Notes

R032:Principles of care in health and social care settings R033: Supporting individuals through life events

R035: Health promotion campaigns linked to all units

 Faculty
 Social Science

 Subject group
 Subject

		Term Aut 1 Unit 32 & 33 Curriculum / Syllabus coverage R032:Principles of care in health and social care settings and R033: Supporting individuals through life events	Term Aut 2 Unit 32 & 33 Curriculum / Syllabus coverage R032:Principles of care in health and social care settings and R033: Supporting individuals through life events	Term Spr 1 Unit 32 & 33 Curriculum / Syllabus coverage R032:Principles of care in health and social care settings and R033: Supporting individuals through life events	individuals through life events	care settings and R033: Supporting individuals through life events	Term Sum 2 Unit 32 & 35 Curriculum / Syllabus coverage R032:Principles of care in health and social care settings and R035: Health promotion campaigns
	Subject Knowledge introduced / developed / revised	The key topics that are important when caring for and protecting people in health and social care. Topic Area 1 The rights of service users in health and social care settings. Growth and development through the life stages.Topic Area 1 Life stages and Topic Area 2 Impacts of life events. Write up of task 1.	Topic Area 2 Person-centred values. Topic Area 2 Impacts of life events and Topic Area 3 Sources of support. Write up for task 2a.	Continuation of Topic Area 2 Person-centred values and Topic Area 3 Effective communication in health and social care settings. Students will use knowledge on all 3 topic areas to write up task 1 and task 2a and b	communication in health and social care settings. Students will use	and social care setting. Students will use knowledge on all 3 topic areas to finish write	Topic Area 4 Protecting service users and service providers in health and social care settings. Topic Area 1 Current public health issues and the impact on society
0	skills developed / extended / used	It is essential for students to understand the rights of individuals, person-centred values and how they can be applied.Communication skills needed for effective care. Communication skills, research and interpersonal skills.	Understanding how the person centred values can be applied in a range of health and social care settings.Extension of how the rights can be applied. Communication skills, research and interpersonal skills. Students will look at interview skills and how to gain information through an interview for task 1.	Understanding how the person centred values and communication skills can be applied in a range of health and social care settings.Extension of how the rights can be applied. Communication skills, research and interpersonal skills. Students will look at interview skills and how to gain information through an interview for task 1 and 2.	Understanding how the person centred values and communication skills can be applied in a range of health and social care settings.Extension of how the rights can be applied.Communication skills, research and interpersonal skills. Students will look at interview skills and how to gain information through an interview for task 1 and 2.	values and communication skills can be applied in a range of health and social care settings.Extension of how the rights can be applied. Communication skills, research and interpersonal skills. Students will look at interview skills and how to gain information through an interview for task 1 and 2.	Understanding how the person centred values and communication skills can be applied in a range of health and social care settings. Having the skills to report safeguarding concerns. Students will learn the skills for how to plan and deliver their own small-scale health promotion campaign and how to evaluate their planning and delivery.
Year 10		Students learn about rights of service users and the need for person centred care. Students learn about how people develop and the many aspects that might affect this.	Students learn about rights of service users and the need for person centred care. Students learn about how people develop and the many aspects that might affect this. Students will need to show a respectful attitude when carrying out their interviews for task 1.	and the need for person centred care and effective communication. Students learn about how people develop and the many aspects that might affect this. Students will need to show a respectful attitude when		and the need for person centred care and effective communication. Active listening	Students learn about rights of service users and the need for person centred care and effective communication. Active listening and special methods of communication.

