

Health and Social Care Qualification

Vision: In Health and Social Care we aim for a curriculum which will be accessible to all students and enable them to become self-motivated and confident learners, who can work independently and as part of a team. We wish to plan and develop a curriculum which provides all students with the broadest possible range of opportunities; at the heart of this is the desire to deliver a subject which has caring for others at its core. We want the students will become resourceful, innovative and capable learners. Our main priority is for students to be thoughtful but not afraid of making mistakes. A wide range of skills will be acquired and the knowledge of other subjects, such as science and ICT, will be drawn upon and applied. Students will develop the life skills and knowledge associated with healthy living and caring for others. Cultural awareness will be embedded throughout the curriculum. We aim to encourage a caring, tolerant, disciplined and innovative environment which allows students to research and reflect in a safe, supportive and positive atmosphere, enabling all students to reach their full potential. We aim for all students to make exceptional progress and acquire the personal skills and aptitudes to thrive.

Level 2 Curriculum

Curriculum intent

The qualification has been selected as it allows students to acquire essential knowledge and tools for the world of work and develop transferable skills whilst at the same time enabling them to achieve the best possible outcomes. Units have been planned to provide a vocational insight and to reflect the breadth of opportunities available in Health and Social Care. The Department has chosen units that best support students' understanding in readiness for a career in the sector. Students who study Health and Social Care largely look to work in healthcare careers such as Nursing, in an early years setting or within social care. Consequently, we have chosen units that will help them develop their awareness of skills, qualities and knowledge to allow them to be successful in these areas. Coursework units include: Understanding Body Systems; First Aid and Effective Communication. Topics in each of the Key Stage 4 units are linked into the qualification at Key Stage 5.

Rationale, cross curricular links and sequencing

RO21 links to qualification offered at KS5- rights; values of care; early years values of care features in Unit 2 of Level 3 Cambridge Technical. Legislation studied LO3 links to Level 3 Cambridge Technical Unit 2, 3, 6 and 7 where it is built upon further. Safety, hygiene and security sections of RO21 links to Unit 3 of Level 3 qualification. The **RO21 exam unit, Essential values of care** is synoptic and therefore delivered at the end of the qualification. Students can focus on achieving the highest marks in their coursework units, allowing them to be successful before sitting the exam.

RO22 Effective Communication is vital in all careers, not just Health and Social Care as it develops students' own communication and interpersonal skills. It helps students to identify barriers to communication and links to Level 3 Cambridge Technical Unit 1- Building Positive Relationships (P2 and P4, P5 and M3). All units use case studies, scenarios and examples relevant to different Health and Social Care environments, develop awareness of Health and Social Care in the workplace.

RO23 Understanding body systems is delivered as it supports those students wishing to work in healthcare related careers. Students start with the body systems unit as it links in to topics studied in KS4 Science and is more accessible. The unit links to Level 3 Cambridge Technical qualification- Unit 4 Anatomy and Physiology; LO1, 2, 3 which are the sections students start with at KS5.

RO31 Understanding Basic First Aid procedures has been selected as a large proportion of students consider a Health care related career or working in early years. Students will complete a First Aid qualification as part of the unit which is an important life skill. The unit links to Level 3 Cambridge Technical qualification Unit 3 Health, safety and security- LO4 role of a first aider.

Year & qualification	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10- Cambridge National	RO23 Understanding body systems Digestive system & IBS Respiratory system & Asthma	Cardiovascular system & Heart attack Health measures- resting & recovery pulse rate	RO23- Health measures- BMI & Peak flow Completion of coursework unit and submission for marking RO22- Effective communication- LO1 types of communication	RO22- Factors that positively affect communication Barriers to communication Ways to overcome barriers to communication	RO22- Personal qualities that contribute to effective care LO3- completion of 1-1 and group interaction	RO22 LO3- evaluation of 1-1 and group interaction Completion of coursework unit and submission for marking
10- Cambridge National (commencing Sept 2022)	RO33: Supporting individuals through life events Topic Area 1 Life stages- physical, intellectual, emotional and social development across the life stages; factors affecting growth and development	RO33: Topic Area 2 Impacts of life events- expected and unexpected life events and their effects on individuals	RO33: Topic Area 3 Sources of support- types of support available; how individuals can be supported	Completion of RO33 and final submission	RO34: Creative and therapeutic activities Topic Area 1 Therapies and their benefits	RO34: Topic Area 2 Creative activities and their benefits
11- Cambridge National	RO31- LO1 Assessing scenes of accidents to identify risks and continuing dangers LO2- Understand the first aid procedures for a range of injuries	LO3- Be able to apply basic first aid procedures Completion of coursework unit and submission for marking	RO21- LO1 Understand how to support individuals to maintain their rights LO2 Understand the importance of the values of care and how they are applied	LO3 Understand how legislation impacts on care settings LO4 Understand how personal hygiene, safety and security measures protect individuals	RO21 exam unit preparation	
11- Cambridge National (commencing Sept 2023)	RO34: Topic Area 3 Plan a creative activity for individuals or groups in a health care, social care or early years setting	RO32: Principles of care in health and social care settings Topic Area 1 The rights of service users and the benefits of maintaining their	RO32: Topic Area 3 Effective communication in health and social care- types of communication; the importance of	RO32: Topic Area 4 Protecting service users and service providers in health and social care settings- safeguarding;	RO32 exam unit preparation	

