describe the physical, intellectual, social and emotional developmental norms for a child of the age you have chosen. In the report you also have to analyse the strategies that staff in the setting which the child attends can use to promote the development of that child and discuss how two theories could influence practice in the setting. In order to do this you may find it beneficial to spend some time in the setting, perhaps through voluntary work, work placement or visits. Another option may be to obtain information by speaking to staff who work in the type of setting you have chosen. Confidentiality must be maintained.

You will also produce an information resource on child abuse for staff who work in an early years setting. The information resource can be in a format of your choice but you must ensure it meets the assessment evidence requirements (these are clearly laid out in the assessment evidence grid accompanying this unit in the specification). The information resource must outline the different types of abuse and potential indicators of abuse in children. You will also include the safeguarding responsibilities of staff in the setting and analyse factors that could increase the risk of child abuse.

In this unit you have valuable opportunities to work independently and access the higher mark bands. In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band 4 as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio
- Adhere to the word count and record it accurately at the end of each assessment task A-E. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task
- Take care when researching information for your work. Never cut and paste as this is plagiarism
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used, as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along.

Include a short introduction with your work stating the age of the child and the early years setting he or she attends. This introduction will not be included in the word count.

## Assessment Task A (800 words)

This task is based on the child aged between one and eight years. You have to describe the physical, intellectual, emotional and social developmental norms for that child. Developmental norms are the typical patterns or characteristics of development at any given age. These are also sometimes referred to as milestones. Physical norms may include weight, height, and the development of gross motor skills (for example crawling, standing and walking) and fine motor skills (eating using a fork or drawing with a crayon). Intellectual norms include the learning the skills of understanding, the development of language and memory (for example a two year old pointing at a dog in a book and giving the correct name). Emotional norms include the child's ability to express his or her own emotions, for example a two year old throwing a temper tantrum and social norms include social interaction with other people, for example a child moving from playing alone to playing with other children.

Describe means to set out the main characteristics. This means if you are basing your work on your six year old brother you will set out the physical, intellectual, emotional and social developmental norms for a six year old. Information is available from a wide range of child development books and websites. The format in which you present your work is your choice but you must ensure it meets the assessment evidence requirements (these are clearly laid out in the assessment evidence grid accompanying this unit in the specification). Ensure you cover all four aspects of development and try to balance your work by including a comprehensive description of physical, intellectual, emotional and social developmental norms. Sources should be clearly referenced.

## Assessment Task B (800 words)

This task focuses on the early years setting that the child attends, for example a crèche, playgroup, nursery or primary school. You have to analyse different types of strategies staff in that particular setting use to promote the physical, intellectual, emotional and social development of the child. Analyse means to break into component parts and identify their characteristics, so you need to consider how the strategies used by the staff may promote the physical, intellectual, emotional and social development of the child (if all four aspects are relevant). There are examples of some strategies in the Fact File: Promoting Positive Development in Early Years Settings which may be a useful starting point. Consider how musical strategies organised by a teacher may promote the development of an eight-year-old child. Music promotes the intellectual development of the child as research has shown there is a direct link between music and improved reading ability. Music instruction improves the child's ability to remember words and extends his/her vocabulary. Musical activities can also promote the child's emotional development as he/she will get a sense of achievement when playing a musical instrument (this may be the recorder or tin whistle for an eight year old in a primary school), which will increase confidence and self-esteem. If the eight-year-old child takes part in a music group, for example the recorder group, this will promote social development as he/she will develop social skills such as teamwork and co-operation.

You may find it beneficial to visit the early years setting to collate information on strategies used by the staff to promote the development of the child, but you must discuss this with your teacher and follow the required procedures. An alternative approach may be to speak to a member of staff who works in a setting that caters for a child of the age you have chosen. If you wish to access the higher mark bands you will have to undertake additional research to analyse how the strategies used by staff promote the development of the child.