	`≥				Students are equipped with communication		Students are equipped with communication
		and interpersonal skills which will assist	and interpersonal skills which will assist	and interpersonal skills which will assist	and interpersonal skills which will assist	and interpersonal skills which will assist	and interpersonal skills which will assist
	yat	them with employment or progress on to	them with employment or progress on to	them with employment or progress on to	them with employment or progress on to	them with employment or progress on to	them with employment or progress on to
	plo	level 3 courses.	level 3 courses. Students have to carry out	level 3 courses. Students have to carry out	level 3 courses. Students have to carry out	level 3 courses. Students learn about the	level 3 courses. Students learn about the
	Em		an interview for task 1 which gives them vital	an interview for task 1 and 2 which gives	an interview for task 1 and 2 which gives	importance of active listening and special	importance of active listening and special
			skills to prepare them for further level 3	them vital skills to prepare them for further	them vital skills to prepare them for further	methods of communication which can aid	methods of communication which can aid
	ls a		courses or employment.	level 3 courses or employment.	level 3 courses or employment.	them in the interview process. Students	them in the interview process. Planning their
	tion					have to carry out an interview for task 1 and	own health promotion campaign will equip
						2 which gives them vital skills to prepare	them with research and organisation skills
	lest					them for further level 3 courses or	they can use for progression onto level 3
	<u>_</u>					employment.	courses.
	ink						
- I		Students offered extra study support	Students offered extra study support	Students offered extra study support	Students offered extra study support	Students offered extra study support	Students offered extra study support
			sessions. Exploring opportunities to involve	sessions. Exploring opportunities to involve	sessions. Exploring opportunities to involve	sessions. Exploring opportunities to involve	sessions. Exploring opportunities to involve
	iment rtunitie id or pped			local employers in this unit.			
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	Subject group	Subject H	Health and Social					
		Term Aut 1 Curriculum / Syll R031: Using b proced	basic first aid	Term Aut 2 Unit 31 Curriculum / Syllabus coverage <	Term Spr 1 Unit 25 Curriculum / Syllabus coverage R025:Understanding Life stages R025:Understanding Life stages	Term Spr 2 Unit 25 Curriculum / Syllabus coverage R025:Understanding Life stages R025:Understanding Life stages	Term Sum 1 Unit 21 Curriculum / Syllabus coverage R021: Essential values of care for use with individuals in care	Term Sum 2 Unit 21 Curriculum / Syllabus coverage R021: Essential values of care for use with individuals in care
	Subject Knowledge introduced / underline developed / revised	Being able to assess sce identify risks and contin Understand the first aid range of injuries.	nuing dangers. d procedures for a	Having the knowledge to apply basic first aid procedures. Students will learn how to review their own performance when applying first aid procedures.	Understand the stages of development from young people to adulthood. Understand the ageing process in older adulthood	Know which medical conditions may affect progress through the life stages and how support plans are created	settings Review of the entire unit for select students that need to resit the exam. Understand how to support individuals to maintain their rights. Understand the importance of the values of care and how they are applied. Understand how legislation impacts on care settings. Understand how personal hygiene, safety and security measures protect individuals	settings Review of the entire unit for select students that need to resit the exam. Understand how to support individuals to maintain their rights. Understand the importance of the values of care and how they are applied. Understand how legislation impacts on care settings. Understand how personal hygiene, safety and security measures protect individuals
11	skills developed / extended / used	Being able to apply basi which could potentially	save lives.	Being able to apply basic first aid procedures which could potentially save lives. Learning the skills of reflective practice.	Research skills to find out how people develop and what factors can affect development.	Research skills to find out how people develop and what factors can affect development. Students will get the chance to write their own support plan for an individual with a medical condition.	Students practise the skills of analysis and evaluation in particular H&SC contexts.	Students practise the skills of analysis and evaluation in particular H&SC contexts.
Year 11	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity		a casulalty and when	Students will have to demonstrate respectful attitudes when treating a casulalty and when dealing with an emergency situation		Students will be advised to take a sensitive approach as to why progress through a life stage(s) may be different will allow and encouraged to take part in thoughtful debate.	in confidence. If staff are friendly in their	Students are encourage to take the approach that many individuals who use services often feel vulnerable and are lacking in confidence. If staff are friendly in their approach, apply the values of good care and are supportive, as well as following the accepted procedures, those using the service will feel respected and assured that all is being done to promote their health and well- being.
	Links to 'Destinations and Employability'	learning skills that can a variety of work places. I aid skills could potentia	Having the basic first	learning skills that can applied across a wide variety of work places. Having the basic first aid skills could potentially save lives.	Research and writing skills are vital for progression onto appropriate level 3 courses	Research and writing skills are vital for progression onto appropriate level 3 courses.	The unit will prepare learners for the work place, enabling them to gain an understanding of how the values of care should be applied and how maintaining the rights of individuals will enable them to feel valued.	The unit will prepare learners for the work place, enabling them to gain an understanding of how the values of care should be applied and how maintaining the rights of individuals will enable them to feel valued.
	Enrichment Opportunities offered or developed	Students offered extra s sessions. Students will v company when learning first aid skills.	work with an outisde	Students offered extra study support sessions. Students will work with an outisde company when learning and applying the first aid skills.	Students offered extra study support sessions.	Students offered extra study support sessions.	Students offered extra study support sessions.	Students offered extra study support sessions

Faculty Social Sciences

examination date for unit 3 is 11th January 2023. Unit 1

Building positive relationships in

health and social care, Unit 3

Health, safety and security in health

and social care, unit 24 Public health and unit 4 Anatomy and physiology for health and social care.

