Standards Unit

Linking theory to practice: confidentiality

Teacher and trainer handbook

REMEMBER

Learners are vulnerable, so it is important that the activities for confidentiality are handled sensitively. Some sessions could result in some learners discussing personal and confidential areas of their own lives. You may also have to deal with disclosure of poor practice in the workplace. You must be aware of your own organisation's policies on disclosure and how to implement them if the need arises. Be sure you know the contact person for learner support should it be needed.

Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the government's www.dfes.gov.uk/qualityprotects programme

Contents

Foreword

The Standards Unit

We are committed to the following principles which underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.

Success for All is a partnership between the DfES Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice
- Theme 2 – putting teaching, training and learning at the heart of what we do
- Theme 3 – developing the leaders, teachers, training and support staff of the future
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching, training and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority curriculum areas for action and harnessing the work of partners to improve quality in the post-16 learning and skills sector – in FE and sixth form colleges, sixth forms in schools, work-based learning, adult and community learning and the prison service.

The Unit's staff includes officials and expert practitioners seconded from colleges and other providers and the inspectorates. This core team is supported by call-off consultants, whose expert knowledge enables delivery in a range of areas. The work of the central team is supported by nine regional offices who are crucial to the national dissemination of the teaching and learning resources and the delivery of step improvements across the country. The Unit selects curriculum areas because of their importance to the economy and social inclusion and because inspection outcomes show there is room for improvement

To support the improvements required, the Standards Unit is also providing national free training in coaching for teachers and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training for Subject Learning Coaches so that they can work confidently with colleagues to further improve teaching, training and learning in their subject area. It is a new and exciting programme which is being embedded through subject networks, where Subject

Learning Coaches from different backgrounds meet to share best practice and develop their coaching skills. If you would like to know more about becoming a Subject Learning Coach, why don't you speak to your Standards Unit Regional Director or look at www.successforall.gov.uk.

This health and social care resource will be a valuable reference in network meetings when Subject Learning Coaches are discussing the health and social care curriculum. We hope you will find this a useful resource and we look forward to receiving your comments and feedback.

Jane Williams
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Head of Standards Unit

Introduction

Confidentiality activity

Welcome to the resource pack for teaching confidentiality

Confidentiality is one of the core professional values underpinning all work in childcare and early years practice, health and social care and in many of the public services. It can be a difficult concept to understand and put into practice effectively. Through the use of this activity, developed at Cambridge Regional College, ethical and philosophical issues. The activity is designed to help learners to develop an understanding of theory.

This handbook sets out an activity-based approach to teaching and learning. Learners will be involved in group work, problem solving, identification of acceptable and unacceptable behaviours, and will be asked to apply theoretical concepts of confidentiality to real life situations. Teachers, trainers and learners have found the activity to be challenging, and an interesting and exciting way to explore, learn about and understand the importance of confidentiality.

You will be able to identify ways in which the resources can be used to contribute to the development of learners' key skills in oral and written work, numeracy, group work and problem solving.

> **TOP TIPS**
>
> It is important to take time to research and prepare the different sessions. Here are some suggestions for you to consider:
>
> - Make links to the social care Code of Practice in all of the sessions.
> - Make links to the National Minimum Standards for the appropriate occupational area.
> - Ensure that you are familiar with appropriate legislation (for example, the Protection of Children Act 1991).
> - Make links to the new National Occupational Standards and NVQs.

Once you have used this activity, you may wish to adapt the teaching and learning techniques it uses to other areas of your work.

You will find many resources in the pack. They are designed for you to adapt to meet the needs of your learners, and your aims and objectives.

To make it easier for you to adapt any of the resources, you will find all the resources on the accompanying CD-Rom.

You may think that the volume of resources is overwhelming, but it should take approximately one hour to familiarise yourself with the resources for each of parts 1, 2 and 3.

The confidentiality activity

There are four parts to this activity. In this pack you will find resources that you can use in all the parts. You can also adapt the resources for any or all of the parts.

Session 1 – The theory session

Session 2 – Preparing the resources

Session 3 – Carrying out the activity

Session 4 – Assessing the learning

You can use the activity in a number of ways. During the trial and pilot phase, it has been used in the following ways:

- All four parts have been taught as four separate sessions and as part of a group's regular timetable.
- All four parts have been taught to one group on a single day.
- All four parts have been taught to large groups who have combined for one day, with the staff working as a team.
- For an NVQ evening group, all of the resources were made by the teachers or trainers, and the activity was carried out by learners as one part of the evening session. Carrying out the activity was followed the next week by the session on theory.
- The assessment of learning has been used immediately after the activity or up to six weeks later. Some teachers and trainers do not use this section of the activity as they assess their learners at the end of each session.

The resources have been used with learners on programmes at Levels 2 and 3 in childcare and early years, and in health and social care. They have been used by a broad range of learners on a variety of programmes. You may also wish to use the resources with learners on Level 4 programmes.

In the four sections of this handbook, you will find the resources that you need for the activity and some ideas about how you might wish to use or adapt them. We have supplied you with a mat for playing

Identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible, work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to acquire the skills (LLN) or apply the skills (key skills) to meet individual need.

the activity. You can develop and make a smaller activity board to suit your requirements, if you prefer.

There is a separate learners' handbook with information and activities that are designed to support and consolidate the learning. You may wish to give this to your learners or adapt parts of it for learners to use in a session or during directed private study.

Additional resources also include:

- a CPD teacher and trainer handbook and DVD with suggestions on how to further develop a range of teaching and learning strategies;

- a teacher and trainer video with examples of how the activities have been used;

- You will find a scheme of work on p. 13.

Group management

For all of the sessions, group management is an important issue. Below is some guidance that may help ensure the sessions run smoothly.

Group sizes

Group size is of particular importance. Although the activity has been carried out with various group sizes (up to 24 learners), a group size of around 12 to 15 learners has been found to be most effective.

If you have a large group (over 15), why not try a team teaching approach? One of the teachers or trainers could be responsible for the question cards while the other supports the groups or prompts the learners using questions. Alternatively, you may set a task for half the group while the other half completes the activity, running the activity over two sessions

Ground rules

Confidentiality can be a difficult issue for some learners and therefore requires sensitivity from all. To ensure this and to maximise the benefits of the activity, it is a good idea to start the process off by agreeing a set of ground rules with learners.

Examples of ground rules may be:

- We will respect each others contribution.
- We will not breach confidentiality.
- We will be aware of the feelings of others.

Time management

It is important to ensure that sufficient time is given to all aspects of the activity. In order to do this, a close eye should be kept on the time and learners should be kept to task as much as possible.

Preparation

The more you prepare, the more effective the sessions will be. Ensure that you are familiar with the activity and the issues involved. It is a good idea to watch the accompanying video first to obtain some ideas on how to adapt and manage the activities. You could then carry out a dry run with your colleagues in advance of the sessions. Lay everything out a few days before. Check you have everything and see what changes you need to make to the resources/approaches to meet the needs of the learners.

You will find further advice and guidance concerning group management, time management and preparation in the CPD teacher and trainer handbook and on the accompanying DVD.

Scheme of work for the confidentiality activity

You can teach this topic over four sessions; each session will last approximately two hours. You may choose to make the resources yourself or to use the resources provided. You may decide not to include the session on assessing learning but to assess learning during each of the three sessions.

Aims of the scheme

- Improve the learners' understanding of the responsibilities of all who work in the health and social care sector in relation to confidentiality.
- Improve learners' awareness of the moral, ethical and legal issues that have an influence on confidentiality.
- Improve confidentiality practice.
- Link theory to practice and to the learners' experiences in the workplace.

Part 1 – the theory session

Aim
Provide the theory and introduce moral, ethical and philosophical issues relating to confidentiality.

Objectives
The learner will be able to:

- explain what is meant by confidentiality;
- explain why it is important to the child or client, and their family and organisations;
- identify the key features of legislation, policies and guidelines that are in place to ensure confidentiality;
- identify how a person may feel if confidentiality is breached and what to do about it;
- explain what is meant by disclosure;
- link their own experiences and practices to the legislation, policies and philosophical and ethical issues;
- review factors essential to promote equality and diversity.

Part 2 – preparing the resources

Aim

Preparing the resources.

Objectives

By the end of the session, learners will be able to identify:

- information concerning clients that is of a sensitive nature and that is accessible to carers;
- ways in which confidentiality can be breached legitimately and illegitimately;
- factors to be considered in order to promote equality and diversity;
- people who should and should not have access to information;
- ways of improving security of information;
- applying knowledge and demonstrate understanding of good practice in relation to confidentiality.

Part 3 – carrying out the activity

Aim

Carrying out the activity and evaluating learning.

Objectives

Learners will be able to:

- use and apply their knowledge about how to keep information secure and use it in the best interests of the child or client and his or her family;
- use and apply their knowledge to explain how to improve the security and confidentiality of information where they work and in their own practice;
- identify who should and should not have information and why;
- demonstrate what they have learned in previous sessions.

Part 4 – assessing learning

Aim

Assess learners' understanding of issues surrounding confidentiality.

Objectives

Learners will be able to:

- identify gaps in their knowledge and understanding;
- plan ways in which they can improve their knowledge and understanding;
- plan ways in which they can improve their own practice.

Some ideas on the use of ICT within the activities

ICT can help to ensure a varied approach within your teaching and these sessions are no exception.

Is there anyone in your workplace that might be able to support you in doing this?

There are various points at which ICT can be used.

Examples are:

Internet resources

The use of Internet resources is recommended throughout the four sessions for research. Please see the lists of resources in the teacher and trainer handbook and the learner handbook for guidance.

Further opportunities

The learners could produce a leaflet on confidentiality to give to new staff in the workplace. (They could do this by using a desktop publishing programme.)

The learners could produce a PowerPoint presentation (suitable for training staff who are on induction), which they could present to each other.

The PowerPoint presentation

A PowerPoint presentation has been provided in this handbook. You can use this as you wish.

The session plan for Session 1 is signposted for each slide, but please remember that you can adapt this as you wish.

It is a good idea to have a dry run with the presentation to familiarise yourself with its contents. While you are doing this, think about the topics involved. Ask yourself whether any topics require further explanation (if it is a new concept to your learners), and whether any should be given less emphasis (maybe your learners are familiar with a particular topic).

You may feel that you wish to use only a part of the presentation.

Adapt it to your own needs and those of your learners.

Part 1 – the theory session

Contents

Session plan

Underpinning knowledge

Overall 120 minutes

Note: all resources in blue can be found in the *Teacher and Trainer Handbook*.

This session plan and collection of resources are meant as a guide; it is important to adapt them for your own requirements and ensure adequate preparation before the session. Not to do so will limit the effectiveness of the resources. With this in mind, below you will find some hints as to what you should do before the session.

Time management is important within the sessions; ensure that as far as possible you keep within the timings so that you cover all aspects of the session.

What you should do to prepare for this session:

- Read part 1 of the *Teacher and Trainer Handbook*, particularly, information sheets for teachers and trainers and the PowerPoint presentation (if you will be using it).

- Familiarise yourself with all the activities and make sure you have all the resources prepared.

- Research particular issues (for example, child or adult protection, the care value base, the National Minimum Standards, your organisation's own policies – all of these have particular relevance to confidentiality).

- Adapt the resources for the needs of your learners.

- Remember to identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible, work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to acquire the skills (LLN) or apply the skills (key skills) to meet individual need.

- Review possible additional resources to extend and check learning, these will be found in Appendix 1.

The resources you will need for this session:

- The PowerPoint presentation will cover all aspects of the session (if you are using it).

- Introduction—PowerPoint presentation or OHT (Session 1 aims and objectives).

- Part 1 – What does confidentiality mean to you?' PowerPoint presentation (Confidentiality resources CD-ROM, Getting started combined resources CD-ROM), flip chart/whiteboard, a dictionary.

- Part 2 – 'Why might information be passed on?' PowerPoint presentation, child or client information sheets (Section 2 in this handbook), large markers, flip chart.

- Part 3 – 'What is good communication?' PowerPoint presentation, flip chart or whiteboard, learners' notebooks.

- Part 4 – 'The envelope activity', envelopes, pens, shredder or waste bag. Envelope activity sheet.

- Part 5 – PowerPoint presentation, OHTs (the Data Protection Act and Confidentiality policy), handouts, learners' notebooks.

- Part 6 – PowerPoint presentation, flip chart or whiteboard, learners' notebooks.

- Review of the session – PowerPoint presentation, flip chart, whiteboard, learners' notebooks.

Programme

Teacher or trainer:

Unit:	Confidentiality	**Length of session:**	120 minutes
Topic:	Theory of confidentiality	**Room:**	
Date:		**Number on register:**	

Aim: Provide the theory and introduce moral and ethical and philosophical issues relating to confidentiality.