## Assessment Task C (1000 words)

In this task you are required to discuss how two theories could influence practice in the setting that the child you have chosen attends. It is important that you focus on how the theories could influence practice, because if you describe the theories with little reference to how they may influence practice you will not achieve in the higher mark bands. In class you will have discussed all the theories, so select two theories with clear relevance to the setting the child attends. Consider how Skinner's theory of operant conditioning may influence practice in a nursery; Skinner believed that behaviour could be changed by the use of reinforcement which is given after the desired response and he identified three types of responses or operants (neutral, reinforcers and punishers). In a nursery this theory can influence practice to promote positive behaviour and form the basis of a Promoting Positive Behaviour Policy. Reinforcers can be used to promote positive behaviour such as sharing, being kind, gentle or tidying up toys. Examples of reinforcers may be staff praising children, giving rewards, displaying children's work or using nonverbal praise such as stampers, smiles or thumbs up. This positive reinforcement strengthens the behaviour as the children have received a reward and as a result they are likely to repeat the behaviour. On the other hand in a nursery punishers can be used to discourage undesirable or unacceptable behaviour. Examples of this in a nursery may be a child who is disobedient, a child who bullies another child, a child who bites another child or a child who breaks a toy. Punishers can be used to decrease the likelihood of this behaviour occurring. Examples of punishers in a nursery may include the staff shaking their head when a child behaves inappropriately, using the child's name, for example John and then reminding him of the rules, or removing the child from the activity or away from other children for five minutes (time out). The responses by the staff when a child behaves inappropriately should decrease the likelihood of the behaviour being repeated. In a nursery the terms the terms reinforcers and punishers are not used but the most likely terms are rewards and sanctions or consequences and these demonstrate how Skinner's operant conditioning theory has influenced practice.

Ensure you discuss in detail how the two theories you have chosen may influence practice in the chosen setting to enable you to access the higher mark bands.

The next two assessments tasks require you to produce an information resource for staff working in an early years setting. Consider carefully the format of the information resource. You may decide to produce, for example, posters, leaflets, booklets or PowerPoint presentations but remember the marks awarded are for content and not IT skills. You may use different formats for each assessment task. Whatever formats you choose, ensure you can include the necessary detail.

## Assessment Task D (i) (600 words)

In the information resource you must outline the types of abuse children may experience, for example physical, sexual, emotional or neglect and include the potential indicators of abuse in children. You may include other types of abuse which are not included in the specification. Information is available from a wide range of books and websites and the potential indicators are often found under the heading signs and symptoms. Use a wide range of sources to enable you to complete a competent or comprehensive outline and access the higher mark bands. The NSPCC website is a useful starting point for your research. Outline means to give a short explanation so you need to give a short explanation of each type of abuse and the potential indicators. For example if you describing emotional abuse you may include characteristics such as persistently humiliating, criticising, ignoring, blaming or never saying anything kind to a child. You should be specific where possible when

outlining the potential indicators of abuse. For example some of the potential indicators of emotional abuse in a pre-school child may include the child being nasty or aggressive to other children, being very wary and anxious, lacking confidence or being overly affectionate with people they do not know very well.

### **Assessment Task D (ii) (600 words)**

In this task you have to discuss the safeguarding responsibilities of the staff in the chosen setting as described in the child protection policy and the whistle-blowing policy. To complete this statement you will need to obtain a copy of each policy. If you have access to the setting through work placement or visits, you may be able to get a copy of each policy or policies are available on the internet. A search requesting a copy of a child protection or whistle-blowing in a nursery, crèche or primary school will provide several results. You then need to study the policy closely, focusing on the sections that highlight staff responsibilities i.e. what the policy requires the staff to do to safeguard children in the chosen setting. You should not discuss other parts of the content of the policy, for example, the purpose or aims and objectives. The focus must be on staff responsibilities. You may decide to include the responsibilities of different staff members, for example the manager of a crèche or the principal of a primary school have additional responsibilities. Consider the child protection policy- one of the main safeguarding responsibilities of staff in the policy is to highlight any causes for concern they may have which may indicate a child is being abused. If a member of staff suspects a child is being abused they need to inform the manager or the named person responsible for child protection in the setting. They need to report their specific concerns and record their suspicions, for example the nature of the suspicion, details of the injury, times, dates and names of other staff involved with the child. If a child discloses they have been abused then staff also have clear responsibilities, for example to inform the child that in order to help them the information has to be passed on, listen to the child and note down what they say in their own words and then report the disclosure to the manager. The manager or named person responsible for child protection also has responsibilities, for example the manager may have to inform the police or social services if they feel the child is in immediate danger or risk of harm. If the child requires medical treatment the manager has the responsibility to arrange for treatment and examination.

