

Year 11 Health and Social Care

Overall intent:

Students study OCR Cambridge National Award Level 1/2 and they have 5 lessons per fortnight. During Year 11, Health and Social Care students will study two coursework units, each worth 25% of their total mark. The coursework units are marked internally, moderated internally by another Health teacher, before the work is sent to the external moderator. Students sit the one externally assessed exam at the end of year 10 but have the opportunity to re-sit at the end of Year 11. The four units combine to give each student a grade from Level 1 Pass to Level 2 Distinction*. (GCSE equivalent= L2D*:9, L2D:8, L2M:6, L2P:4, L1D:3, L1M:2, L1P:1).

At Key Stage 4 our intent is that students receive a broad and balanced curriculum covering many aspects of health and social care, from effective communication to learning first aid. We aim to develop student's academic independence, empathy towards a wide variety of service users, as well as a good understanding of the various professional roles in Health and Social Care. We want students to be inspired and motivated to nurture an interest in caring skills by their course to the point where they consider further study in the subject or a career in the Health and Social Care or Early Years sector.

In Year 11 students work towards their end of year externally assessed exam. The unit (R032, 'Principles of care in health and social care settings') focuses on key aspects of working in health and social care settings. Students learn about the ways of supporting service users rights, and using effective communication skills so that they can provide person-centred care. Students learn about ways of valuing diversity and providing equal opportunities in order to meet the needs of service users who are using care settings. It is essential that care environments are safe, healthy, hygienic and secure. This unit explores the measures and procedures that are needed to protect service users who use health and social care services.

The Key Stage 4 Health and Social Care qualification can be used to access Level 2 Health and Social Care qualifications at local colleges or the Level 3 qualification at Thirsk School and Sixth Form College. The transferrable skills learnt are useful for many level 2 and 3 qualifications, such as independent research, analysing text and referencing work. The Key Stage 4 qualification is useful for students wishing to study level 2/3 childcare or Health and Social Care courses as well as A Level Biology, Psychology and Sociology.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topics / areas of study</p> <p>R032 Principles of care in health and social care settings.</p>	<p>R032</p> <p>Students develop their understanding of the rights of service users in health and social care settings</p>	<p>Students develop their understanding of person centred values</p>	<p>Students develop their understanding and application of effective communication in health and social care settings</p>	<p>Students develop their understanding of protecting service users and service providers in health and social care settings.</p>	<p>Students consolidate revision and practice exam questions</p>	<p>Students are on study leave.</p>
<p>Key learning aims – knowledge and skills</p>	<p>Students develop their understanding of the rights of service users as well as the benefits to service users health and well being when their rights are maintained</p>	<p>Students develop their understanding of person centred values as well as the 6 Cs (qualities of a service provider) and how these can be applied in health and social care settings. Students also consider the benefits for service users and service providers of applying person centred values.</p>	<p>Students develop their understanding of effects of not applying person centred values– considering physical, intellectual, emotional and social effects. As well as this, students develop their awareness of effective verbal and non verbal communication in and adapting methods to suit the needs of service users.</p>	<p>Students develop their understanding of safeguarding and its impacts on the physical, intellectual, emotional and social factors of service users. Students also develop their awareness of infection prevention, safety procedures, security measures and risk assessments.</p>	<p>Independent study, development of applying information to exam questions.</p>	<p>Students are on study leave</p>

<p>Summative assessments</p>	<p>Ongoing verbal feedback is given to classwork and homework. Past exam questions are marked and written feedback provided.</p>	<p>Ongoing verbal feedback is given to classwork and homework. Past exam questions are marked and written feedback provided.</p>	<p>Ongoing verbal feedback is given to classwork and homework. Past exam questions are marked and written feedback provided.</p>	<p>Ongoing verbal feedback is given to classwork and homework. Past exam questions are marked and written feedback provided.</p>	<p>Past exam papers to complete Informal questioning in class. Verbal feedback is given to coursework.</p>	<p>Ongoing past exam questions and informal questioning in class.</p>
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	Autumn	Spring	Summer
Spiritual and Moral Social and Cultural dimensions	<p>Students develop an understanding of equal and fair treatment, so the spiritual, moral, social and cultural needs of service users are met in health and social care settings.</p> <p>Students also develop the awareness of how person centred values are key principles that underpin the work of service providers, so that service users have their own unique needs met.</p>	<p>Students consider the verbal and non verbal communication methods that may differ between cultures and social groups and methods that can meet individual needs.</p>	<p>Students apply their knowledge and skills learnt throughout the course in exam questions. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and self reflection of their progress, supported by teacher feedback.</p>
British Values	<p>Tolerance, Respect & Liberty: Students develop an understanding of concepts related to equal and fair treatment such as dietary based on religious beliefs, access needs and special educational needs.</p> <p>The Rule of Law: Students consider what may happen to service users when legislation such as the Equality Act 2010 is not applied to service users.</p>	<p>Tolerance and Respect & Liberty: Students develop an understanding of why service users may be more vulnerable to abuse and the impacts for service users of a lack of safeguarding.</p>	<p>Democracy: Students are encouraged to voice their thoughts on their own practice, and reflect on their own practice</p>
Important Events/Movements	Equality Act 2010	Safeguarding	Revision and consolidation

Important People	Peers/ Department of Health/ NHS/ carers/ advocates/ social care workers/ child minders/ teachers/ service providers / service user	Peers/ Department of Health/ NHS/ carers/ advocates/ social care workers/ child minders/ teachers/ service providers / service user	Peers/ Department of Health/ NHS/ carers/ advocates/ social care workers/ child minders/ teachers/ service providers / service user
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