Objectives

By the end of the session, learners will be able to:

- explain what is meant by confidentiality;
- explain why it is important to the child or client, and their family and organisations;
- identify the key features of legislation, policies and guidelines that are in place to ensure confidentiality;
- identify how a person may feel if confidentiality is breached and what to do about it;
- link their own work experiences and practices to the legislation, policies and philosophical and ethical issues;
- explain what is meant by disclosure;
- review factors essential to promote equality and diversity.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
5 minutes	**PowerPoint slide 1** **Introduction to and outline of the objectives for the session.** Introduce aims and objectives of the session.	**Add to notes in the learners handbook.**	PowerPoint presentation. You will find this in the Confidentiality Resources CD-ROM and in the Getting started combined resources CD-ROM.	Learners understand the purpose of the session.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
			Flip chart or whiteboard. OHT (Session 1 aims and objectives) p. 26.	
15 minutes	**Part 1 (PowerPoint slide 2)** **The purpose of this activity is to understand why the care value base is important to care practice.** **Show** slide 2. **Organise learners into** small groups and discuss why the value base is so important to practice. **Outline** the care value base, child or adult protection and explain the relevance of confidentiality to this. **Other topics** that should be highlighted here are codes of practice and the National Minimum Standards. **(PowerPoint slide 3)** **The purpose of this activity is to come to a shared definition of confidentiality.** **Organise learners into small groups or pairs** to discuss 'what does the word confidentiality mean to you?' Manage the feed back and summarise. **Culminate in a shared definition of confidentiality. Write this on the flip chart or whiteboard.**	**Small group discussion:** why confidentiality is so important to practice. **Listen and make notes.** **Learners discuss** and agree a definition of confidentiality in small groups or pairs and put this on flip chart on wall. **Learners agree definition and include it in their notes.**	Flip chart or whiteboard. It may be useful to have access to a dictionary to prompt learners.	Learners develop knowledge of and agree a definition of confidentiality stating why it is important to practice.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
15 minutes	**Part 2 PowerPoint slide 4** The purpose of this activity is to examine the passing on of information and why this might happen. **Using one of the client information sheets** ask learners to consider: a) What information might end up being discussed and why? b) What kind of information might need to be passed on in the best interests of the child or client and why? This activity could lead to a discussion about the difference between passing information on in the best interests of the children or clients and gossiping about them.	**Learners discuss** the passing on of information for legitimate and illegitimate reasons and what is happening in both cases. **Learners write answers** on flip chart paper to be stuck up around the room.	Child or client information sheets (Section 2 p. 56) Large markers, flip chart.	Learners identify why in our work roles we may have to pass on sensitive or confidential information. Learners identify the legitimate reasons for passing on information.
5 minutes	**Summarise key points on how we can be careless with information about our clients.** **Reference** should be made to learner flip charts.	**Learners add** to their notebooks.	Flip charts from previous activity. Whiteboard.	Learners understand and explain how confidentiality can be breached through carelessness.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
15 minutes	**Part 3 (PowerPoint slide 5)** **Identify the factors that contribute to good communication and the points to consider when collecting or passing on information about children or clients. (See information sheet 1 p. 30.)** **(PowerPoint slides 6 and 7 to summarise).** **Lead** discussion 'points to consider when gathering or passing on information' (see information sheet 1 p. 31) PowerPoint slide 8.	**Paired work or small group** work and whole class plenary with teacher or trainer building up the checklist. **Learners add notes** or handout to notebooks.	Flip chart or whiteboard. Learners' notebooks.	Learners identify the factors that improve the collection and passing of information.
15 minutes	**Part 4** **Please view the video before undertaking this activity.** **The envelope activity** (see activity sheet Teacher and trainer handbook p. 27). The aim of this activity is to explore the emotional effects of confidentiality and for learners to come to an understanding as to why confidentiality is important. **This can be a powerful activity and should be handled sensitively. Learners *have to know* that nobody will see their information.** Lead a discussion on 'how did it feel'. Compare the learners' experience to child's or client's experience.	**Learners participate** in activity and discuss the emotional impact of losing control of information.	Envelopes, pens, shredder or waste bag. Envelope activity sheet.	Learners understand how it feels to be in a position where confidentiality may be breached.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
25 minutes	**Part 5** **Legislation, guidelines and policies (see OHT masters and information sheets on legislation and policies) to include the Data Protection Act 1998, the Freedom of Information Act 2005 and confidentiality policies.** **PowerPoint slides 9–16** can be used at the teacher' or trainer' discretion, but a range of activities should be used, for example, a research table or individual research and presentations to the group should be used.	**Discuss** and add notes/handouts to notebooks.	PowerPoint. OHTs (the Data Protection Act 1998 p. 33 and confidentiality policy). Handouts. Learners notebooks.	Learners gain knowledge of the range of legislation and policies and how they link to confidentiality.
15 minutes	**Part 6 PowerPoint slide 17** Organise learners into small groups to discuss how confidentiality can be improved and not broken. Encourage learners to examine the things that they can do in placement to maintain confidentiality.	**Small group work,** plenary and list of agreed strategies.	Flip chart or whiteboard. Learners notebooks.	Learners identify practices and behaviours that improve all aspects of confidentiality.
10 minutes	**Review of session PowerPoint slide 18** You may wish to further extend and check learning by using the extension activities to be found in Appendix 1.	**Questions and issues** for clarification. **Learners review notes.**	Flip chart or whiteboard. Learners notebooks	Learners demonstrate their understanding of the theory linked to confidentiality.
After the session	**After the session, complete teacher and trainer** evaluation using p. 25.			

Teacher and trainer evaluation

Identifying the needs of all learners (differentiation)	How the need of all learners will be met (achieving differentiation)
The following range of particular needs exist (these will have been identified during the learner's initial assessment):	The needs of particular learners will be met in the following ways:
Review of:	**Review of:**
a) what went well	b) what went less well and how to improve it
Review of:	
c) were the needs of all learners met?	

Aim and objectives

Aim
Provide the theory and introduce moral, ethical and philosophical issues relating to confidentiality.

Objectives
By the end of the session learners will be able to:

- explain what is meant by confidentiality;
- explain why it is important to the child or client, and their family and organisations;
- identify the key features of legislation, policies and guidelines that are in place to ensure confidentiality;
- identify how a person may feel if confidentiality is breached and what to do about it;
- link their own experiences and practices to the legislation, policies and philosophical and ethical issues;
- explain what is meant by disclosure;
- review factors essential to promote equality and diversity.

The envelope activity

Where's my envelope?

Step 1

Learners to get into pairs.

You have two options but you should choose one approach for the whole group. On a separate piece of paper or on the inside of the envelope flap, learners either:

1. Write a piece of information that they do not want anybody else in the group to know.
2. Or write down a more insignificant piece of information (such as their middle name or the pet name their parents call them).

Ask learners to place the information in an envelope, seal it then write their forename and surname on the front.

Please see 'general guidance for the envelope activity' on the next page.

Step 2

Learners should give this envelope to their partner with the name side of envelope down. They pass this envelope on to another person of their choice, again name side down. All learners should be passing on the information at the same time.

This passing on of information is then repeated another three times.

By this time learners should have no idea where their information is.

Note: Do not let anyone open the envelopes.

Step 3

Ask the learners to think about and discuss:

- how it felt to 'lose control' of their information;
- how clients might feel if they 'lose control' of their information;
- how their partner could have kept them in control of their information.

Step 4

Turn over the envelopes and return them to the named person.

Step 5

Shred the envelopes.

> **REMEMBER**
>
> There are essentially two ways to perform this activity. Decide on one way for your learners (do not mix and match).
>
> **Using an important piece of information**
>
> Performed in this way, the envelope activity has the potential to be very powerful, and can enable deep-level learning.
>
> It does also, however, mean that the activity requires careful handling and sensitivity; you must be sure that the learners will respect each other's privacy. Also, if you are aware that this may be a particularly sensitive activity for some of your learners, you must take steps to minimise any impact.
>
> **Using a less important piece of information**
>
> Using the envelope activity in this way may limit the effectiveness of the activity but it may be useful if the group are new to each other or if you are unsure whether the group will honour each other's privacy.
>
> At the end of the activity, the group could be asked how they would have felt if it had been a more important piece of information.

General guidance for the envelope activity

It is useful to set some ground rules before commencing the activity (for example: "We will not open the envelopes", "We will not tease each other", "We will respect each other's privacy").

The teacher or trainer should participate fully and record his or her own information. This should then be passed around with the other envelopes.

At the end of the activity, it is essential that the learners receive their envelopes back (teacher or trainer should check this).

The learner should then choose what happens to the envelope.

There is a great benefit to the learners from shredding their own envelope. If this is not possible, they could tear it up ceremoniously.

At the end of the activity, it is important to discuss how your learners felt in participating. Give the learners the opportunity to go over their experience; making yourself available after the session if anybody wishes to talk to you. Be aware that the activity may cause some strong emotions to be raised. Be prepared and respond sensitively; try and be prepared with support strategies. The video provides ideas about how this activity can be managed.

Information sheets for teachers and trainers

This is essential reading when planning the session.

These notes are designed as background information that will be useful as part of the preparation for using the confidentiality activity.

Why do we communicate information at work?

- To pass on facts from one person to another.
- To pass on opinions.
- To pass on judgments (opinions that we can explain more objectively with evidence from our observations and other information).
- To give directions and make recommendations.
- To warn.
- To use information to improve the quality of care.

What makes the communication of information effective?

- Accuracy – make it clear when you are recording a fact, an opinion, a judgment.
- Attentiveness – check for any misunderstanding on your part.
- Clarity – clear written information, simple language.
- Completeness – check that nothing has been left out.
- Conciseness – think through what you need to write or say and communicate it fully but briefly.
- Relevance – check whether this information is essential and why you need it.
- Correct direction – targetted at the right audience.
- Appropriate methods – you may need to write down information that you have already spoken about.
- Good listening skills.
- Avoidance of jargon and acronyms.

Points to consider when gathering or passing on information

- Why the information is needed.

- Whether it is confidential.

- Whether it is sensitive for the client even if it may not seem sensitive to you.

- The needs of the person from whom you are collecting information.

- The need to adapt your technique to take account of communication differences.

- Whether the information that you ask for is relevant to the information that you need.

- That you have checked it for accuracy.

- That you record information accurately and legibly.

- That you have considered the urgency and impact of the information and are acting accordingly.

Some ways of improving confidentiality

- Gain the client's agreement to pass on the information because it will benefit the client.

- Think carefully about who needs to know the information and why; check with your supervisor if you are unsure.

- Do not talk about clients for any reason other than to pass on information which will improve the quality of care in some way.

- Be aware of your workplace policy.

- Do not talk about clients out of work.

- Do not talk about clients at work if such talk will not improve the quality of care.

- Only talk about what you know, not what others have told you.

Key components of a confidentiality policy

The policy usually covers:

- whom the policy concerns;

- what the penalties are for breaching confidentiality;

- what information about clients should be written down and what should not be recorded;

- how recorded information should be kept (storage);

- to whom recorded information should be given and under what circumstances;

- what rights the person concerned has to know about the information that has been recorded about him or her;

- how staff should speak about clients, for example, when among family friends, strangers or other clients;

- what should be done if you discover that confidentiality has been breached or information misused.

Data Protection Act 1998

The Act covers information in:

- personal files;

- medical records;

- health records;

- electronic or manual records.

It gives people the right to:

- see their own records and have inaccurate personal data erased or corrected;

- ensure that records are factual and do not include opinions.

The following information can only be included if you consent:

- racial/ethnic origin;

- religious beliefs;

- sexual orientation;

- political beliefs;

- physical and mental health;

- criminal records.

Data Protection Act 1998

This gives an employer or prospective employer a right of access to data.

This is appropriate if you are employed to work with vulnerable people, for example:

- the elderly;

- those suffering from serious physical or mental illness;

- people who misuse alcohol;

- people who misuse drugs;

- those with severely impaired speech, hearing or sight;

- persons under 18.

It demands that data should:

- be processed fairly and lawfully;

- be obtained only for specified purposes;

- be accurate and kept up-to-date;

- not be kept longer than required;

- not be processed unlawfully or without proper authorisation.

Resources for teacher and trainers

You are not expected to have access to all of these resources and some may not be relevant to the occupational sector in which you work. The first two resources mentioned should be easily available and very useful when carrying out the confidentiality activity.

Range of policies from employers and work placements:

Confidentiality

Equality and diversity

Disciplinary procedures from employer/college/work placement

Student Charter from colleges

Community Care Charter

Citizens Charter

Parents Charter

Patients Charter

Drug Users Charter (Standing Conference on Drug Abuse 1997)

UN Convention on the Rights of the Child

Children Act 1989

Data Protection Act 1984 and amendments

Race Relations Act 1976

Sex Discrimination Act 1975

Disabled Discrimination Act (DDA)1995

DDA (1995) Part 4 Code of Practice Post 16

Disability Rights Commission Act 1999

Special Educational Needs and Disability Act (SENDA) 2001

NHS and Community Care Act 1990

LSC Equality and Diversity Fact File – Make it Happen 2003

Twelve Principles of Social Work Practice, British Association of Social Workers (BASW)

Code of Conduct on Confidentiality of Social Work Records, Social Work Services Group 1989

UKCC Guidelines for Professional Practice 1996

UKCC Code of Professional Conduct 1992

Internet resources

The following sites give general information to do with confidentiality:

www.gmc-uk.org/standards/secret.htm

www.nhsia.nhs.uk/confidentiality/pages/default.asp

www.dh.gov.uk/Home/fs/en

For the 'General Social Care Council' Code of Conduct and general information concerning confidentiality:
www.gscc.org.uk

For the 'Nursing And Midwifery Council' Code of Conduct and general information concerning confidentially:
www.nmc-uk.org

For current legislation and some information concerning confidentiality:
www.hmso.gov.uk

Information concerning the Special Needs and Disability Act:
www.drc.org.uk

Information about the Data Protection Commissioner:
www.dataprotection.gov.uk

Signposts for further research

There are particular areas which you should research carefully before you deliver these sessions. These are:

National Minimum Standards;

Induction and foundation standards;

Social Care Code of Practice.

The National Minimum Standards

The National Minimum Standards cover a variety of settings. These include:

- care homes for older people;
- care homes with adult placements;
- care homes for adults 18-65;
- adult placement schemes;
- domiciliary care;
- nurses' agencies;
- children's homes;

- adoption;
- residential family centres;
- fostering services;
- boarding schools;
- residential special schools;
- accommodation of students under 18 by further education colleges.

You will find information on the National Minimum Standards at:

http://www.csci.org.uk Note: this area of work is to come under Ofsted from September 2005 http://www.ofsted.gov.uk

Follow the links for 'information for service providers'. On this site you can access all of the National Minimum Standards.

Induction and foundation standards

These include among others:

1.4 Confidentiality

1.4.1   Understand the importance of confidentiality.

1.4.2   Understand the limits of confidentiality.

1.4.3   Understand the importance of checking people's identity before allowing them access to information or premises.

and

2.1 Access to policies and procedures

2.1.1   Understand why it is important for workers to follow policies and procedures.

2.1.2   Identify how to access a full list and up-to-date copy of all organisational policies and procedures.

also

2.2 Application of policies and procedures

2.2.1   Know how to use the policies and procedures that are important for the worker to carry out their role properly and safely.