 Faculty
 Social Science

 Subject group
 Subject
 Health and Social

		Term Aut 1	Unit	1 and 3	Term Aut 2	Unit	1 and 3	Term Spr 1	Unit	1 and 2	Term Spr 2	Unit	1 and 2	Term	Sum 1	Unit	24	Term Su	m 2 Unit	24 and 4
		Curriculum / Sy		_	Curriculum / Sy				Syllabus covera		· · · ·	Syllabus cover			culum / Syli				m / Syllabus cov	
	Unit title	Unit 1 Building positive relationships in health and social care and Unit 3 Health, safety and security in health and social care			Unit 1 Building positive relationships in health and social care and Unit 3 Health, safety and security in health			Unit 1 Building positive relationships in health and social care and Unit 2 Equality, diversity and rights in health and social care		Unit 1 Building positive relationships in health and social care and Unit 2 Equality, diversity and rights in health and social care			Unit 24 Public health				Unit 24 Public health and Unit 4 Anatomy and physiology for health and social care			
	t Knowledge introduced / developed /	Understand relationsh care or child care envi the factors that influence building of relationshi potential hazards in hi- child care environments. Unders policies and procedur- promote health, safet health, social care and environments. Unders responsibilities involve health, safety and sec care and child care en	ironments. Un the ips. Understan ealth, social ca stand how legi res cy and security d child care stand the role: ed in curity in health	nderstand and are and islation, r in s and	Understand how a per- approach builds positiv health, social care or child care environm communication skills e positive relationships in a healt care environment. Know how to respond emergencies in a healt care environment	ve relationshi lents.Be able effectively to l th, social care to incidents a	ips in to use build e or child and	Be able to use com skills effectively to l relationships in a h care environment. I equality, diversity a are applied in the c social care and child Understand the imp practices on individuals in health care environments.	build positive ealth, social care Understand com nd rights and ho pontext of health d care environm poact of discrimin	cepts of ow these , ents. natory	Be able to use comn skills effectively to b relationships in a he care environment. Understand how cur national initiatives p antidiscriminatory p health, social care a care environments. equality, diversity ar health, social care an care environments a	uild positive alth, social car rrent legislatio romote ractice in ad child Understand ho ad rights in ad child	n and	Understand promotion o health	1	the protec	tion and	Understand pub strategies. Unde cardiovascular s malfunctions an impact on indivi	rstand the /stem, d their	
Year 12	1/ used	Research and commu context of Health and Students require skills evaluation in particula	l social care se s of analysis ar	ttings. nd	Research and commun context of Health and s Demonstrate effective in a one-to-one and gr build a positive relation social care or child care Students require skills evaluation in particular	social care se communicat oup interaction nship in a hea e environme of analysis ar	ettings. tion skills ion to alth, ent.	Demonstrate effect in a one-to-one and build a positive rela social care or child Students are requir practice and be abl importance. Studer analysis and evalua contexts.	group interacti tionship in a hea care environme ed to show refle e to justify its its require skills	ion to alth, ent. ective of	Demonstrate effecti in a one-to-one and build a positive relat social care or child c Students are require practice and be able importance. Students require ski analysis and evaluat contexts.	group interact ionship in a he are environme ed to show refl to justify its Is of	tion to ealth, ent. lective	Research ski	ills and anal	ytical skills		Research skills a will use analytica of the identified	I skills to look a	t the impact
	es to develop 'Respectful Iclusion and Diversity	Students learn about i contexts can impact ro also learn about how i communication to me Students cover key as legislation and analyse health, safety and security in health settings.	elationships. S to adapting eet individual r spects of each e how these p	students needs. piece of romote	Students learn about t approach and how car- should be approached individual needs. Stude a first aider and how to emergency.	e and treatm according to ents learn abo	ient o out being	Students cover seri they need to be cor material. Students u discriminatory prac individuals.	nsiderate of the understand the i	case	Students cover serior they need to be con material.Students ar on their own one to interactions. Studen and rights and how i treated well.	siderate of the e encouraged one and grou ts learn about	e case to reflect p equality	Through this understandi wellbeing is society as a inequalities.	ing of the w promoted i whole and t	ays public h n order to h	nealth and benefit	Students will gai current public hu initiatives and cc the implications wider population range of malfum people. They are about these in a think about the i individuals healt	ealth strategies a nsider the effect of health policy h. Students learn ctions that can a expected to tal realistic way an mpact they hav	and tiveness and for the n about a ffect k and write d be able to e on the