	Topic Area 4 Deliver a creative activity and evaluate your own performance	rights in health and social care settings Topic Area 2 Person-centred values of care and the benefits of each value; how individuals are affected if the values are not met; the 6Cs	effective communication	infection control; safety and security		
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Level 2 Cambridge National RO21 Essential values of care for use with individuals in care settings

This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment. 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. Studying this unit will enable the learner to understand how this is achieved.

Learners will have the opportunity to apply their knowledge and understanding through the use of focused activities such as role-play, case studies and scenarios. 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.

On completion of the unit, learners will have gained an understanding of how to provide quality care for individuals, helping them to achieve their goals and how to apply the values of care so that individuals feel valued. Learners will also have gained an understanding of how regulatory frameworks aim to protect both individuals and care workers in settings and how procedures that are in place in care settings, aim to promote standards of hygiene and maintain safety and security for all who use or work within the setting.

Key content

Learning Outcome 1: Understand how to support individuals to maintain their rights:

- the rights of individuals- choice; confidentiality; consultation; protection from harm and abuse; equal and fair treatment
- why it is important to maintain individuals' rights
- how care workers can support individuals to maintain their rights

Learning Outcome 2: Understand the importance of the values of care and how they are applied:

- the values of care in health and social care:
- where the values of care are applied:
- how the values are applied:
- how the early years values of care are applied in settings:
- the importance of applying the values of care:
- the effects on people who use services if the values of care are not applied:

Learning Outcome 3: Understand how legislation impacts on care settings:

- the key aspects of legislation
- an overview of the key aspects of legislation
 - Equality Act 2010
 - Children Act 2004
 - Data Protection Act 2018
 - Health and Safety at Work Act 1974
 - Mental Health Act 2007
- how key legislation impacts on people who use services; care practitioners; service providers

Learning Outcome 4: Understand how personal hygiene, safety and security measures protect individuals:

- personal hygiene:
- safety procedures:
- security measures:

Key skills

Synthesis of information

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of LO topic tests and past exam questions

Mock exam completion

Summer 2023 exam

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.
2. Assessed Assignments: Work will be monitored regularly. Feedback will identify strengths and areas for improvement.
3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be related to examination success criteria.
4. Level1/2 Assessment Criteria: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria.
5. Grades: On specific pieces of work a comparable OCR Level1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments
6. Maintenance and literacy feedback: Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

Homework

Research of key terms
Writing of sample case studies
Creation of glossary of key terms
Flashcard completion
Completion of past exam questions
Writing own past exam questions and mark schemes
Creation of revision resources e.g. mind maps; summary sheets

How can I help my child?

Creation of a glossary to remember key concepts and definitions
Regular reviewing of class work and self-reflection using the unit checklist provided by your class teacher
Encouragement to create revision resources for each topic studied- especially in the lead up to their LO topic test
Creation of flashcards to remember the key features of each piece of legislation
Completion of past exam papers or exam questions in timed conditions in readiness for mock and final exams

Rationale- sequencing/intent/cross curricular links

Links to qualification offered at KS5- rights; values of care; early years values of care features in Unit 2 of Level 3 Cambridge Technical
Legislation links to Level 3 Cambridge Technical Unit 2, 3, 6 and 7 and is built upon further
LO4- safety, hygiene and security links to Unit 3 of Level 3 qualification
Content taught underpins any Health and Social Care related qualification and potential career
Taught at the end of the qualification to allow students to develop synoptic links by drawing on knowledge and experiences from each of their other units

Level 2 Cambridge National RO22 Communicating and working with individuals in health, social care and early years settings

This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting. Effective communication is important to an individual's well-being in everyday life. Practitioners need to communicate with and make connections with individuals using services all the time and it is their ability to utilise good communication skills and personal qualities that means they are able to communicate with and relate to those individuals effectively. Through this unit learners will gain an understanding of the different types of communication, the importance of good communication, the factors that influence effective communication and ways to overcome barriers, and an understanding of the qualities that contribute to effective practical care. These are transferable skills that can be used in everyday life. Being able to communicate effectively and to employ personal qualities to relate to others can influence every aspect of a person's life, providing a key foundation on which to grow.