You will find information on the induction and foundation standards at: http://www.topssengland.org.uk

Follow the links to induction and foundation standards.

The General Social Care Council's Code of Conduct

This includes the following statements:

> As a social care worker you must strive to maintain the trust and confidence of service users and carers.

> As a social care worker you must safeguard and promote the interests of service users and carers.

> As a social care worker you must respect the independence of service users and protect them, as far as possible, from danger or harm.

You will find information on the GSCC code of conduct at: http://www.gscc.org.uk

Enter 'code of conduct' into the search engine. This will give you the opportunity to download the code of conduct in full.

NVQS

The confidentiality resources relate closely to the National Occupational Standards.

The National Occupational Standards can be found at: http://www.topssengland.org.uk

Follow the links to 'National Occupational Standards'.

Child protection

Again an integral consideration within confidentiality. Try: www.nspcc.org.uk

or

www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/

Adult protection

Again an integral consideration within confidentiality. Try:
http://www.csci.org.uk

(Follow links for information for providers; click on the link near the bottom of the page 'POVA', sets out the Protection of Vulnerable Adults policy.)

or

http://www.dh.gov.uk

Enter POVA into the search box for further information.

Part 2 – preparing the activity

Contents

Specimen session plan 2a

Creating the child or client and their information

Overall 90 minutes

In the CPD teacher and trainer handbook and DVD there are ideas for:

- differentiation;
- managing groups;
- questioning;
- checking and reviewing learning.

Session plan

Preparing the resources

Note: all resources in blue can be found in the *Teacher and Trainer Handbook*

This session plan and collection of resources are meant as a guide; it is important to adapt them for your own requirements and ensure adequate preparation before the session. Not to do so will limit the effectiveness of the resources. With this in mind, below you will find some hints as to what you should do before the session.

It is highly recommended that the learners construct the individual aspects of the activity themselves.
This enables the learners to invest in the activity; it becomes their own and this can help the learners to develop deep understanding.

Each group will have a topic to discuss and will create a child or client character. Task three for each group is highly recommended (see p. 47) because it enables learners to create all aspects of the activity.

What you should do for this session:

- Read part 1 of the *Teacher and Trainer Handbook* particularly information sheets for teachers and trainer on p. 48.

- Familiarise yourself with all the activities and make sure you have all the resources prepared.

- Research particular issues (for example, child and adult protection – this is a closely related area and requires careful thought.

- Adapt the resources for the needs of your learners.

- Decide whether the learners will be creating all aspects of the activity or only certain parts. You will need to identify which materials you will need.

- Remember to identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to acquire the skills (LLN) or apply the skills (key skills) to meet individual need.

The resources you will need for this session:

- The PowerPoint presentation will cover all aspects of the session (if you are using it).
- Introduction – OHT (Session 2 aims and objectives).
- Part 1 – 'Exploring the different aspects of confidentiality', flip chart and pens. Session 2 task sheets.
- Part 2 – 'Creating part of the activity', scissors, glue, card, thick card, coloured paper. Session 2 task sheets.

Programme

Teacher or trainer:

Unit: Confidentiality

Length of session: 90 minutes

Topic: Creating the child or client and their information

Room:

Date:

Number on register:

Aim: Preparing the resources

Objectives

By the end of the session, learners will be able to identify:

- ways in which confidentiality can be breached legitimately and illegitimately;
- factors to be considered in order to promote equality and diversity;
- information concerning clients that is of a sensitive nature and that is accessible to carers;
- people who should and should not have access to information;
- ways of improving security of information;.
- apply knowledge and demonstrate understanding of good practice in relation to confidentiality.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
10 minutes	**Introduce the session.** Review work from previous session.	**Listen and question.**	OHT (aims and objectives) p.49.	Learner understands the aims and objectives of the session.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
20 minutes	**Part 1** **The learners should be divided into four groups.** Ask each group to **examine** a different aspect of confidentiality. **Go round** all groups asking questions to check understanding/clarify issues and ensuring that all have an opportunity to contribute. **Support** learners to link group work to placement experience. Group 4 **should be encouraged** to think about issues surrounding child or adult protection, including the consideration of equality and diversity. **Monitor** and facilitate feedback sessions.	**Group 1** Task 1: **discuss and record** all forms of sensitive information practitioners may hold on their children or clients. **Group 2** Task 1: **discuss and record** the many ways that confidentiality can be breached. **Group 3** Task 1: **discuss and record** as many ways as possible to improve confidentiality. **Group 4** Task 1: **discuss and record** who should and should not have information about a child or client and why. This should include ways to ensure equality and diversity issues are considered. All groups feed back individually to the whole group.	Task sheets. Flip chart, paper and pens.	Learners understand the range of information that may be held on a child or client. Learners understand how confidentiality can be breached. Learners identify ways to improve confidentiality. Learners explain who should and should not have access to confidentiality.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
60 minutes	**Part 2** **In the same four groups.** **Supervise** and support learners during group work.	**Group 1** Task 2: **create own child or client,** provide a story and 10 pieces of information that could be given away as the activity is carried out. Task 3: (optional) **create a board** following the guidance in the learner handbook. **Group 2** Task 2: **create own child or client,** provide a story and 10 pieces of information that could be given away as the activity is carried out. Task 3: (optional) **create 10 room** for improvement cards. **Group 3** Task 2: **create own child or client,** provide a story and 10 pieces of information that could be given away as the activity is carried out.	Task sheets. Child or client templates (if using) p. 53. Client or child information sheets (if using) p. 56. Scissors, glue, card, thick card, coloured paper.	Learners are able to apply theory to their work settings and develop group work skills. Learners demonstrate an understanding of good confidentiality practices on the basis of workplace experiences. Learners demonstrate good teamwork skills.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
		Task 3: (optional) **create 10 'good practice' cards**		
		Group 4 Task 2: **create own child or client,** provide a story and 10 pieces of information that could be given away as the activity is carried out.		
		Task 3: **create 10 characters, five of whom** are people who should have access to information and five are people who should not have access to information.		
After the session	After the session, complete teacher or trainer evaluation using p. 48.			

Teacher and trainer evaluation

Identifying the needs of all learners (differentiation)	How the need of all learners will be met (achieving differentiation)
The following range of particular needs exist (these will have been identified during the learner's initial assessment):	The needs of particular learners will be met in the following ways:
Review of:	**Review of:**
a) what went well	b) what went less well and how to improve it
Review of:	
c) were the needs of all learners met?	

Aim and objectives

Aim

Preparing the resources.

Objectives

By the end of the session, learners will be able to apply previous learning concerning confidentiality, and identify:

- ways in which confidentiality can be breached legitimately and illegitimately;

- factors to be considered to promote equality and diversity;

- information concerning clients that is of a sensitive nature and that is accessible to carers;

- people who should and should not have access to information;

- ways of improving security of information;

- apply knowledge and demonstrate understanding of good practice in relation to confidentiality.

Programme

Teacher or trainer:

Unit: Confidentiality	**Length of session:**	Overall 30 minutes
Topic: Creating the child or client and their information	**Room:**	
Date:	**Number on register:**	

Aims and objectives see p. 67.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
30 minutes	**Introduction to and outline of the objectives of the Session OHT 2, p. 49. The learners should be divided into four groups.** **Draw** the learners attention to the fact that items of information taken out of context can distort judgements made about the child or client. **Ensure** issues of equality and diversity are considered by each group as they plan their child or client. Arrange for each group to create the client using card, wool, glue, scissors.	**Learners get to know and create their child or client.** **Learners identify why the** 10 pieces of information should be treated as confidential. Linking to theory (particularly the Data Protection Act 1998, child and adult protection, codes of practice, the rights of the child or client and relatives).	Ready-made people templates, their child or client's story and items of information. OHT 2, p. 49.	Learners are able to apply knowledge and demonstrate understanding of good practice in confidentiality Learners demonstrate an awareness of equality and diversity issues.

| Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
	Distribute: • Child or client scenarios. • 10 pieces of information about the child or client. • Child or client templates.			Learners create and dress their own clients.
After the session	After the session, complete teacher or trainer evaluation using p. 52.			

Teacher and trainer evaluation

Identifying the needs of all learners (differentiation)	How the need of all learners will be met (achieving differentiation)
The following range of particular needs exist (these will have been identified during the learner's initial assessment):	The needs of particular learners will be met in the following ways:
Review of:	**Review of:**
a) what went well	b) what went less well and how to improve it
Review of:	
c) were the needs of all learners met?	

Template for the activity pieces
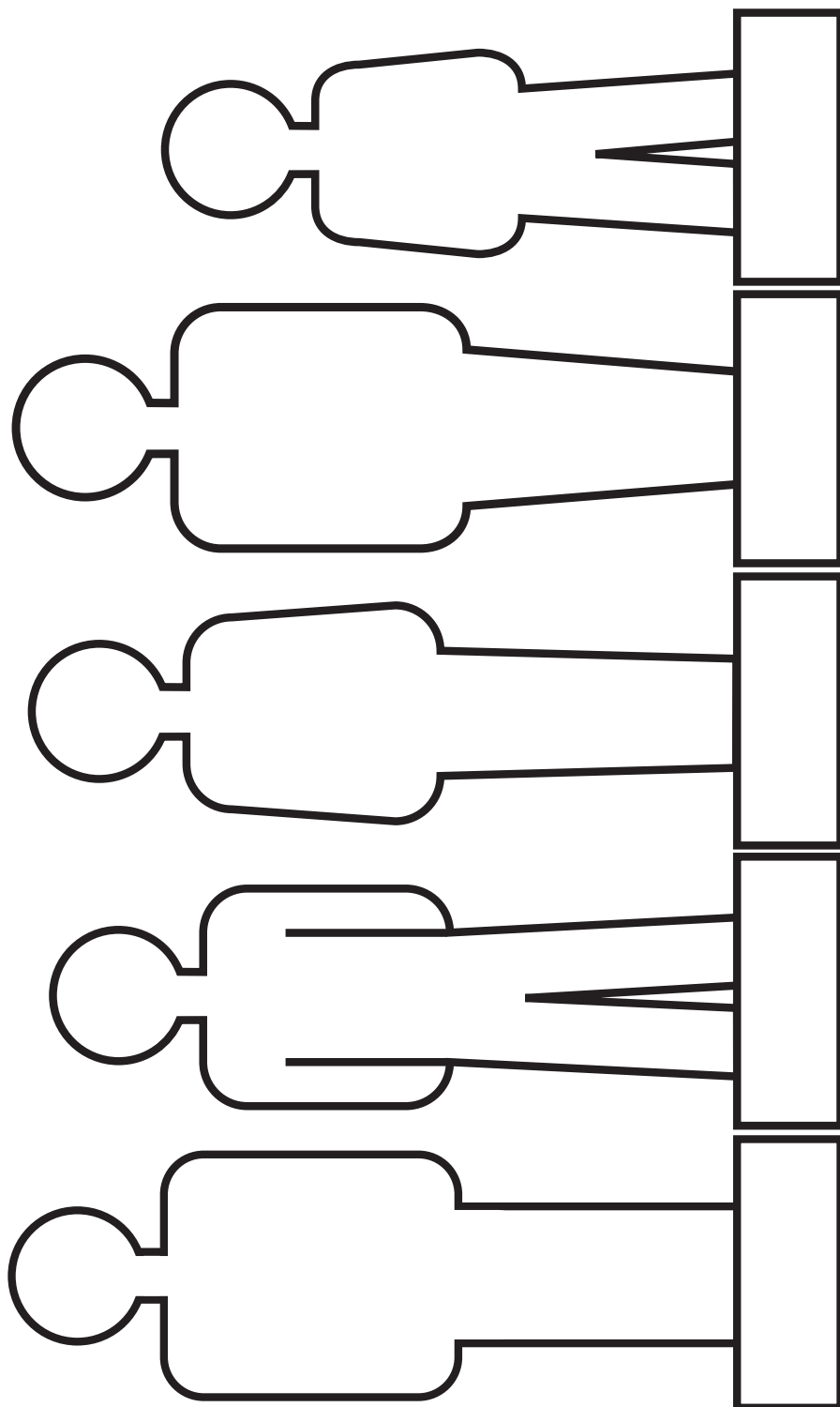
Template for the activity pieces
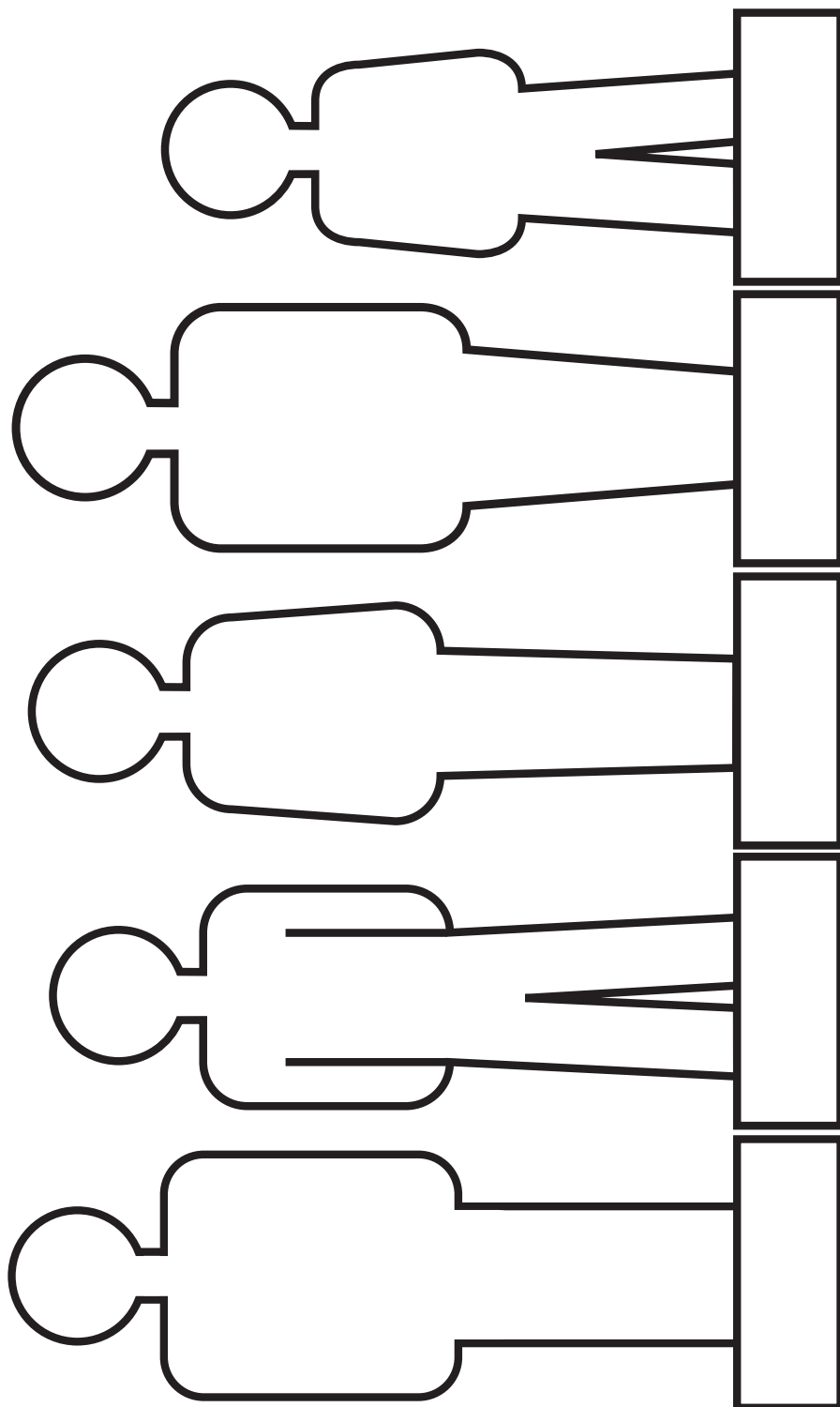
Scorecard

