

BTEC Nationals

IVA – LEARNER INSTRUCTIONS

Edexcel Level 3 BTEC National Certificate/Diploma

Care

Unit 1: Equality, Diversity and Rights in Care Work

Unit 2: Communication and Supportive Skills for Care Work

Issued June 2004

For use during the remainder of the duration of operation
of the specification issued June 2002

edexcel 

INSTRUCTIONS FOR LEARNERS COMPLETING IVAs

1. The Integrated Vocational Assignment (IVA) is a compulsory part of your qualification. If you do not complete the IVA you may not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the IVA and the access you may have to resources.
3. Read the IVA carefully and make sure that you understand the work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The IVA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
 - Check that you have completed all tasks.
 - Label work with the appropriate task/sub task number.
 - Present tasks in the correct order.
 - Label each page with your name and page number.
 - Submit all electronic materials in paper format
 - Clearly label video or audio tapes submitted as part of your assignment.
 - All papers should be securely bound.
 - The completed IVA should NOT be presented in plastic envelopes, a box file or a lever arch file.

YOUR ASSIGNMENT TASKS

Scenario

Information gained from your work placements will provide you with practical examples of communications and the application of the principles of equality, diversity and rights. Using the experiences you have gained from your work placements you should collect information and write a report to demonstrate your knowledge of communication, equality, diversity and rights. Ensure that your report includes information to demonstrate evidence to meet the grading criteria for the outcomes of both units 1 and 2. Ensure that your report addresses the following points:

TASK 1 PROFESSIONAL PRACTICE

Based on evidence from your professional practice placements,

1.1 You should explain **five** potential effects of inequality, discrimination and lack of rights on care service users.

1p3

1.2 Describe **in each case** how care organisations can develop or use (i) policies, (ii) codes of practice and (iii) legislation, to promote equality, diversity and rights for care service users.

1p4

1.3 Identify how legislation can be used to either promote or overrule the rights of an individual user of care services. Provide **four** different examples.

1p5

1.4 Analyse how legislation, a policy or code of conduct, has effectively promoted or overridden equality, diversity or rights for a particular individual, in a specific care setting.

1m2

The users of care settings might require the use of advocates, interpreters and translators to improve or ensure the best service is offered to them as care service users.

1.5 Describe the role of each of these services and explain the factors that need to be taken into account when using advocates, interpreters and translators in care settings.

2p5, 2m5

1.6 Based on evidence from one of your professional practice placements, for a specific interaction discuss the advantages and disadvantages of using an advocate, translator or interpreter for that interaction.

2d3

TASK 2 EQUALITY, DIVERSITY AND RIGHTS IN CARE WORK

2.1 Explain how individual care workers can promote equality, diversity and rights in their own practice. Include an evaluation of the extent to which current legislation is effective in the promotion of equality, diversity and rights.

1p6, 1d2

2.2 Using reports from your placements you should produce an action plan, which will help you improve your own practice in respect of equality, diversity and rights. Provide an explanation of how this action plan will improve your own practice.

1p7, 1m4

2.3 On the basis of your placement experience, propose a code of practice for the workers in care settings to ensure that equality, diversity and rights are promoted for users of care services.

1m3

2.4 Produce a set of criteria that can be used to evaluate the effectiveness of your practice action plan **OR** a set that can evaluate the effectiveness of your code of practice.

1d3

TASK 3 RIGHTS AND COMMUNICATION

Communication and Interpersonal Skills are important underpinning elements in the promotion of equality, diversity and rights in care settings.

3.1 In your report explain the value of diversity in society and describe the importance of equality, diversity and rights in care settings.

1p1, 1p2

3.2 Analyse the way in which understanding of equality, diversity and rights has influenced care services provision. You should evaluate the effects of positive approaches to the promotion of equality, diversity and rights on the care setting. You may draw on your professional practice placements.

1m1, 1d1

3.3 Provide a description of the major factors that have positive and negative effects on communication. Explain the factors that can create barriers to effective communication and give examples of ways in which barriers to communication between staff and care service users may be overcome.