On completion of this unit learners will be able to appreciate how the way they communicate and the personal qualities that they utilise when working with individuals in a health, social care or early years setting will have an

impact on the care of those individuals. They will be able to demonstrate that they have those effective communication skills that are needed to work in a health, social care or early years setting. They will be able to plan effectively for interactions in a health, social care and early years setting.

Key content

Learning Outcome 1: Understand how to communicate effectively:

- verbal
- non-verbal
- written
- specialist
- factors that positively influence communication
- barriers to communication
- ways to overcome barriers to communication

Learning Outcome 2: Understand the personal qualities that contribute to effective care:

- the qualities that contribute to effective care:

- patience
- understanding
- empathy
- respect
- willingness
- sense of humour
- cheerfulness

- how the qualities contribute to effective care

Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting:

- how to plan for a one-to-one and group health, social care or early year interaction, considering:

- time:
- environmental factors
- activity or topic of conversation
- skills to be used
- the reasons why practitioners and individuals who use the service need to communicate clearly
- to ensure the comfort of the individual
- to show value and respect for the individual

- how to communicate effectively in a one-to-one and group situation:

- by active listening
- appropriate body language and behaviour,
- inappropriate body language and behaviour
- adapting/using appropriate language

Key skills

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed Assignments: Work will be monitored regularly. Feedback will identify strengths and areas for improvement.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be related to examination success criteria.

4. Level1/2 Assessment Criteria: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria.

5. Grades: On specific pieces of work a comparable OCR Level 1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments
6. Maintenance and literacy feedback: Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

Homework

- Research of key terms
- Writing of sample case studies
- Completion of coursework criteria
- Completion of coursework amendments
- Watching part of Health and Social Care related documentary e.g. Ambulance or 24 Hours in A&E

How can I help my child?

- Encouragement to complete coursework criteria in a timely fashion
- Discussion regarding teacher feedback and support in completing any amendments independently
- Support in meeting final unit deadline for both internal and external moderation
- Opportunities and support for students to develop their own communication skills

Rationale- sequencing/intent/cross curricular links

- Effective communication vital in all careers, not just Health and Social Care
- Develops students' own communication and interpersonal skills
- Helps students to identify barriers to communication
- Links to Level 3 Cambridge Technical Unit 1- Building Positive Relationships (P2 and P4, P5 and M3)
- Use of case studies and examples relevant to different Health and Social Care environments

Level 2 Cambridge National RO23 Understanding body systems and disorders

This unit will provide learners with the underpinning knowledge and understanding of three major body systems: respiratory, digestive and cardiovascular. The interaction of our body systems and the structure and function that they provide allow humans to breathe, move, experience taste, touch and smell the amazing world we live in. These systems enable us to survive and thrive, with them we can live to our full potential as human beings. Technology and advances in medicine allow for us to treat illness and disease and research the ill effects of lifestyle choices.

Through this unit learners will have gained the knowledge and understanding of the structure and function of three body systems and three separate illnesses that may affect these systems. On completion of this unit learners will have developed their knowledge and understanding of the importance of the systems, structure, function and disorders that can affect the individual within health, social care and early years settings. They will be able to measure and interpret data obtained from various relevant body functions.

Key content

Learning Outcome 1: Know how body systems work:

Digestive system:

- the function of the digestive system
- the structure of the digestive system

Respiratory system:

- the function of the respiratory system- inhalation and exhalation
- the structure of the respiratory system

Cardiovascular system:

- the function of the cardiovascular system- pulmonary and systemic circulation
- the structure of the cardiovascular system
 - veins
 - arteries

Learning Outcome 2: Understand disorders that affect body systems:

Digestive system- IBS- Causes; signs and symptoms; diagnosis

Respiratory system- Asthma- Causes; signs and symptoms; diagnosis

Cardiovascular system- Heart attack- Causes; signs and symptoms; diagnosis

Learning Outcome 3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems:

Digestive system- BMI- measuring, calculation and interpretation of data
Respiratory system- Peak Flow- measuring, calculation and interpretation of data
Cardiovascular system- Resting and recovery pulse rate- measuring, calculation and interpretation of data

Key skills

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed Assignments: Work will be monitored regularly. Feedback will identify strengths and areas for improvement.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be related to examination success criteria.