	Team 1	Total	Team 2	Total	Team 3	Total	Team 4	Total
Good practice								
Room for improvement								
Questions								
First to finish								
Number of items of data still held								
Total								

Child or client information sheets

Some notes for teachers and trainers

You may decide that you want your learners to make their own characters and create their story and decide the information that might be given away in the course of the activity.

Encouraging learners to do this work does mean that they build a strong sense of ownership of, and empathy with, their characters. (Please see the following page for a task sheet to support this.)

Alternatively, you will find the details or story for a number of clients and children in this pack. You may choose to use their details or story and their 10 items of information. Teams should each own one child or client and their information.

A number of children's or client's stories are described. They may be situations in which learners could be involved when on work placements or situations in which other care workers have been involved at some time. The stories provide detailed information about each child or client. From these stories, items of information have been selected and it is these items that will be lost by the team in the course of the activity.

Some items of information might not appear particularly sensitive, but they may be considered by the client to be particularly important and therefore must be treated as confidential.

Some items of information may not appear in a client's written record but become part of the client's 'story' because of:

- what the client tells staff;
- what staff observe;
- what family, friends and neighbours tell staff;
- what other clients say about them.

Creating the child or client and their information

What should your child or client look like?

This is entirely up to you; be as creative as you can.

Try to make your character as distinctive and as personal to you as possible.

Who is your child or client?

You could start by thinking of some children or clients that you have already worked with (remember not to breach their confidentiality).

On a piece of flip chart paper, begin to identify aspects of the child's or client's life.

Think of some or all of these questions:

- Is the child or client male or female?
- What is the child's or client's name?
- Does the child or client have a disability?
- Is the child or client from a minority group?
- How old is the child or client?
- Does the child or client have a mental health need?
- Does the child or client have a learning disability?
- What sort of care does the child or client need?
- Does the child or client have any medical condition?
- Does the child or client have any challenging behaviour?
- What is the child's or client's life story?
- What is their family like?
- What might any of the above mean to the child or client?

Writing the 10 pieces of information

- Try to empathise with the child or client, think about their life story. What information do you think would be important to them?

- Talk as a group; try to fill in the gaps, create a story. Pick some information from the child's or client's story that you feel it is most important to keep confidential. Write 10 pieces of information on separate pieces of paper and attach them to the child or client.

- Remember you may have to remove pieces of this information from the child or client during the activity so they should be detachable.

Client case studies and 10 items of information

TOP TIPS

You do not have to use these case studies but you might find them useful.

TOP TIPS

Use the information sheets for teachers and trainers on pp. 30–32 to develop a range of questions to suit the different needs of all the learners in the group.

TOP TIPS

If you plan to use these case studies, they would look good laminated – one large card for the case study, and 10 smaller cards for the items of information.

Childcare and early years information sheets

Altaf

(Childcare and early years)

Home address, telephone number and email address on record.

Eldest sister's school address and telephone number, mobile telephone number on record.

Mother's work address, telephone number, mobile telephone number on record.

Mother's bank details on record as she pays by direct debit.

Father's mobile phone number on record.

Altaf is three years and seven months. He is bilingual and has started piano lessons. Every evening his mother or sisters teach him to read and work with numbers. Once a week Altaf's mother telephones or e-mails the nursery to discuss progress and suggest educational activities that she would like him to do.

Altaf's parents divorced before he was born and his father now works abroad. His mother works full time as a midwife and frequently has to work an extra shift because of a shortage of midwives in her area. Altaf has four older sisters: twins aged 13, and one sister of 15 and one of 17. The 17- year-old brings Altaf to the nursery and collects him.

10 items of confidential information that might be breached

1. Home address, telephone number and email address on record.

2. Eldest sister's school address and telephone number on record.

3. Mother's work address, telephone number, mobile telephone number on record.

4. Mother's bank details on record as she pays by direct debit.

5. Altaf is bilingual and has started piano lessons.

6. Every evening Altaf's mother or sisters teach him to read and work with numbers.

7. Once a week Altaf's mother telephones or e-mails the nursery to discuss his progress and suggest educational activities that she would like him to do.

8. Altaf's parents divorced before he was born and his father now works abroad.

9. Altaf's mother works full time as a midwife.

10. Altaf's mother often has to work extra shifts because of a shortage of midwives in her area.

George

(Childcare and early years)

Home address and telephone number.

Address and telephone number of his father.

Work address and telephone number of his mother.

School records.

George is seven years old and is an only child. His parents have just separated and he misses his dad whom he only sees alternate weekends and one evening a week. Once or twice, both parents have turned up at school to pick him up and there has been an unpleasant scene.

He says that he is angry with his dad because "he makes my mum cry".

Until recently George has been doing well at school. Since his parents have been having relationship difficulties he has found it hard to concentrate, and his schoolwork has deteriorated. This is compounded by the fact that George has missed several days of school.

He often gets upset in the mornings and now spends much time on his own. One of the reasons for this is that some of the other children have been making fun of him about the arguments they have seen his parents have.

George expresses himself through his drawings and paintings. These are very expressive and show a degree of talent in this area.

10 items of confidential information that may be breached

1. Home address and telephone number.

2. Address and telephone number of his father.

3. Work address and telephone number of his mother.

4. School records.

5. His parents have separated.

6. His parents have arguments.

7. George's feelings concerning his parent's situation.

8. George's schoolwork has deteriorated.

9. George is being bullied.

10. The topics of George's artwork concerns staff.

Prosper

(Childcare and early years)

The school has his parents' contact numbers on record.

Prosper's school records.

Prosper is eight years old and has three older brothers and sisters. Prosper frequently comes top of the class. Prosper's parents are teachers at a local secondary school.

Prosper has a full and varied time out of school and belongs to several clubs, including judo, football, chess and cubs.

Prosper's parents are leading members of the Parent Teacher Association.

Prosper and his family have just returned from an extended trip to Nigeria where they were visiting his grandmother who has not been very well.

Prosper's grandmother died one week after they arrived back and they are returning to Nigeria for the funeral. His parents have given the school Prosper's uncle's telephone number in Nigeria as a contact number.

Prosper has found this difficult to deal with and is quieter than usual.

Prosper is a well-liked individual and has many friends.

10 items of confidential information that may be breached

1. Home address and telephone number.

2. Address and telephone number of his father.

3. Work address and telephone number of his mother.

4. Prosper's parents are teachers.

5. School records.

6. Prosper's unusual hobbies.

7. Prosper's family comes from Nigeria.

8. Prosper is finding the death of his grandmother hard to deal with.

9. Prosper and his family are returning to Nigeria for the funeral.

10. Prosper's uncle's contact number

Rosie

(Childcare and early years)

Rosie's grandparents' address, telephone number, mobile phone number and e-mail address are all on record. The grandparents have asked the nursery to keep a photo of Rosie's mother on record.

Rosie is four and an only child. She was on an 'at risk' register, but now lives with her grandparents who are her legal guardians. She calls them by their first names and has been given their surname. Her 31-year-old mother has spent over two years in prison for serious offences; these offences were widely reported in the national press. She has been out of prison for a year and maintains very little contact with Rosie and Rosie's grandparents.

To protect Rosie from gossip, her grandparents moved to another part of the country. They have explained to Rosie that her mother is 'too poorly' to look after her. If adults ask about Rosie's mother, they explain that she is too unwell to look after Rosie.

Rosie has been at the nursery for six months. She has never attended a playgroup or day nursery before and her grandparents and their friends were her main 'playmates'. She fits in well at the nursery. Rosie's mother is unpredictable; she could arrive at the nursery and demand to see Rosie.

10 items of confidential information that might be breached

1. Rosie's grandparents' address, telephone number, mobile phone number and e-mail address are all on record.

2. The nursery has a photo of Rosie's mother on record.

3. Rosie was on an 'at risk' register.

4. Rosie lives with her grandparents.

5. Rosie's grandparents are her legal guardians.

6. Rosie has been given her grandparents' surname.

7. Rosie's 31-year-old mother has spent over two years in prison for serious offences.

8. Rosie's mother has been out of prison for a year.

9. Rosie's grandparents have told Rosie that her mother is 'too poorly' to look after her.

10. Rosie's mother is unpredictable; she could arrive at the nursery and demand to see Rosie.

Jim

(Childcare and early years)

Jim is 13 months old; he has two brothers aged six and eight. He has got asthma and eczema. His mother runs a company from her home. His father is away often because of work commitments.

The family has three large dogs, six cats, and a number of gerbils, pet rats and snakes. The house is not cleaned regularly.

There is a daily help who washes and cooks for the boys and who takes them to and from school. The boys are often unsupervised after 5 p.m. when the daily help leaves. The boys' head teacher has written to Jim's mother asking her to come into school for a meeting. He has concerns about the progress Jim's brothers are making at school and their increasingly disruptive and antisocial behaviour.

As Jim's nanny, you live out but find that you are having to work longer hours. Jim's mother is now taking little interest in him and you have to take on more responsibility for all aspects of his development. When you arrive in the morning, Jim's nappy and cot are often heavily soiled. Jim's mother has been diagnosed as suffering from depression and is taking medication. She is smoking heavily and drinking at least a bottle of wine a day.

10 items of confidential information that might be breached

1. Jim is13 months old and has asthma and eczema.

2. Jim's family has three large dogs, six cats, and a number of gerbils, pet rats and snakes.

3. The house in which Jim lives is not cleaned regularly.

4. Jim's mother runs a company from her home.

5. Jim's school age brothers are often unsupervised after 5 p.m.

6. The head teacher of Jim's older brothers' school has asked for a meeting because he is concerned about their behaviour.

7. Jim's nappy and cot are heavily soiled every morning.

8. Jim's father works away from home.

9. The family has a daily help.

10. Jim's mother has been diagnosed as suffering from depression and is taking medication. She is smoking heavily and drinking at least a bottle of wine a day.

Tom

(Health and social care)

The day care centre keeps the following records on Tom:

Address, telephone number, names of his son and daughter-in-law with whom he lives.

Notes on his drug regime and the care he is receiving from his GP and other health and welfare services.

Tom is 77 and attends a day care centre five days a week. He suffers from severe arthritic pain in his hips, knees, ankles and feet. He has developed diabetes and this condition is very unstable. He also has breathing difficulties, which at times become severe. He is on very strong painkillers and medication for diabetes and to help with his breathing difficulties.

He lives with his son and daughter-in-law and their three teenage children on a remote farm. The farm is large and has been in the family for many generations and the family is the main workforce. Tom is still a partner in the farm. Tom's son and daughter-in-law provide care at the weekend and evenings when they are also responsible for administering his medication. There are times when they find this difficult because of the demands of the farm.

It has been very difficult for a district nurse or agency care worker to provide the family with support because of the remoteness of the farm.

Tom reads widely about politics and business and likes to discuss these topics; he has strong views on some issues. He plays the piano and electronic organ and often entertains other patients at the day care centre when he is feeling well enough. He is adamant about not going into residential care, as he does not like to think of himself as being unwell or unfit.

10 items of confidential information that might be breached

1. Tom's address, telephone number, names of his son and daughter-in-law with whom he lives.

2. Notes on Tom's drug regime and the care he is receiving from his GP and other health and welfare services.

3. Tom suffers from severe arthritic pain in his hips, knees, ankles and feet. He has developed diabetes and this condition is very unstable. He also has breathing difficulties, which at times become severe.

4. Tom is on strong painkillers and medication for diabetes and to help with his breathing difficulties.

5. Tom is still a partner in the farm.

6. Tom's son and daughter-in-law provide care at the weekend and evenings when they are also responsible for administering his medication.

7. There are times when Tom's family finds it difficult to support Tom because of the demands of the farm.

8. It has been very difficult for a district nurse or agency care worker to support Tom's family in caring for him because of the remoteness of the farm.