Notes

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oility | sectors where knowledge of health and | Aids progression to a range of vocational
sectors where knowledge of health and
social care is helpful. |
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nitie
or | sessions. Exploring opportunities to involve | Students offered extra study support
sessions. Exploring opportunities to involve
local employers in these units. |

	Faculty	Social Science
Subject group	Subject	Health and Social

		Term Aut 1 Unit 4	Term Aut 2 Unit 4	Term Spr 1 Unit 13	Term Spr 2 Unit 13	Term Sum 1 Unit 13	Term Sum 2 Unit 6
-		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
		Unit 4 Anatomy and physiology for health	Unit 4 Anatomy and physiology for health	Unit 13 Sexual health, reproduction and	Unit 13 Sexual health, reproduction and	Unit 13 Sexual health, reproduction and	
	Unit title		and social care	early development stages	early development stages	early development stages	
		Understand the cardiovascular system,	Understand the control and	Understand sexual health and	Know the factors which could affect	Understand the care and	
	/ p	malfunctions and their impact on	regulatory systems, malfunctions and their	contraception. Understand the	health in pregnancy and the success of the	development of the baby in the first	
	Ince		impact on individuals. Understand the	importance of prenatal health and the	birth. Understand the stages of pregnancy	year of life	
	troc		sensory systems, malfunctions and their impact on individuals	process of conception	and birth and the postnatal care of the		
	e in ed	individuals. Understand the digestive system, malfunctions and their impact on	Impact on Individuals		mother		
	edg	individuals Understand the					
		musculoskeletal system, malfunctions and					
	t Kn ped	their impact on individuals					
	Subject Knowledge i developed / revised						
	Su de						
	bed .	Students will use analytical skills to look at	Students will use analytical skills to look at	This is a coursework unit so students will	This is a coursework unit so students will	This is a coursework unit so students will	
	ed /	the impact of the identified conditions on individuals	the impact of the identified conditions on individuals	practise research and organisatrional skills. They will need to analyse and evaluate key	practise research and organisatrional skills. They will need to analyse and evaluate key	practise research and organisatrional skills. They will need to analyse and evaluate key	
r 13	dev			information	information	information	
Yea	kkills ' ext used						
		Students learn about a range of	Students learn about a range of	Students learn that health and wellbeing is	Students learn about disabilities that can	Students learn about disabilities that can	
	o Ision	malfunctions that can affect people. They	malfunctions that can affect people. They	not just relevant when you are an adult.	occur and factors that could influence the	occur and factors that could influence the	
	cies to spectful Inclusion ty	are expected to talk and write about these in			care and devlopment of a young baby.	care and devlopment of a young baby.	
	Initi Rec'Rec' s'/l		a realistic way and be able to think about the impact they have on the individuals health	issues surounding this concept. This knowledge is vital to have a respecful			
	oortu elop Dive		and well-being.	attitude.			
	Opp deve attit		and then being.				
		Students are equipped with skills that will	Students are equipped with skills that will	Students are equipped with skills that will	Students are equipped with skills that will	Students are equipped with skills that will	
	ility'	help to prepare for a higher-education	help to prepare for a higher-education	help to prepare for a higher-education	help to prepare for a higher-education	help to prepare for a higher-education	
	: to inations loyability	course.	course.	course.	course.	course.	
	Links to 'Destinations and Employability'						
	En 'De						
	ŝ	<i>i</i>	,	Students offered extra study support sessions. Students have the opportuity to	Students offered extra study support sessions. Students have the opportuity to	Students offered extra study support sessions. Students have the opportuity to	
	ent er nitie		local employers in this unit.		speak with a woman from Rape crisis to help		
	hme brtu lope			support the first learning objective of the	support the first learning objective of the	support the first learning objective of the	
	nric Ippo ffen evel			unit.	unit.	unit.	
	й О о й						