Ensure you discuss comprehensively safeguarding responsibilities of staff as described in both policies to enable you to access the higher mark bands.

### **Assessment Task E (1200 words)**

In this final assessment task you have to analyse three factors that could increase the risk of child abuse. These are listed in the specification. Choose the factors you are going to analyse carefully as you have to obtain the information from at least two secondary sources. You may find it useful to carry out some preliminary research on each factor checking the information available before choosing the factors. The focus of this task is to analyse three factors. Analyse means to break into component parts and identify their characteristics. One factor that increases the risk of child abuse is disability. The analysis of this factor may read as follows:

‘Research has indicated that some of the following factors increase the risk of a child with a disability being abused or neglected -attitudes and assumptions, a reluctance to challenge carers, dependency, communication barriers, lack of participation and choice, lack of understanding and training about

safeguarding disabled children, higher risks of bullying, and spending greater periods away from home.'

The component parts have been identified and you would then identify the characteristics of the different component parts. For example, disabled children who spend greater periods away from home especially in residential settings are more at risk of abuse for several reasons. The children may not be coping well being separated from their parents and other family members whom they trust. There may be communication difficulties as staff may be unable to understand how the child communicates whereas parents and family members do. The children may find coping with institutional life challenging and there may be problems with staffing and management. You may then continue to analyse some of the other aspects/ component parts, for example communication barriers or higher risk of bullying.

You have to analyse two other factors, so try to produce a succinct and comprehensive analysis of all three factors to access the higher mark bands.

### **Portfolio completion**

When you have completed assessment tasks A-E you need to collate your portfolio. You should present your work in a report file with the tasks clearly separated. You must also include a reference list using the Harvard system at the back of your portfolio. A list of URLs is not acceptable.



## Unit AS 6: Holistic Therapies

### Introduction

This unit requires you to produce an information resource which includes a description of three holistic therapies. You will choose a medical condition and research the available treatments including orthodox treatments and holistic therapies. You also have to compare the treatments in terms of cost, availability, side effects and duration. You will discuss the current trends in the use of holistic therapies. The final assessment task requires you to describe the use of holistic therapies in a health or care setting and to analyse the benefits to service users of using holistic therapies.

In this unit you have valuable opportunities to work independently and access the higher mark bands. The information resource can be in a format of your choice but you must ensure it meets the assessment evidence requirements (these are clearly laid out in the assessment evident grid accompanying this unit in the specification). In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band 4 as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio
- Adhere to the word count and record it accurately at the end of each assessment task A-E. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task
- Take care when researching information for your work. Never cut and paste as this is plagiarism
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used, as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along

### Assessment Task A (1200 words)

To complete this task you need to produce an information resource that includes a description of three holistic therapies. The format you decide to use is your decision. If you have competent IT skills you may want to produce a PowerPoint presentation or a booklet, but remember you are not being awarded marks for your IT skills. Choose the three therapies carefully to ensure that you will be able to obtain enough information to complete a detailed description. Information is available on a wide range of websites and libraries have a number of useful books on holistic therapies. You are required to address just four aspects of each therapy – a brief history, uses, a description of the treatment and safety aspects. If you include information on other aspects marks will not be awarded and you will have fewer words to complete the required aspects.

You may produce your description using four headings. This will help keep you produce succinct and well organised work.

- The brief history should be in chronological order and include the key dates or persons involved in developing the therapy.
- The uses of the therapy may be produced as a list.
- When describing the treatment you should describe what would happen if a person had the treatment. A description of reflexology, for example, may note that the person will be seated or lying on a couch, a medical history will be taken, socks will be removed and the feet will be massaged using different techniques etc. A foot or hand map should also be included in your work.
- Safety aspects may include side effects of the treatment or conditions or injuries that may prevent a person receiving the treatment, for example someone who has a foot injury, ulcers, gout or vascular disease should not have reflexology. One important safety aspect is that the therapist should be fully trained.