9. Tom does not like to think of himself as unwell or unfit.

10. Tom is adamant about not going into residential care.

Ella

(Health and social care)

The agency which supplies the day care staff have records of Ella's address, telephone numbers, number of her eldest son and the doctor's telephone number. They have the bank details because Ella's care is paid for by direct debit.

They also have notes they made after discussions with the social worker who visited Ella when she first became ill. They have the social worker's contact details.

Ella is 88. She lives in a retirement apartment. Her sons and daughters live over a hundred miles away; they keep in regular contact by letter and telephone. They also control Ella's finances. Ella was very fit and able to care for herself until 12 months ago when her sister died and Ella appeared to lose all interest in life. A niece, who lives locally and visits Ella regularly, became very concerned about the deterioration in Ella's physical and mental health. Ella had also become incontinent. The niece contacted Ella's sons and daughters and they gave the niece permission to contact local social services. Ella now receives day care from a local care agency. They supply care workers three times a day. The last visit of the day is never later than 6 p.m. when Ella is put to bed.

The doctor says that Ella is depressed.

10 items of confidential information that might be breached.

1. The agency records of Ella's address, telephone numbers.

2. The agency contact details of her eldest son.

3. The agency details of Ella's bank account.

4. Ella's sister died 12 months ago.

5. The social worker's contact details.

6. The carer's record of care given in Ella's care plan.

7. The carer's record of how Ella is feeling in Ella's care plan.

8. The doctor says that Ella is depressed.

9. The services that the agency provides.

10. Ella is incontinent.

Anil

(Health and social care)

Anil is a 25-year-old man who lives in a care home for people with learning disabilities.

The care home keeps records of Anil's medication.

Name and address of next of kin.

Anil enjoys music and going out with his friends. He particularly enjoys going clubbing as this combines both of his favourite things.

Anil attends a local resource centre five days a week but would really like to get a job and he is currently looking for one.

Anil has learning difficulties and physical disabilities. He has a hearing impairment and communicates using Makaton sign language. He also has a book of symbols that he uses to support his signing.

Anil has said that he is feeling 'sad' at the moment as his mother died of cancer nearly a year ago.

Anil is prone to severe choking and often food and drink will enter his lungs when he eats. This causes him to be prone to chest infections. These have at times been so severe that he has had to be admitted to hospital.

During Anil's latest stay in hospital, he developed pneumonia and became so ill that the doctors advised his next of kin that he 'would not last the night'. Despite what the doctors said, Anil recovered from this and regained his health.

Anil sometimes has trouble breathing; he is on regular medication to try and improve this.

10 items of confidential information that might be breached

1. Anil is prone to chest infections.

2. Anil's mother died a year ago.

3. When he was ill in hospital, the doctors said Anil 'would not last the night'.

4. Anil uses sign language and a book of symbols to communicate.

5. Anil has a hearing impairment.

6. The care home keep records of Anil's medication.

7. Anil's address.

8. Anil is on regular medication to try and improve his breathing.

9. Anil attends a local resource centre.

10. Anil would like to get a job.

Jasmin

(Health and social care)

The ward has full details of Jasmin's home address, telephone number.

She would not supply details of her next of kin, but her daughter has left contact details for all of Jasmin's children and these are in the file, but not on the computer record.

The ward has kept notes of when Jasmin has been rude to staff or upset other patients.

Jasmin is terminally ill and she has made it clear to all staff that none of her friends and family should be told about her condition. Her daughter, who is a cancer specialist in a neighbouring hospital, has an idea about how sick her mother is and has been pressing for information. She is genuinely concerned. Her mother has refused to have any contact with her. Jasmin is refusing treatment, but has agreed to take painkilling drugs when this becomes necessary.

Jasmin is proud and happy to tell staff and the other patients about her many men friends, her glamorous life in the media spotlight, her exploits with heroine, cocaine and LSD, her travels abroad and her six children by six different fathers. She likes to show staff her collection of jewellery and explain the history and value of each piece. She has arranged for a hairdresser to come in twice a week to attend to her hair and wigs and a beautician makes a weekly visit. She has many visitors and she describes their background and lifestyles to the rest of the patients when they have left. At times her behaviour irritates and upsets other patients and puts strain on staff.

10 items of confidential information that might be breached

1. Ward details of Jasmin's home address, telephone number.

2. Ward contact details for all of Jasmin's children. These are in the file, but not on the computer record.

3. Ward notes of when Jasmin has been rude to staff or upset other patients.

4. Jasmin is terminally ill and she has made it clear to all staff that none of her friends and family should be told about her condition.

5. Jasmin's daughter is a cancer specialist in a neighbouring hospital.

6. Jasmin is refusing treatment but has agreed to take painkilling drugs when this becomes necessary.

7. Jasmin is proud and happy to tell staff and the other patients about her many men friends, her glamorous life in the media spotlight, her exploits with heroine, cocaine and LSD, her travels abroad and her six children by six different fathers.

8. Jasmin likes to show staff her collection of jewellery and explain the history and value of each piece.

9. Jasmin has arranged for a hairdresser to come in twice a week to attend to her hair and wigs and a beautician makes a weekly visit.

10. At times Jasmin's behaviour irritates and upsets other patients and puts a strain on staff.

Tara

(Health and social care)

The college has Tara's home address and records of her progress, and the personal and learning support she receives.

Tara is 17; she has spinabifida and a kidney disorder. Tara achieved six grades A–C in her GCSEs. She now attends a college in a small town and she is taking three A levels. Tara is occasionally incontinent and has a support worker who supports her with this at college.

Tara lives at home with her parents and her younger brother and sister.

Tara spends much of her day in college in the library, in the student common room or the student dining room. Her attendance record in classes is good. She says that she comes to college to build a social life as well as to learn. She has described herself as 'boy mad', and has many boyfriends who she sometimes meets after college. She often spends her lunch break out of college with her friends and sometimes comes back to college smelling of alcohol.

Tara's parents have been in contact with her tutor as they are concerned about Tara's social life. Tara and her parents have argued about this. Tara has told her support worker that she wants to move away from home. She has also told her support worker that she sometimes lies to her parents about where she goes after college because they might be angry.

10 items of confidential information that might be breached

1. Details of Tara's medical and educational history and progress.

2. College details of her address, records of her progress and the learning support she receives.

3. Tara has spinabifida and kidney problems.

4. Tara sometimes lies to her parents about where she is going after college.

5. Tara sometimes has support with personal care at college.

6. Tara's attendance record in classes is good.

7. Tara has described herself as 'boy mad'; she has many boyfriends.

8. She often spends her lunch break out of the college with her friends and sometimes returns smelling of alcohol.

9. Tara and her parents have been arguing.

10. Tara says she wants to move away from home.

Part 3– carrying out the activity

Contents

Session plan

Carrying out the activity

Overall 90 minutes

Note: all resources in blue can be found in the *Teacher and Trainer Handbook.*

This session plan and collection of resources are meant as a guide; it is important to adapt them for your own requirements and ensure adequate preparation before the session. Not to do so will limit the effectiveness of the resources. With this in mind, below you will find some hints as to what you should do before the session.

What you should do for this session:

- Read part 3 of the *Teacher and Trainer Handbook*. Particularly, the activity rules for teachers and trainers, it is important that you are familiar with how the activity is carried out so you can be clear with your learners.
- Familiarise yourself with all the activities and make sure you have all the resources prepared and to hand.
- Research particular issues, for example, child and adult protection – this is a closely related area and requires careful thought.

- Adapt the resources for the needs of your learners
- Watch the video for suggestions for managing the activity. Familiarise yourself with the supplementary handbook
- Remember to identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual need.

The resources you will need for this session:

- Introduction – OHT (Session 3 aims and objectives).
- Introduce the activity pack contents (child or client characters, the activity mat. Look in the *Teacher and Trainer Supplementary Handbook* for prompts to extend the question cards, room for improvement cards, good practice cards), or the components of the activity that the learners have made themselves. Also you will need some dice and a scorecard (found in the resource pack).

Programme

Teacher or trainer:

Unit: Confidentiality	**Length of session:**	90 minutes
Topic: Carrying out the activity	**Room:**	
Date:	**Number on register:**	

Aim: Carrying out the activity and evaluating learning

Objectives
By the end of the session learners will be able to:
- use and apply their knowledge about how to keep information secure and use it in the best interests of the child or client and his or her family;
- use and apply their knowledge to explain how to improve the security and confidentiality of information where they work and in their own practice;
- identify who should and should not have information and why;
- demonstrate what they have learned in previous sessions.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
10 minutes	**Introduction to the session. Introduce aims and objectives of session.** **Recap** on previous session putting the activity into context. Organise teams. **Introduce** activity.	**Form teams.** Listen to instructions.	OHT (aims and objectives) p. 86.	Learners demonstrate the knowledge to carry out the activity.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
60 minutes	**Part 1** **Encourage** learners to carry out the activity **Manage** the activity following the rules *or* (*best practice*) allow learners to manage the activity following the rules. **Use a** range of questioning techniques to link theory to practice, encourage discussion and assess learning taking place. **Use the** teacher and trainer supplementary handbook to help extend learners answers to the questions.	Each team rolls the dice. The team with the highest number starts the activity. Activity continues according to the rules.	Components of the activity that have been made previously. OR Components of the activity that are included in the resource pack. To include: • child or client characters; • questions; • room for improvement cards; • good practice cards; • the activity mat. Also • dice; • scorecard.	Learners apply the knowledge and demonstrate their understanding of good practice in confidentiality.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
10 minutes	**Facilitate** whole class discussion of what has been learned and items that require further research.	**Contribute** to discussion and consider how they might fill the gaps in their current knowledge and understanding.		Learners are able to reflect on what has been learned and demonstrate understanding of areas for further research.
After the session	After the session, complete teacher or trainer evaluation using p. 85.			

Teacher and trainer evaluation

Identifying the needs of all learners (differentiation)	How the need of all learners will be met (achieving differentiation)
The following range of particular needs exist (these will have been identified during the learner's initial assessment):	The needs of particular learners will be met in the following ways:
Review of:	**Review of:**
a) what went well	b) what went less well and how to improve it
Review of:	
c) were the needs of all learners met?	

Aim and objectives

Aim

Carrying out the activity and evaluating learning.

Objectives

By the end of the session learners will be able to:

- use and apply their knowledge about how to keep information secure and use it in the best interests of the child or client and his or her family;

- use and apply their knowledge to explain how to improve the security and confidentiality of information where they work and in their own practice;

- identify who should and should not have information and why;

- demonstrate what they have learned in previous sessions.

Rules for carrying out the activity

You will need:

- a scorecard;

- the activity mat;

- dice;

- five people who can have access to information;

- five people who should not have access to information;

- models of the team's children or clients.

Each team has a model of a child or client and 10 pieces of information relating to that child or client. They may also have the story for their child or client (this is optional).

Playing the activity

Teams take it in turns to roll the dice and move the team counter or their child or client on the number of places indicated by the dice. A counter can land on one of three types of spaces: good practice, room for improvement or question. When the team's counter lands on one of the three kinds of spaces on the activity mat, the team draws a card to match the colour and title of the spaces.

The three kinds of spaces and cards

Good practice space

When the team lands on a good practice space, they select a good practice card. The spaces and cards are green.

They read it aloud.

If they can explain clearly why it is good practice and they respond well to your questions, they win up to five points on the scorecard.

They select an item of information and explain which professional character on the mat should have that information and why.

If the answer is correct, the team can win up to five points (but don't give the information away).

The card is returned to the bottom of the pack.

Room for improvement space

When the team lands on a room for improvement space, they select a room for improvement card. The spaces and cards are blue.

They read it out aloud.

They have to explain why it is poor practice.

The child's or client's confidentiality has been breached. Somebody who has no right or need to, has accessed a piece of the child's or client's information.

The team must now select a piece of their child's or client's information and explain which character (from the 'should not have information' characters) might have had access to this information and why.

The team has breached confidentiality, so must give the piece of information to the person that they have just identified.

The card is returned to the bottom of the pack.

Question space

When the team lands on a question space, they select a question card.

The spaces and cards are red.

They read it aloud and answer the question.

Five points are awarded for a correct answer.

The card is returned to the bottom of the pack.

Finish

Once a team crosses the finish line their activity is over. The activity can continue until all teams have crossed the finish line.

Add five points for each piece of information that the client still possesses at the end of the activity and five points for being the first team to cross the finish line.

The winning team is the one with the most points.

Managing the activity

You may find it useful to spend some time rehearsing the activity with a colleague. It helps to be clear about the questions and how to use the prompts in the supplementary booklet.

You should use questioning techniques to encourage learners to link the theory and their workplace experience to the questions. This is particularly important at the start of the activity. This is true for all of the spaces and cards.

You may find that learners start to offer a few phrases as the answer to most questions, for example, phrases like "the welfare of the child is paramount" or "the information was passed on because of a need to know". It is important that you encourage learners to explain their answers in more detail and encourage them to think about the consequences of any good or poor practice.

TOP TIPS

You can be as creative as you would like concerning the points systems. You could give points on a sliding scale (for example, four points if they are nearly there). You could also ask the rest of the group to decide the points. If a team is falling behind and losing motivation, you could throw open some bonus questions to give them a chance to catch up.

Taking part in the activity

Aims of the activity

To explore how the theory of confidentiality is put into practice

Oh yes, and

To get as many points as possible and win!

You get points by:

- correctly answering the questions and the good practice cards (you receive up to five points if you do);

- crossing the finish first (you get five extra points for crossing the finish line first);

- keeping as much of your character's information as possible (each piece of information that you still have at the end is worth five extra points).

You lose points by:

- landing on a room for improvement space; you lose a piece of your clients information (which is worth five points).

Does this seem harsh? Confidentiality has been breached. There has to be a penalty!

How you start

Each group rolls the dice. The group with the highest score from rolling the dice starts.

The groups then take it in turns to throw the dice, move along the activity mat and deal with the cards as they come up until a team or all teams, reach the finish.

Everybody's points are then added up and you find out who has won.