4. Level1/2 Assessment Criteria: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria.

5. Grades: On specific pieces of work a comparable OCR Level1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments

6. Maintenance and literacy feedback: Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.

7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

Homework

Research of key terms

Research of Asthma; IBS; Heart Attack- signs, symptoms, diagnosis

Writing of sample case studies

Completion of coursework criteria

Completion of coursework amendments

Research into measures of health- BMI; Peak Flow; Pulse rate

Interpretation of measures of health

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion

Discussion regarding teacher feedback and support in completing any amendments independently

Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Links to Level 3 Cambridge Technical qualification- Unit 4 Anatomy and Physiology (LO1, 2, 3)

Chosen as a large proportion of students consider a Health care related career

Links to KS4 Science/Biology

Level 2 Cambridge National RO31 Using basic first aid procedures

This unit will provide learners with a knowledge and understanding of basic common first aid procedures that could be used within health and social care settings. Understanding and applying basic first aid procedures could potentially save lives. Basic knowledge of first aid could make a huge difference in any emergency situation. Research carried out by the BBC has found that nearly 59% of people would not feel confident trying to save someone's life and around a quarter of people would do nothing and wait until the emergency services arrived.

On completion of this unit, learners will be able to assess the scene of an accident in health, social care and early years settings for risks and continuing dangers. Learners will know what information is needed when contacting the emergency services. Learners will know and be able to perform a variety of basic first aid procedures that could occur in a range of health, social care and early years settings.

Key content

Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers:

- how to assess the scene of an accident within health, social care or early years settings
- how to provide information to emergency services

Learning Outcome 2: Understand the first aid procedures for a range of injuries:

- how to identify the nature and severity of a range of injuries
- the current first aid procedures for the injuries and the rationale
 - conscious/unconscious and breathing/not breathing
 - choking
 - an Asthma attack
 - burns/scalds
 - bleeding
 - shock

Learning Outcome 3: Be able to apply basic first aid procedures:

- how to apply the steps involved in certain first aid procedures (as published in a current first aid manual at the time of assessment)
 - conscious/unconscious and breathing/not breathing
 - choking
 - an Asthma attack
 - burns/scalds
 - bleeding
 - shock
- how to review own performance- competency; strengths/weaknesses; improvements

Key skills

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Development of first aid skills and techniques

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed Assignments: Work will be monitored regularly. Feedback will identify strengths and areas for improvement.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be related to examination success criteria.

4. Level1/2 Assessment Criteria: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria.

5. Grades: On specific pieces of work a comparable OCR Level1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments

6. Maintenance and literacy feedback: Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.

7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

Homework

Research of key terms
Writing of sample case studies
Completion of coursework criteria
Completion of coursework amendments
First aid technique practise
Watching healthcare related documentary to see first aid in action e.g. Ambulance or 24 Hours in A&E

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion
Discussion regarding teacher feedback and support in completing any amendments independently
Support in meeting final unit deadline for both internal and external moderation
Practise first aid techniques at home- recovery position, sling, bandaging

Rationale- sequencing/intent/cross curricular links

Chosen as a large proportion of students consider a Health care related career or working in early years
First Aid qualification completed as part of the unit which is an important life skill
Links to Level 3 Cambridge Technical qualification- Unit 3 Health, safety and security- LO4 role of a first aider
Vitaly important life skill

Level 2 Cambridge National R032: Principles of care in health and social care settings

Whether you want a career in a health or social care setting, understanding rights, the person centred-values and how they can be applied is vital. Communicating effectively with service users you are caring for, and creating a care environment that is safe and hygienic for service users and service providers is also essential for the health and wellbeing of individuals requiring care. In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security

Key content

This is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:

- o Topic Area 1 The rights of service users and the benefits of maintaining their rights in health and social care settings
- o Topic Area 2 Person-centred values of care and the benefits of each value; how individuals are affected if the values are not met; the 6Cs
- o Topic Area 3 Effective communication in health and social care- types of communication; the importance of effective communication
- o Topic Area 4 Protecting service users and service providers in health and social care settings- safeguarding; infection control; safety and security

Key skills

Synthesis of information
Referencing
Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.
Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.
Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of LO topic tests and past exam questions
Mock exam completion
Year 11 Summer exam

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed Assignments: Work will be monitored regularly. Feedback will identify strengths and areas for improvement.
3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be related to examination success criteria.
4. Level1/2 Assessment Criteria: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria.
5. Grades: On specific pieces of work a comparable OCR Level1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments
6. Maintenance and literacy feedback: Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

Homework

- Research of key terms
- Writing of sample case studies
- Creation of glossary of key terms
- Flashcard completion
- Completion of past exam questions
- Writing own past exam questions and mark schemes
- Creation of revision resources e.g. mind maps; summary sheets

How can I help my child?