When completing this statement endeavour to produce a comprehensive description of all four chosen therapies.

### Assessment Task B (800 words)

This assessment task requires you to choose a medical condition and describe the treatments that may be used to manage it. Some examples have been included in the specification but you may choose an alternative medical condition, perhaps one you have an interest in or one that a family member or friend has experience of. At this stage you should also consider assessment task C as you may wish to carry out research for both tasks at the same time.

Undertake some initial research on the medical condition you are considering before making your final choice to ensure that a range of treatments are available. This will help you produce the detail required for the top mark bands. A good starting point for your initial research is websites such as:

[www.bupa.co.uk/health-information](http://www.bupa.co.uk/health-information)

or

[www.nhs.uk/Conditions/Pages/hub.aspx](http://www.nhs.uk/Conditions/Pages/hub.aspx)

When you have made your final choice you can then undertake further research on the available treatments. You may visit or talk to a local pharmacist or speak with a person who has the medical condition. Some voluntary organisations that support individuals with medical conditions have informative websites including information on treatments for example:

[www.arthritiscare.org.uk/managing-arthritis/medical](http://www.arthritiscare.org.uk/managing-arthritis/medical)

When undertaking your research for this task and the following one, you may wish to produce a table summarising your findings including the following aspects of the treatment

- cost (for example is the treatment provided free through the trusts or is payment required)
- availability (for example is the treatment available in your local or are there long waiting lists)
- duration (for example is the treatment short term, one off, for a period of time or lifelong)
- side effects (for example side effects of drug treatments).

This table is not required for this assessment task but will be beneficial for assessment task C and may avoid unnecessary work at a later date.

Research as many relevant treatments as you can. These may include medication, surgery, physiotherapy and holistic therapies. Examples of treatments for the management of arthritis include medication, occupational therapy, physiotherapy, podiatry, holistic therapies (for example acupuncture, massage, chiropractic, aromatherapy or osteopathy) and surgery. When writing up this assessment task, you should remember the focus is a description of the various treatments. Take on board the following advice:

- Do not include details such as diagnostic tests or symptoms of the medical condition.
- One sentence of an introduction is sufficient.
- Describe as many medical approaches as you can within the word limit and include detail such as the types of medication, for example, over the counter or prescribed medication.
- Describe a maximum of three holistic therapies.
- Do not include details such as cost, availability, duration or side effects in this assessment task (you may have researched these aspects but the information is relevant to assessment task C)

### Assessment Task C (800 words)

In this task you need to complete a comparative analysis of the treatments you described in the management of your chosen medical condition. You need to compare all the treatments by considering cost, availability, duration and side effects. If you completed a table summarising these aspects when researching assessment task B it will be very useful as you can use the information in the table as notes for the comparative analysis. Using the four headings (cost, availability, duration and side effects) may help you to produce a succinct and well organised work. You must compare the treatments and using terms such as 'on the other hand', 'whereas', 'have in common', 'differ', 'unlike', 'but', 'compared with', 'similar', 'while' may help you complete the task more effectively. A sentence may read "prescription drugs are free whereas holistic therapies are expensive and one session of reflexology may cost forty pounds". You should draw an overall conclusion on the most effective way of managing the medical condition based on the information you have researched. If you completed a table summarising your research you do not need to include it with your work.

### Assessment Task D (i) (400 words)

This assessment task requires you to investigate and describe the current trends in using holistic therapies. The definition of a trend is a general direction in which something is developing or changing. You need to research how the use of holistic therapies is developing or changing. The research you undertake may be primary and secondary. You may consider the increased availability of holistic therapies. Consider your local area and the number of practices that offer holistic therapies. An increasing number of hotels now have spas with a wide range of holistic therapies available. You may undertake research to obtain data on the number of people using holistic therapies. Holistic therapies are now used in the management of some medical conditions. This is an upwards trend as previous to this many health care professionals considered medical approaches such as drugs to be the only suitable treatment (revisit assessment task B where you discussed the management of a medical condition with holistic therapies). Holistic therapies may be used in the management of a range of conditions including asthma, arthritis, cancer, back pain, stress and multiple sclerosis. The

sources you used for assessment task B will provide valuable information. Some health care settings are now offering holistic therapies and examples include hospices, care homes and a small number of hospitals. Health care professionals, in particular GPs, may suggest holistic therapies to a patient when medical interventions have not been successful. This may be an interesting trend to investigate. When writing up this task, try to be focused and succinct referring only to trends in using holistic therapies. You do not need to write an introduction or lengthy conclusion.