Above all, **enjoy yourselves!**

Contents

Session plan

Assessing learning

Overall 60 minutes

Note: all resources in blue can be found in the *Teacher and Trainer Handbook.*

This session plan and collection of resources are meant as a guide; it is important to adapt them for your own requirements and ensure adequate preparation before the session. Not to do so will limit the effectiveness of the resources. With this in mind, below you will find some hints as to what you should do before the session.

The purpose of this session is for the learners to explore all they can remember about key topic areas, and identify areas of strength in knowledge and areas that require further learning. The learners should then develop an action plan which helps them to consolidate learning and fill in gaps.

What you should do for this session:

- Read part 4 of the Teacher and Trainer Handbook. Particularly, 'what has been learned' fact sheets.

- Familiarise yourself with all the activities and make sure you have all the resources.

- Be prepared to re-read the teacher and trainer information sheets (Section 1 of the Teacher and Trainer Handbook).

- Remember to identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to acquire the skills (LLN) or apply the skills (key skills) to meet individual need.

The resources you will need for this session:

- Introduction – OHT aims and objectives.

- Section 1 – five pieces of flip chart paper and a pen for each group.

- Section 3 – a sheet of flip chart paper for each of the five questions.

Programme

Unit: Confidentiality

Topic: Assessing learning

Date:

Aim: Assess learners' understanding of issues surrounding confidentiality.

Objectives
By the end of the session, learners will be able to:
- identify gaps in their knowledge and understanding;
- plan ways in which they can improve their knowledge and understanding;
- plan ways in which they can improve their own practice.

Teacher or trainer:

Length of session: 60 minutes

Room:

Number on register:

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
5 minutes	**Introduction** **Recap on previous session.** **Organise learners into small groups (ideally five).** **Explain activity (learners to write everything they can think of in response to each of five questions).**	**Organise their roles among themselves.** Listen.	OHT (Session 4 aims and objectives) p. 97.	Learners understand what they are about to do.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
20 minutes	**Part 1** **Each group records answers against all of the following five questions:** 1. Why do we communicate about children or clients in our care? 2. What makes the communication of information about our clients or the children in our care effective? 3. What points should we consider when gathering information about our children or clients in our care? 4. What should we do to ensure confidentiality about the information we collect on our children or clients in our care? 5. What items should a confidentiality policy cover?	**Learners work in their group to record their responses on the flip chart (ideally they should not rely on notes).**	A piece of flip chart paper for each question and pen for each group.	Learners are able to demonstrate their knowledge and understanding. Learners make effective links to workplaces practices.
5 minutes	**Part 2** Support the learners to stick up their flip chart paper in related groups on the walls, for example, all the question 1 responses together, all the question 2 responses together.	**Learners organise their responses in the designated areas.**	Previously created flip charts. Blue tac.	Learners demonstrate planning and team work to successfully complete the flip chart paper task.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
15 minutes	**Part 3** **Support** the learners to review the different questions and list items from all responses under the headings: • What we all remembered. • What most of us remembered. • What some of us remembered.	**Each of the five groups of learners will review one of the flip charts and list items from all responses under the headings:** • What we all remembered. • What most of us remembered. • What some of us remembered.	Flip chart paper and pens.	Learners are able to successfully organise themselves. Learners accurately classify the information on flip chart paper that has been produced by all of the groups.
15 minutes	**Part 4** **Enable** all learners to review the lists that learners made in section three.	**Each group briefly feeds back. Learners contribute to the list and list items that need to be reviewed.** Learners make action plans to fill gaps in their knowledge and understanding. They also identify ways of improving their own practice in the workplace.	Whiteboard, pens	Learners are able to reflect on the role they have played within the team to complete the task. Learners critically evaluate their knowledge and understanding, drafting an individual action plan for further development.
After the session	**After the session, complete teacher and trainer evaluation using p. 96.**			

Teacher and trainer evaluation

Identifying the needs of all learners (differentiation)	How the need of all learners will be met (achieving differentiation)
The following range of particular needs exist (these will have been identified during the learner's initial assessment):	The needs of particular learners will be met in the following ways:
_____	_____
Review of:	**Review of:**
a) what went well	b) what went less well and how to improve it
_____	_____
Review of:	
c) were the needs of all learners met?	
_____	

Aim and objectives

Aim

Assessing learners' understanding of issues surrounding confidentiality.

Objectives

By the end of the session learners will be able to:

- identify gaps in their knowledge and understanding;
- plan ways in which they can improve their knowledge and understanding;
- plan ways in which they can improve their own practice.

Confidentiality activity

What has been learnt?

You will be able to assess learning that has taken place from the way the learners answer the questions and the quality of the discussions as the activity is carried out. To confirm your views, you may wish to use the following idea for an assessment strategy.

Assessment strategy: memory boards

This way of assessing learning has been used in three main ways:

1. as the last session of the day if the activity is carried out over one day;

2. in a session within a week of the activity being carried out;

3. in a session up to six weeks after the activity has been carried out.

The assessment is designed to consolidate learning and provide learners and teachers or trainers with rapid feedback on what has been learnt.

Resources

- Flip chart or similar.
- Marker pens.

The assessment plan

1 The class is divided up into small groups, ideally five groups.

   All of the groups are given five sheets of flip chart paper; on each piece of paper, they put one of the following headings:

   a) Why do we communicate about our clients or the children in our care?

   b) What makes the communication of information about our clients or the children in our care effective?

   c) What points should we consider when gathering information about our children or clients in our care?

   d) What should we do to ensure confidentiality about the information we collect on our clients or on children in our care?

   e) What items should a confidentiality policy cover?

   You may wish to add another question on 'key aspects of legislation and policies'. This would certainly be appropriate for Level 3 and Level 4 courses and where it is important that learners know more about some of the detail of the key legislation and policies in their sector.

2 You keep the groups strictly to time on each task and will judge an appropriate amount of time for each task based on your knowledge of the learners. The pace should be quite quick, however.

   You ask all groups to work on the same questions at the same time. The groups are asked to work as buzz groups and write under the headings on the flip chart all that they have remembered and learned about that topic. They should not use notes or prompt sheets. They can repeat information as they work through the sheets if it seems to them appropriate to do so. You tell the class when to move to the next heading.

3   Once all the questions have been answered in the time allocated, the learners are asked to arrange their sheets in designated parts of the room. There will be a space allocated to each of the questions. The classroom/workplace walls need to be divided into five questions areas. All of the responses to a particular question are tacked to their designated wall space.

Learners remain in their original groups and move around the responses, making note of the items that:

- all groups have included on any particular question;

- many groups have included;

- one group or a minority of groups have included.

The learners should note in brackets on their lists the number of times an item is mentioned.

You will need to control the pace of this activity, basing your judgement on your knowledge of the group. In some situations, you may prefer to lead a whole-class analysis of the responses.

With certain groups this may prove more manageable.

4 You then chair a feedback session in which the whole class contributes to the development of three lists with the following headings:

Confidentiality – what we all remembered

Confidentiality – what most of us remembered

Confidentiality – what some of us remembered

5 (This item could be optional.)

Learners work individually or in pairs to develop a checklist of what they feel confident they have learned and understand and what they have forgotten or do not believe they fully understand. If this is done as paired work, learner A would ask learner B what they feel confident they know and understand and what they believe they have to revise and review.

Learner A could also make the list for learner B. They then reverse roles.

Appendix 1

Key skills and skills for life mapping

Introduction

This appendix to the Learner Handbook for the Confidentiality Activity is designed to help learners to use the four parts as an opportunity to acquire skills of literacy, language and numeracy (LLN), or apply their key skills at Levels 1 and 2. This appendix identifies opportunities to integrate key skills into the activities. There is similar guidance for use by learners, to enable them to claim accreditation towards their key skills portfolio.

Since skills for life are externally assessed, learners may use these activities to acquire skills in preparation for the national tests. Remember skills for life, now skills of literacy, language and numeracy (LLN) is about identifying potential barriers to learning and ensuring appropriate support is given. LLN learners require support to acquire these skills before progressing to applying skills (Key Skills).

Definitions

For each of the four parts comprising this activity-based approach to Confidentiality, a grid maps the various learner activities to the main key skills of Communication, Application of Number and Information and Communications Technology at Levels 1 and 2.

Standards refer to the definitions given in the 2004 Key Skills Qualifications Standards and Guidance. All references are to Part B of the Key Skills Standards, that is, what learners must be able to do, rather than what they must know. To achieve some Key Skills Standards, learners are required to produce or refer to at least two documents. In such cases, this activity would provide one of the two sources of evidence for the portfolio.

Wider key skills are not mapped here, but clearly there are also opportunities to provide evidence for learner portfolios, especially in relation to the wider key skill of Working with Others at Levels 1 and 2.

The terminology of the Key Skills and Skills for Life Standards differs. The tables below cross-reference the standards.

Key skill of communication	Skills for life of literacy and language
C1 Discussion C2 Read and obtain information C3 Write	Speaking and listening Reading Writing

Key skill of application of number	Basic skill of numeracy
N1 Interpret information N2 Calculations N3 Interpret results	Measures, shape and space Number Handling data

It is unlikely that a learner will be able to achieve a whole Key Skills Standard during these four parts.

In planning these sessions, teachers and trainers wishing to integrate Key Skills should consider how to capture and validate evidence for learner portfolios, for example, through video or sound recordings, photographs, learners' work or witness statements.

The following suggestions are indicative only, rather than prescriptive.

Session 1

This session, with its focus on discussion and group interaction, lends itself exclusively, as it stands, to the development of communication skills. The following annotation of the session plan indicates where these opportunities will arise and the relevant standard which can be covered at each point. This is followed by a grid, cross-referencing the activities to the Key Skills standards. Finally, there are suggested ways of drawing upon the session itself and the activities/material in the accompanying Learner handbook to produce portfolio evidence at both Levels 1 and 2 for the communication and, to a lesser extent, the ICT standards.

Session 1: specimen session plan

Underpinning knowledge

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
Overall 120 minutes				
10 minutes	**Introduction to the topic, activity and Session 1.** Introduce the topic and an outline of the various parts of the activity; Link the topic to units of the learners' course; Explain and discusses the aims and objectives of the session.	Learners **listen** and **note** items from the introduction, ask questions for clarification, discuss aims and objectives in terms of their course.	OHT of aims and objectives p. 26. Flip chart or whiteboard.	Learners will be clear about the various parts of the activity, how the activity links to their course, and the aims and objectives for the session.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
5 minutes	Carry out a quick scene-setting activity. The purpose of the activity is to consider and agree what the concept of confidentiality means in general or personal terms. Organise learners into small groups and ask them to consider and agree a definition of confidentiality. If groups are struggling, they may decide on key aspects of the concept, such as 'trust'. Circulate round the groups giving help as appropriate.	Working in their groups, learners define the concept or agree a list of the words that spring to mind about the concept.	Paper, pens.	Learners develop their knowledge and understanding of the concept.
8 minutes	The teacher or trainer summary of group work. The purpose of the activity is to agree a definition of confidentiality. Use assertive questioning to build a mind-map of the words identified by learners and note the definitions identified by learners. Agree a definition with the group.	Learners answer the questions and share their work with the rest of the group. Learners note the agreed definition in their notebooks and in the *Learner Handbook* (p. 10).	Flip chart, whiteboard/ Interactive whiteboard.	Learners identify the range of information and knowledge that we have about clients and children.
KEY SKILLS		**Level 1 C1.1; C1.3** **Level 2 C2.1a; C2.3** Take part in group discussion/ use different formats for presenting information.		

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
15 minutes	The purpose of this activity is to emphasise the different kinds of information that a professional may have about a child or client and their family.

Select case studies and the 10 items of information that might be breached.

Organise learners into groups and each group has a case study.

Ask learners to consider:

a) what kind of information might get passed onto family or friends or to those who did not need it because it seemed so interesting;

b) what kind of information might get passed on, and why, to someone else working with the child or client, because it is in the child or client's interest.

Support and supervise the group work and uses assertive questioning to develop and encourage the group work.

Review the responses on the flip charts. | Learners analyse the information and consider how it might be passed on to others and for what reasons.

Learners write answers on flip chart paper and post their responses around the room. | Flip chart paper, pens, adhesive.

Case studies for each group from Part 2 of the handbook. | Learners identify why in our work roles we may pass on sensitive or confidential information.

Learners develop their knowledge and understanding of when it is appropriate to pass on confidential information. |

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
KEY SKILLS		**Level 1** **C1.1;C1.2;C1.3** **Level 2 C2.1a;** **C2.2; C2.3** Take part in group discussion/identify the main points and ideas from a document/skim and scan a document/ use different formats for presenting information.		
10 minutes	The purpose of this activity is to summarise the results of the group work and to explain why confidentiality at work might be breached. Choose some of the items that learners have identified and question learners about why they might disclose certain kinds of information.	Learners respond to the questions and the teacher or trainer builds a list or mindmap of some of the most common items and explanations mentioned by learners. Learners contribute and note.	Flip chart, whiteboard, interactive whiteboard.	Learners develop their knowledge and understanding about how easy it is to breach confidentiality and when they should pass on information and why.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
7 minutes	The purpose of this activity is to build a link to the issues of confidentiality in the professional role and summarise the results of the group work. Also to set the scene for introducing work on legislation and good practice in the workplace. Emphasise the difference between confidentiality in personal life, develop the idea of what constitutes a breach of confidentiality at work and introduce the concept of **disclosure**.	Learners listen and note or highlight appropriate sections selected from the Learner handbook. OHT or flip chart with definition of what counts as breaching confidentiality and the concept of disclosure.	Selected pages of the Learner handbook.	Learners develop their knowledge and understanding about what constitutes a breach of confidentiality in the workplace and the concept of disclosure.