- Creation of a glossary to remember key concepts and definitions
- Regular reviewing of class work and self-reflection using the unit checklist provided by your class teacher
- Encouragement to create revision resources for each topic studied- especially in the lead up to their LO topic test
- Creation of flashcards to remember the key features of each piece of legislation
- Completion of past exam papers or exam questions in timed conditions in readiness for mock and final exams

Rationale- sequencing/intent/cross curricular links

- Links to qualification offered at KS5- rights; values of care; early years values of care features in Unit 2 of Level 3 Cambridge Technical
- Links to Level 3 Cambridge Technical Unit 5- Infection control; Unit 6 Person-centred care and Unit 7- Safeguarding and is built upon further
- Topic area 4- safety, hygiene and security links to Unit 3 of Level 3 qualification
- Content taught underpins any Health and Social Care related qualification and potential career
- 6Cs of the NHS integral for any health care career
- Effective communication vital in all careers, not just Health and Social Care
- Links to Level 3 Cambridge Technical Unit 1- Building Positive Relationships (P2 and P4, P5 and M3)
- Use of case studies and examples relevant to different Health and Social Care environments

Level 2 Cambridge National R033: Supporting individuals through life events

On our journey through the stages of life we experience many life changing events and are influenced by many factors that affect growth and development. In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Key content

This is assessed by a Set coursework Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topics include:

- o Topic Area 1 Life stages- physical, intellectual, emotional and social development across the life stages; factors affecting growth and development
- o Topic Area 2 Impacts of life events- expected and unexpected life events and their effects on individuals;
- o Topic Area 3 Sources of support- types of support available; how individuals can be supported

Key skills

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed Assignments: Work will be monitored regularly. Feedback will identify strengths and areas for improvement.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be related to examination success criteria.

4. Level1/2 Assessment Criteria: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria.

5. Grades: On specific pieces of work a comparable OCR Level1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments

6. Maintenance and literacy feedback: Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.

7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

Homework

Research of key terms

Writing of sample case studies

Completion of coursework criteria

Completion of coursework amendments

Watching part of Health and Social Care related documentary e.g. Ambulance or 24 Hours in A&E

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion

Discussion regarding teacher feedback and support in completing any amendments independently

Support in meeting final unit deadline for both internal and external moderation

Discussion regarding developmental milestones and development

Rationale- sequencing/intent/cross curricular links

Topic Area 3 links to Level 3 Unit 14 Long-term physiological conditions and Unit 17 Supporting individuals with mental health conditions

Unit content useful for any Health and Social Care related qualification or career

Students able to draw on own development and experiences

Level 2 Cambridge National R034: Creative and therapeutic activities

Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. Completing this unit will give you with the opportunity to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part. This unit will enable you to develop work-related skills that are essential for working with adults or children. In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

Key content

In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.

Topics include:

- o Topic Area 1 Therapies and their benefits
- o Topic Area 2 Creative activities and their benefits
- o Topic Area 3 Plan a creative activity for individuals or groups in a health care, social care or early years setting
- o Topic Area 4 Deliver a creative activity and evaluate your own performance

Key skills

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.
2. Assessed Assignments: Work will be monitored regularly. Feedback will identify strengths and areas for improvement.
3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be related to examination success criteria.
4. Level1/2 Assessment Criteria: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria.
5. Grades: On specific pieces of work a comparable OCR Level1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments
6. Maintenance and literacy feedback: Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

Homework

Research of key terms

Writing of sample case studies

Creative activity research

Completion of creative activity to support an individual

Completion of coursework criteria
Completion of coursework amendments

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion
Discussion regarding teacher feedback and support in completing any amendments independently
Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Unit chosen to support those students who are likely to want to work in early years or social care
Completion of creative activity builds on development of own communication skills taught as part of Unit RO32
Principles of care in health and social care settings and Level 3 Unit 1 Building Positive Relationships
Student voice sought and students expressed an interest in completing this optional unit