2p3, 2p4, 2p7

3.4 Consider the implications of positive communication skills in care settings and explain the ways in which verbal and non-verbal communication affect the communication cycle.

2m7, 2m1

TASK 4 COMMUNICATION AND SUPPORTIVE SKILLS FOR CARE WORK

4.1 Identify in your report different types of interpersonal interaction and communication.

2p1

4.2 Using examples from your placements, demonstrate how you have used communication skills effectively and appropriately with care service users. Using placement examples, explain how use of communication skills can support a distressed care service user, or manage challenging behaviour.

2p6, 2p8

4.3 Provide an analysis of how listening and using positive communication skills can contribute to a care service user's self-esteem.

2m3

4.4 Review how you communicate with others and analyse the potential effects of your own communication style on communication barriers. You should also provide an evaluation of your own skills in respect of different types of interaction and make plans for improvement.

2p2, 2m1, 2d1

4.5 Analyse the factors that affected one example of a particular interaction from one of your placements or a case study. Judge the extent to which the interaction was influenced by the identified factors.

2m4, 2d2

4.6 Use an example from your placement to analyse the communication skills used to minimise barriers for a specific interaction. Develop a set of criteria for judging the effectiveness of communication skills.

2m6, 2d4

4.7 Evaluate the ways in which workers in care settings use communication skills.

2d5

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this IVA are repeated below. You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit

Unit 1: Equality, Diversity and Rights in Care Work		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> clearly describe the importance of equality, diversity and rights in health, care or early years settings accurately explain the value of diversity in society explain the potential effects of inequality, discrimination and lack of rights on those who use health, care or early years services describe clearly how organisations develop or use policies, codes of practice and legislation to promote equality, diversity and rights identify in detail how legislation can be used to either promote or override the rights of individual users of health, care or early years services explain how individual workers in health, care or early years settings can promote equality, diversity and rights develop a basic action plan for improving your own practice in respect of equality, diversity and rights. 	<ul style="list-style-type: none"> analyse the ways in which understanding of equality, diversity and rights has affected the provision of health, care or early years services provide a detailed analysis of how legislation, a policy or code of practice has effectively promoted or overridden equality, diversity or rights for a particular individual in a specific health, care or early years setting propose a detailed code of practice for workers in health, care or early years settings to ensure that equality, diversity and rights are promoted for users of services analyse the potential effects of your action plan on your practice. 	<ul style="list-style-type: none"> evaluate the effects on health, care or early years organisations of positive approaches to the promotion of equality, diversity and rights evaluate the extent to which current legislation is effective in promoting equality, diversity and rights develop a set of criteria which can be used to evaluate the effectiveness of your code of practice or a set which can evaluate the effectiveness of your practice action plan.

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this IVA are repeated below. You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit

Unit 2: Communication and Supportive Skills for Care Work		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> • correctly identify different types of interpersonal interaction and communication • review own personal communication methods • explain the factors which can create barriers to effective communication • accurately describe the major factors which have positive and negative effects on communication • clearly describe the roles of advocates, interpreters and translators • use examples to demonstrate how communication skills have been used effectively and appropriately • demonstrate, with examples, ways of overcoming/minimising barriers to communication • using examples from a placement or case study, explain how communication skills can support a distressed individual or manage challenging behaviour. 	<ul style="list-style-type: none"> • explain the ways in which verbal and non verbal communication affects the communication cycle • analyse the potential effects of own communication style on communication barriers • analyse ways in which listening and positive communication skills can contribute to self-esteem • using a placement example or case study, analyse the factors which affected a particular interaction • explain the factors to be taken into account when using advocates, interpreters and translators in health and care settings • using a placement example, analyse the communication skills and minimising of barriers for a specific interaction • consider the implications of good communication skills for health and care settings. 	<ul style="list-style-type: none"> • evaluate own skills in respect of different types of interaction and make plans for improvement • judge the extent to which the interaction was influenced • determine the advantages and disadvantages of using an advocate, translator or interpreter in a specific interaction • develop a set of criteria which could be used to judge the effectiveness of communication skills • evaluate the ways in which health and care settings use communication skills.