KEY SKILLS

Level 1 C1.3

Level 2 C2.3

Use a structure and style of writing that suits their purpose.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
20 minutes	The purpose of this activity is to introduce key items of legislation or policies that underpin good practice in the workplace. Create an activity pack by selecting items from the learner information sheets and other materials in the *Learner Handbook* or use the *Learner Handbook*. Organise learners into groups and ask them to read the materials and identify the most important aspects of legislation and at least four of the most important basic principles for improving confidentiality in the workplace. Support and supervise group work.	Learners add to their notebooks. Learners agree the most important aspects of legislation and at least four of the most important basic principles for ensuring confidentiality in the workplace. They identify their reasons. Learners write their responses on flip chart paper and post around the room. They then circulate to review the responses of other groups.	Activity pack using information from the Learner handbook or selected pages of the Learner handbook (basic principles of confidentiality and learner information sheets).	Learners develop their knowledge of a range of laws and policies that underpin confidentiality and ways of improving good practice.
KEY SKILLS		**Level 1 C1.1;C1.3** **Level 2 C2.1a;C2.3** Take part in group discussion/use a structure and style of writing that suits their purpose.		

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
15 minutes	The purpose of this activity is to ensure that learners are aware of the importance of the Data Protection Act 1998.	Take part in group discussion/use a structure and style of writing that suits their purpose.	OHT or PowerPoint slides of Data Protection Act 1998.	Learners begin to consolidate their knowledge and understanding of the Data Protection Act 1998 and its link to workplace practices.
	Select slides from the PowerPoint presentation or the OHT. Link key items of the law to issues of confidentiality in the workplace by using assertive questioning techniques and asking the learners to make links.			
	The purpose of the review is for learners to check the development of their learning against the aims and objectives for the session.			
	Return to the OHT of the aims and objectives and ask learners to identify what they know and understand and areas where they need to do further work.			
	KEY SKILLS Activities in the Learner handbook are identified and set for private study.	**Level 1 C1.1** **Level 2 C2. 1a** Take part in group discussion.		Further study and making notes of activities for private study.

See Definitions (pp. 119–120) for the relationship between Key Skills and Skills for life. All references are to Part B Key Skills.

Session 1

Learner activity	Communication Session 1			Application of Number			ICT		
	Discussion	Reading	Writing	Interpret information	Calculations	Interpret results	Find and select information	Enter and develop information	Present information
Discussion 1 The meaning of confidentiality	C2.1a C1.1		C2.3 C1.3						ICT1.3.1
Discussion 2 How information is passed on	C2.1a C1.1	C2.2 C1.2	C2.3 C1.3						ICT2.3.1 ICT2.3.2 ICT1.3.1
Discussion 3 Collecting or passing on information	C2.1a C1.1		C2.3 C1.3						
Discussion 4 How confidentiality can be improved	C2.1a C1.1		C2.3 C1.3						

Producing portfolio evidence from Session 1 and the suggested activities in the accompanying Learner handbook

L1–L2: Take part in a group discussion

If learners are to use the several occasions for discussion as evidence for C1.1 or C2.1a, you should alert them to the importance of judging when to speak and how much to say, to keep to the point listening carefully to what others are saying and taking turns in making their contribution. If you have any learners in the group for whom English is a second language, it may be necessary to provide some of the words or structures to support the discussion. You could also video the discussion(s) and take time in a subsequent session to evaluate the discussion with the group, identifying where it has worked well and what not to do in future. Level 2 learners would be expected to have a wider range of vocabulary than those at Level 1, but this activity could include learners at both levels.

L1–L2: Present relevant information in a format that suits your purpose

The outcome of the first discussion is to agree a definition and write it on a flip chart.

Learners will need to use language that is accessible to the whole group and to understand the need for brevity in a definition, as evidence of acquisition of the C1.3 and the C2.3 standards. After the second discussion and consideration of the client information sheets, learners should compose their answers to the teacher or trainer questions on flip charts. These should be in a suitable format, accurately written and covering the main points. After the third and fourth discussion, learners will begin building up a checklist of strategies and writing these on a flip chart as well transferring information to their notebooks. Again, they should focus on appropriateness, brevity and economy of language.

Following the teacher or trainer input on how confidentiality can be breached through carelessness, learners are asked to make notes. Some earlier work on how to take notes might be necessary if they are to produce work which meets this standard.

L1– L2: Identify the main points from a document/skim and scan a document

This is the only dedicated reading task in this session and could provide evidence for the C1.2 and C2.2 standards. There may have to be some advance preparation on how to pick out the main points from a document – in this case the client information sheet – and how to answer a specific question about it. Practice in reading for sense rather than detail may also be useful preparation for this activity. If there are learners in the group for whom English is a second language, you may have to explain some of the more difficult words and/or the cultural context of the examples.

b) Within the tasks in part 1 of the *Learner Handbook*

Worksheet 1: getting started

L1– L2: read and obtain/summarise information/write documents
C1.2; C2.2; C1.3; C2.3

Worksheet 2: what confidentiality might mean to us

L1– L2: read and obtain/ summarise information/write documents
C1.2; C2.2; C1.3; C2.3

Reading here not only covers the newspaper extracts, but also the information on the Data Protection Act on p. 48 of the *Learner Handbook*.

L1– L2: present information ICT.1.3; ICT 2.3

An additional task might be to ask learners to summarise this information and/or the information on The Children Act/The Care Standards Act on p. 47 of the *Learner Handbook*. They could use PowerPoint to present their summary to their peers.

L2: find and select information ICT 2.1

Level 2 learners could be asked to use the internet to identify the 14 care standards (see *Learner Handbook,* p. 47) and work with Level 1 learners to produce a word-processed handout or a PowerPoint presentation containing this information.

Worksheet 3: links to the workplace

L1 – L2: write documents C1.3; C.2.3

Learners at both levels should concentrate on achieving accuracy in their written answers and on using an appropriate tone and style for this type of writing.

Worksheet 4: things for you to do

L1 – L2: read and obtain/summarise information/write documents/give a talk for at least four minutes C1.2; C2.1b; C2.2; C1.3.

As well as the answers to the set questions, the critique of the learner's workplace confidentiality policy could, for the Level 2 learner, be in written form and contribute to the C2.2 standard or, alternatively, be presented orally and contribute to C2.1b.

Session 2

This session, with its focus on discussion and group interaction, lends itself exclusively, as it stands, to the development of communication skills. The following annotation of the session plan indicates where these opportunities will arise and the relevant standard which can be covered at each point. This is followed by a grid, cross-referencing the activities to the Key Skills standards. Finally, there are suggested ways of exploiting the session itself and the activities/material in the accompanying *Learner Handbook* to produce portfolio evidence at both Levels 1 and 2 for the standards on Communication and, to a lesser extent, ICT and application of number.

Session 2: specimen session plan 1

Making the children or clients and the cards

Suggested timing	Teacher activity	Learner activity	Resources	Learner outcomes
Overall 90 minutes				
10 minutes	**Review** work from previous session. Identify objectives for this session.	Listen.	OHT	Learners know the objectives.
20 minutes	**Divide** learners into four groups. Supervise group work and feedback sessions.	**Group 1:** Task 1. Discuss and record all forms of sensitive information practitioners may hold on their children or clients. Share information with the whole group. **Group 2:** Task 1. Discuss and record the many ways that confidentiality can be	Flip chart paper and pens.	Learners understand the range of information that may be held on a child or client. Learners understand how confidentiality can be breached. Learners understand ways to improve confidentiality.

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
		breached. Share information with the whole group.		Learners understand who should and who should not have information and why.
		Group 3:		
		Task 1. Discuss and record as many ways as possible to improve confidentiality. Share information with the whole group.		
		Group 4:		
		Task 1. Discuss and record who should and who should not have information about a child or client and why. Share information with the whole group.		
KEY SKILLS		**Level 1 C1.1 C1.3 ICT1.3**		
		Level 2 C2.1a ICT2.3		
		Take part in a group discussion. Present information in a format to suit your purpose.		

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
60 minutes	**Divide learners** into at least four groups	**Group 1:**	Scissors, glue, card, thick card, coloured paper.	Application of theory and the development of group work skills.
	Supervise and support learners in group work.	Task 2. Create own child or client, provide them with a story and 10 pieces of information that could be given away as the activity is carried out.	A variety of different coloured card, computer card (optional), glue, scissors.	Demonstrating an understanding of good confidentiality practices on the basis of workplace experiences.
		Task 3. (optional) Make a board following the guidance in the *Learners Handbook*.		Demonstrating good team work skills
		Group 2:		
		Task 2. Create own child or client, provide them with a story and 10 pieces of information that could be given away as the activity is carried out.		
		Task 3. (optional) Make 10 "Room for Improvement" cards.		
		Group 3:		
		Task 2. Create your own child or client, and provide them with a story and 10 pieces of		

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
		information that could be given away as the activity is carried out.		
		Task 3.(optional) make 10 'Good Practice' cards.		
		Group 4:		
		Task 2. Create own child or client, provide them with a story and 10 pieces of information that could be given away as the activity is carried out.		
		Task 3. (optional) Make 10 characters, five of these are people who should have access to information and five are people who should not have access to information.		

Suggested timing	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
KEY SKILLS		**Level 1 C1.1 C1.3 ICT1.3**		
		Level 2 C2.1 ICT2.3		
		During task 2 all groups have the opportunity to take part in a discussion and to present their findings appropriately. Similarly for groups 2–4 in task 3. During task 3, group 1 has the opportunity to achieve		
		Level 1 AoN N1.2		

See Definitions for the relationship between Key Skills and Skills for life. All references are to Part B Key Skills.

Session 2

Specimen Session Plan 1 (90 minutes)

Learner activity	Communication			Application of Number			ICT		
	Discussion	Reading	Writing	Interpret information	Calculations	Interpret results	Find and select information	Enter and develop information	Present information
Task 1 All groups	C2.1a.1 C2.1a.2 C2.1a.3								ICT2.3.1 ICT2.3.2
	C1.1.1 C1.1.2		C1.3.1 C1.3.3						ICT1.3.1
Task 2 All groups	C2.1a.1 C2.1a.2 C2.1a.3								ICT2.3.1 ICT2.3.2
	C1.1.1 C1.1.2		C1.3.1 C1.3.2 C1.3.3						ICT1.3.1
Task 3 Group 1					N1.2.1 N1.2.2				
Groups 2,3 and 4	C2.1a.1 C2.1a.2 C2.1a.3								ICT2.3.1 ICT2.3.2
	C1.1.1 C1.1.2		C1.3.1 C1.3.2 C1.3.3						ICT1.3.1

Specimen Session Plan 2 (30 minutes)

No opportunities to integrate Key Skills or Skills for life

Producing portfolio evidence from Session 2 and the suggested activities in the accompanying Learner handbook

L1–L2 Take part in a group discussion

If learners are to use the several occasions for discussion as evidence for C1.1 or C2.1a, you should alert them to the importance of listening carefully to the contributions of others in the group, judging when to speak and how much to say; keeping to the point, and taking turns in making their contribution. At Level 2 they will need to demonstrate that they are actively moving the discussion forward in a constructive way. If you have any learners in the group for whom English is a second language, it may be necessary to provide some of the words or structures to support the discussion. You could also video the discussion(s) and take time in a subsequent session to evaluate the discussion with the group, identifying where it has worked well and what not to do in future. This activity could include learners at both Levels 1 and 2, but Level 2 learners would be expected to demonstrate a wider range of vocabulary.

L1–L2 Present relevant information in a format that suits your purpose

Task 1 requires all four groups to summarise their conclusions on a flip chart, which, if clearly presented with correct spelling and format, could provide evidence for Level 1 writing C1.3. For Level 2 evidence, the flip chart summary would need to be more comprehensive, including whole sentences and paragraphs correctly structured. If a PC is available, then the summary could be word-processed, providing evidence of presentation for ICT1.3 and ICT2.3 also.

Task 2 is the best opportunity for all four groups to produce longer written text, as evidence of writing skills, when they create their own child or client and their story. Again, this could be word-processed if ICT standards are also to be met. Learners for whom English is not their first language will benefit greatly from participation in this type of group activity, in order to develop their language skills. Teachers and trainers should be alert to ESOL learners' possible need for greater help with vocabulary, especially technical jargon.

L1 Carry out calculations to the level of accuracy you have been given and check your results make sense

During task 3, the activity of group 1, making the board game, is significantly different from that of the other groups, who are engaged in making cards or creating characters. Group 1 will be able to produce evidence for Application of Number at Level 1(N1.2), since they will have to decide:

- the size of the board, to accommodate the number of players in the whole group;
- the layout, size and shape of the squares on the board to enable the game to be played effectively.

This will require them to consider issues of size, scale, proportion and to make measurements.

Teachers and trainers will need to consider, in advance of the session, which learners to allocate to the various groups, in order to develop the key skills as most appropriate to their individual learning needs, through the opportunity for differentiation afforded by this activity.

Within the tasks in part 2 of the Learner handbook:

Handout 2 on pp. 30–33 of the Learner handbook, provides specific guidance to each of the four groups on how to complete their activities and is a useful aid to clarifying the tasks. The teacher or trainer may wish to refer to this handout when discussing with each group the potential for key skills development within Session 2.

Session 3

This session is devoted solely to carrying out the activity and focuses on discussion and group interaction, that is, oral communication skills, with a small amount of writing in the action planning exercise. These findings could, as an alternative, also be presented in graphical form (Application of Number), using IT.

Session 3: specimen session plan

Carrying out the activity

Suggested timing	Teacher activity	Learner activity	Learner outcomes
Overall 90 minutes			
5 minutes	Organise teams. Introduce activity.	Form teams. Listen to instructions.	Knowledge to carry out the activity.
80 minutes	Carry out the activity. Manage the activity following the rules. Use a range of questioning techniques to link theory to practice in discussion.	Each team rolls the dice. The team with the highest number starts the activity. Activity continues according to the rules.	Development and consolidation of knowledge and understanding about confidentiality and how the professional carer or early years worker should behave.
KEY SKILLS		Level 1: C1.1 ICT1.3 Level 2: C2.1a Take part in group discussion.	