### Assessment Task D (ii) ( 900 words)

To complete this assessment task you have to evaluate the effectiveness of holistic therapies. Evaluate means to make a reasoned judgement or to judge from available evidence, so you need to make a reasoned judgement on the effectiveness of using holistic therapies.

To make a reasoned judgement you need to carry out research to find the evidence to enable you to evaluate the effectiveness of holistic therapies (in other words to consider whether they are effective when used to treat medical conditions). You must access three sources of information and at least one of these must be a secondary source to complete the evaluation.

Primary sources may include service users who have used holistic therapies to treat a medical condition or health care professionals or holistic therapists. You may obtain these opinions by carrying out interviews or by the completion of questionnaires. It is essential that the questions you ask are focused on how effective the therapies are.

Useful secondary sources of information may include media articles, research reports or journals that publish outcome studies on using a holistic therapy for medical problems. An example of a secondary source includes research carried out by Arthritis Research UK which concludes that there is clear scientific evidence that acupuncture can help relieve low back pain and that some herbs such as rosehip, Boswellia and devil's claw may be effective in managing arthritis. The National Institute for Health and Care Excellence (NICE), which provides guidance to the NHS, recommends the use of holistic therapies in a limited number of circumstances. Evidence suggests that morning sickness may be reduced by ginger and acupressure and that the Alexander technique may be beneficial in the management Parkinson's disease. Safe Alternative Medicine concludes that there is no hard evidence to conclude that holistic therapies actually work as many have not been scientifically proven as the tests are very expensive. Research suggests that aromatherapy can improve the life of people living with cancer and relieve anxiety and back pain but there is no scientific evidence to prove this, according to [BUPA](#).

When completing this assessment task, ensure you focus on the term evaluate and remember to use at least three sources. You should also include a short conclusion of your findings.

### Assessment Task E (900 words)

You need to base this assessment task on a health or care setting that offers holistic therapies to service users. You need to describe the holistic therapies available and analyse the benefits to service users of using the therapies. Refer to the Fact File produced for this unit on the use of holistic therapies in health and care settings, which provides a description of a range of settings and the therapies that may be available.

Your teacher may arrange for the class to visit a health or care setting or may invite a speaker into school to describe the use of holistic therapies in a setting. It is important that you prepare yourself for the visit by having a range of questions drawn up and that you pay attention and take detailed notes. This will help you to complete detailed and independent work increasing the opportunity to access the top mark bands. Alternatively you may wish to visit a setting independently and if you do so make sure you are well prepared. You may also use the website of a health or care setting to describe the use of holistic therapies in that setting.

When completing the description, do not include irrelevant information such as the number of staff who work in the setting, how the organisation is funded or the medical treatments available. A brief introduction is sufficient, for example, I am basing this task on the use of holistic therapies in a day centre for service users with mental health problems. Twenty service users attend the centre and the holistic therapies are available free of charge to all attendees. The therapies are carried out in a warm comfortable room, which is painted yellow and relaxing music is played. Continue to describe which holistic therapies are offered in the setting and analyse the benefits to the service users. Analyse means to break into component parts and identify their characteristics. When analysing the benefits you may find carrying out additional research may enable you to access the higher mark bands. Remember the description of the holistic therapies used and the benefits must be applied to the setting chosen. The benefits must not be generic. Consider the benefits of meditation for service users in a hospice - it can reduce feelings of anxiety, depression, pain or fear and help people feel in more control of lives. These benefits should then be developed in more detail for example a reduction in pain may enable a service user to feel more comfortable, perhaps eat a meal, spend more quality time with family, sleep better, feel less fatigued or take part in activities.

### Portfolio completion

When you have completed assessment tasks A-E you need to collate your portfolio. You should present your work in a report file with the tasks clearly separated. You must also include a reference list using the Harvard system at the back of your portfolio. A list of URLs is not acceptable.