Suggested timing	Teacher or trainer activity	Learner activity	Learner outcomes
5 minutes	**Organise** a whole class discussion of what has been learned and items that require further research.	Contribute to discussion and action plan for gaps in their knowledge and understanding.	Reflection on what has been learned and planning for further research.
KEY SKILLS		**L1:C1.1;C1.3 ICT1.3;**	
		L 2:C2.1a;C2.3 ICT2.3	
		Take part in group discussion/use different formats for presenting information.	
		L1:N1.3;L 2:N2.3;ICT2.2	
		Interpret results and present findings/develop information.	

See Definitions for the relationship between Key Skills and Skills for life. All references are to Part B Key Skills.

Session 3

Learner activity	Communication				Application of Number				ICT		
	Discussion	Reading	Writing	Interpret information	Calculations	Interpret results			Find and select information	Enter and develop information	Present information
Whole class discussion	C2.1a C1.1										ICT1.3.1
Evaluation and action planning	C2.1a C1.1		C2.3 C1.3			N2.3 N1.3				ICT.2.2	ICT2.3.1 ICT2.3.2 ICT1.3.1

Producing portfolio evidence from Session 3 and the suggested activities in the accompanying learner handbook

Teachers and trainers need to be aware of the differences between Levels 1 and 2 standards for group discussion, since the learner group is likely to contain both Levels 1 and 2 key skills learners. Videoing parts of the game would provide evidence of learner competence against the standards.

Level 1: take part in a group discussion

In framing the answers to the questions they obtain from their throw of the dice, learners should be encouraged to speak clearly and with confidence, to order their ideas logically and to use language appropriate to the task.

Level 2: take part in a group discussion

At this level, learners would be expected to use more complex structures and more varied vocabulary and, where appropriate, to summarise what has been said. There would be an opportunity to develop summarising skills in the evaluation of the activity and the subsequent action planning of what still needed to be reinforced.

L1–L2: use different formats for presenting information

The plenary evaluation/action planning should be recorded (on a flip chart/an OHP) and could be led by the learners themselves.

L1–L2: interpret the results of your calculations and present your findings
L2: develop information

It would also be possible, probably in a separate session, to use the results of the evaluation, that is, what was understood, what needs more practice, what was not understood, and to present the overall findings in the form of a pie or bar chart, graph or table. This would familiarise learners with ways other than words for presenting information and it would contribute towards the development of their skills in Application of Number (N1.3, N2.3).

In addition, for Level 2 learners, the graphics could be produced by means of ICT (ICT2.3) and contribute towards the development of their skills in ICT.

Session 4

In this session, learners review, through group discussion, what they have learned. As in previous sessions, this affords opportunities to develop and demonstrate oral communication skills. The results are summarised and collated on flip charts for the whole group (opportunities for written communication skills to be assessed). Finally, learners are encouraged to create an individual action plan to make good any gaps in their knowledge and understanding and to improve their professional practice. This affords opportunities, as a minimum, for written communication. If the plans are word-processed, IT skills may also be developed. Teachers and trainers could easily extend the activity to encourage learners to summarise the group's learning in graphical format, providing, in addition, opportunities for Application of Number skills to be employed.

Session 4: specimen session plan

Assessing learning

Suggested timing	Teacher activity	Learner activity	Learner outcomes
Overall 60 minutes			
5 minutes	**Organise groups and materials. Explain activity.**	Organise their roles among themselves. Listen.	Understand what they are about to do.
5 minutes	**Support learners and group work on question 1:** **Why do we communicate about children or clients in our care?**	Group discuss and complete flip chart sheets on this question. (Ideally learners should not rely on notes.)	Review and revise their knowledge and understanding. Make links to workplace practices.
5 minutes	**Support learners and group work on question 2:** What makes the communication of information about our clients or the children in our care effective?	Group discuss and complete flip chart sheets on this question. (Ideally learners should not rely on notes.)	Review and revise their knowledge and understanding. Make links to workplace practices.

Suggested timing	Teacher or trainer activity	Learner activity	Learner outcomes
KEY SKILLS	For C1.1 and C2.1, consider, in advance of the session, how to capture the evidence from discussion, for example, video, observation notes. For C1.3, only spelling and presentation could be assessed as flip charts are likely to be in bullet point format, rather than whole sentences.	Level 1 C1.1 C1.3 Level 2 C2.1a	
5 minutes	**Manages group work on question 3:** What points should we consider when gathering information about our children or clients in our care?	Group discuss and complete flip chart sheets on this question. (Ideally learners should not rely on notes.)	Review and revise their knowledge and understanding. Make links to workplace practices.
KEY SKILLS	For C1.1 and C2.1, consider, in advance of the session, how to capture the evidence from discussion, for example, video, observation notes. For C1.3, only spelling and presentation could be assessed as flip charts are likely to be in bullet point format, rather than whole sentences.	Level 1 C1.1 C1.3 Level 2 C2.1a	

Suggested timing	Teacher or trainer activity	Learner activity	Learner outcomes
5 minutes	**Manage** group work on question 4: What should we do to ensure confidentiality about the information we collect on our children or clients in our care?	Group discuss and complete flip chart sheets on this question. (Ideally learners should not rely on notes.)	Review and revise their knowledge and understanding. Make links to workplace practices.
KEY SKILLS	For C1.1 and C2.1, consider, in advance of the session, how to capture the evidence from discussion, for example, video, observation notes. For C1.3, only spelling and presentation could be assessed as flip charts are likely to be in bullet point format, rather than whole sentences.	Level 1 C1.1 C1.3 Level 2 C2.1a	
5 minutes	**Manages** group work on question 5: What items should a confidentiality policy cover?	Group discuss and complete flipchart sheets on this question. (Ideally learners should not rely on notes.)	Review and revise their knowledge and understanding. Make links to workplace practices.

Suggested timing	Teacher or trainer activity	Learner activity	Learner outcomes
KEY SKILLS	For C1.1 and C2.1, consider, in advance of the session, how to capture the evidence from discussion (e.g. video, observation notes). For C1.3, only spelling and presentation could be assessed as flip charts are likely to be in bullet point format, rather than whole sentences.	Level 1 C1.1 C1.3 Level 2 C2.1a	
5 minutes	**Help** learners arrange their flip chart paper.	Learners organise their responses in the designated areas.	Organise themselves effectively to arrange their flip chart paper.
10 minutes	**Help** learners to develop their lists of responses to questions.	Learners review all of the flip charts and list items from all responses under the headings: • What we all remembered. • What most of us remembered. • What some of us remembered.	Successfully organised themselves, discussed and agreed how to classify the information on flip chart paper that has been produced by all the groups.

Suggested timing	Teacher or trainer activity	Learner activity	Learner outcomes
KEY SKILLS	Application of Number Assessed if the presentation is extended to include numerical analysis, presented in tabular and/or graphical form. Furthermore, use a spreadsheet package for the analysis, to develop ICT skills. Remember at Level 2, a combination of formats is required.	Level 1 N1.1, N1.2, N1.3, ICT1.2, ICT1.3 Level 2 N2.1, N2.2, N2.3, ICT2.2, ICT2.3	
15 minutes	**Summary lists of:** • What we all remembered. • What most of us remembered. • What some of us remembered.	Learners contribute to the list and list items that need to be reviewed. Learners make action plans to fill the gaps in their knowledge and understanding. Identify ways of improving their own practice in the workplace.	Reflect on the learning and complete an individual action plan to identify understanding and knowledge that requires further review.
KEY SKILLS	Assess action plans for spelling, punctuation, grammar and appropriate layout. Remember ICT at Level 1 could be accredited if the plan was word-processed in tabular format.	*Level 1 C1.3, ICT1.3* *Level 2 C2.3*	

See Definitions for the relationship between Key Skills and Skills for life. All references are to Part B Key Skills.

Session 4

Learner activity	Communication			Application of Number			ICT		
	Discussion	Reading	Writing	Interpret information	Calculations	Interpret results	Find and select information	Enter and develop information	Present information
Answer questions 1–5 in small groups and record on flip chart	C2.1a.1 C2.1a.2 C2.1a.3 C1.1.1 C1.1.2		C1.3.1						
Whole group summary of how much has been remembered (see notes below)				N2.1.1 N2.1.2 N1.1.1 N1.1.2	N2.2.1 N2.2.2 N1.2.1 N1.2.2	N2.3.1 N2.3.2 N2.3.3 N1.3.1 N1.3.2 N1.3.3 N1.3.4		ICT2.2.1 ICT1.2.1 ICT1.2.2	ICT2.3.1 ICT2.3.2 ICT1.3.1
Learners make individual action plans (see notes below)			C2.3.1 C2.3.2 C2.3.3 C2.3.4 C1.3.1 C1.3.2 C1.3.3						ICT1.3.1

Producing portfolio evidence from Session 4 and the suggested activities in the accompanying learner handbook

Teachers and trainers should be aware of the differences between Levels 1 and 2 standards for group discussion, since the learner group is likely to contain both Levels 1 and 2 key skills learners. Videoing group discussion or teacher observation notes would provide evidence of learner competence against the standards.

Level 1: take part in a group discussion

In reaching a group consensus on the answers to questions 1–5, learners should be encouraged to speak clearly and with confidence, to order their ideas logically and to use language appropriate to the task.

Level 2: take part in a group discussion

At this level, learners would be expected to use more complex structures and more varied vocabulary and, where appropriate, to summarise what has been said. There would be an opportunity to develop summarising skills in deciding what to record on the flip chart.

Levels 1 and 2 Application of Number

At the point where the whole group collates findings from individual group discussions, a matrix will begin to emerge of how much has been remembered by the various groups for each of the five questions. This creates an opportunity to compile:

- tables of learner numbers in various categories;
- percentage of learners in various categories;
- proportion of learners in various categories;
- bar charts of learner numbers by category;
- pie charts of learner numbers by category.

If time allows, or as subsequent homework, learners could summarise the quantitative evaluation of learning and present a written commentary on what the data means, so fulfilling the requirements for Application of Number Key Skills at Levels 1 and 2 as appropriate.

Levels 1 and 2 ICT

As a further extension of the activity, numerical findings could be entered into a spreadsheet package, so that graphic data were generated electronically. This would enable ICT skills also to be developed and assessed.

Levels 1 and 2 written documents

The individual action plans produced by learners, of what they still need to consolidate in terms of knowledge and understanding, coupled with their plans to improve further their professional practice, could be substantial pieces of written work. The action plan is likely to be sufficient to meet the requirements of the key skills standards, for one of the two documents needed for the portfolio of evidence. For Level 2 learners, 500 words are required.

Appendix 2

Supporting learners to develop key skills and literacy, language and numeracy skills (LLN)

Resources for use with learners

There is some scope for using the resources to develop and practise key skills where these form part of a learner's programme or entitlement. However it is important to stress that they are designed to support teaching, training and learning rather than evidence collection. Learners developing their literacy, language and numeracy skills *may be* working towards skills for life achievements at Levels 1 and 2. The resources may be used to develop these skills providing they are appropriate to their needs and interests. This appendix highlights opportunities within each activity where you might use them to develop and practise these skills.

It is important that the development of these skills should be part of a planned and well coordinated approach involving the whole course or programme team, including key skills and literacy, language and numeracy specialists. It is important to map out logical staged teaching, training and learning opportunities that develop both vocational and literacy, language and numeracy skills in tandem. This will ensure that learners have the opportunity, and can see the relevance, in gaining the literacy, language and numeracy skills which underpin the successful completion of many vocational activities.

Where appropriate, planned developments should be clearly identified in schemes of work and session plans. You may find it helpful to discuss this with your programme manager.

Note also that some learners working towards achievements at Level 2 – even those not working towards literacy, language and numeracy qualifications – may need support with literacy and numeracy to complete their programmes successfully. Teaching these skills is a specialist area and it is common practice for literacy and numeracy specialists to work alongside vocational teachers and trainers to plan and implement appropriate teaching, training and learning strategies to support these learners. Bear this in mind as well in planning your use of the resources – for example, when using the confidentiality resources you may need to work with learners with

reading difficulties who could feel unduly challenged when asked to read questions on the cards out loud. Therefore teaching and learning strategies to meet individual needs would should be employed.

Guidance

For key skills:

the Key Skills Support Programme provides a wide range of support and guidance including training, materials, consultancy and newsletters. See their website on: www.keyskillssupport.net

In particular, the programme has produced good practice guides with ideas about how to support each of the key skills. There are versions for both work-based providers and for colleges. See: www.keyskillssupport.net/publications/workbased/publications/index.asp and www.keyskillssupport.net/publications/schoolscolleges/publications.asp

You can also download a number of resources for use with learners, including worksheets and assignments which are tailored to different vocational sectors and which can be adapted for other groups of learners. See: www.keyskillssupport.net/resources/workbased/index.asp

For literacy, language and numeracy:

the *Employer Toolkit*, developed under the Skills for Life programme, includes techniques for identifying literacy and numeracy needs within an organisation, recommendations on developing the most appropriate training and resources for use within the workplace. It is available on CD-ROM (ref: ETKV1/CD20020) or in hard copy (ref: ETKV1-2002) and can be ordered free by calling learndirect on 0800 100 900. See: www.dfes.gov.uk/readwriteplus

Also within the Skills for Life programme, literacy and numeracy booklets have been produced under the *readwriteplus* brand, covering basic skills entry Level 1, 2 and 3 and Levels 1 and 2. The materials can be found at: http://www.dfes.gov.uk/readwriteplus/Document_Bank

In addition, the materials for *embedded learning*, which cover over 20 vocational and community contexts and are mapped to core curricula for literacy and numeracy, include some resources for horticulture. See: www.dfes.gov.uk/readwriteplus/embeddedlearning

Some useful links:

See also the skills for work information, advice and guidance at: www.dfes.gov.uk/readwriteplus/skillsforwork

Currently there are two sets of materials available for embedding learning for health, care and early years:

social care – order ref: embedded/SC

family health – order ref: embedded/FH

Free paper-based versions of a teacher reference file are available by telephoning DfES publications on 0845 60 222 60 quoting the relevant reference number.

Further relevant materials are due by June 2006. These will include:

Family life: the growing child;

Family life: parenting issues and community skills.