

Year 10 - Curriculum Map for Health and Social Care

Course: OCR Level 1/2 Cambridge National Certificate in Health and Social Care

2021 – 2022 Units

Year 10 Units

R021: Essential values of care for use with individuals in care settings (External)

R022: Communicating and working with individuals in, health, social care and early years settings (Internal)

2022 – 2023 Units

Year 11 Units

R027: Creative activities to support individuals in health, social care and early years settings

R023: Understanding body systems and disorders (Internal)

What are the intended aims for this year's curriculum? This two-year course aims to provide an engaging and stimulating introduction to the topics, issues and legislation that is important to be aware of in health, social care and early years settings. In year 10 students will study the essential values of care for use with individuals in care settings. On completion of the unit, students 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. Students will then learn about communicating and working with individuals in health, social care and early years settings. 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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic(s): R021: Essential values of care for use with individuals in care settings</p> <p>*This unit is assessed through an external exam in January 2022</p>	<p>Topic(s): R021: Essential values of care for use with individuals in care settings</p> <p>*This unit is assessed through an external exam in January 2022</p>	<p>Topic(s): R022: Communicating and working with individuals in health, social care and early years settings</p> <p>*This unit is assessed internally through an internal assignment</p>	<p>Topic(s): R022: Communicating and working with individuals in health, social care and early years settings</p> <p>*This unit is assessed internally through an internal assignment</p>	<p>Topic(s): R022: Communicating and working with individuals in health, social care and early years settings</p> <p>*This unit is assessed internally through an internal assignment</p>	<p>This term will be used to complete and improve coursework and for revision if students are resitting the examination.</p>
'Big idea(s)' / fundamental concepts	<p>Learning Outcome 1: Understand how to support individuals to maintain their rights</p> <p>Learning Outcome 2: Understand the importance of the values of care and how they are applied</p>	<p>Learning Outcome 3: Understand how legislation impacts on care settings</p> <p>Learning Outcome 4: Understand how personal hygiene, safety and security measure protect individuals</p>	<p>Learning Outcome 1: Understand how to communicate effectively</p>	<p>Learning Outcome 2: Understand the personal qualities that contribute to effective care</p>	<p>Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting</p>	
Knowledge to be learnt	<p>In Learning Outcome 1, students will know the rights on the individual:</p> <ul style="list-style-type: none"> Choice Confidentiality protection from abuse and harm equal and fair treatment consultation. <p>Students will understand why it is important to maintain individuals' rights:</p> <ul style="list-style-type: none"> to make people feel valued and raise their self-esteem empower them and give them control over their lives instil confidence and trust in care services and in care workers feel safe in the care setting provide equality of access to services and treatments ensure individual needs are met. <p>Students will also learn how care workers can support individuals to maintain their rights by using:</p> <ul style="list-style-type: none"> effective communication by providing up-to-date information by challenging discriminatory behaviour by providing information about complaints procedures and by providing advocacy. <p>In Learning Outcome 2, students will understand the importance of</p>	<p>In Learning Outcome 3, students will understand the key aspects of legislation which are relevant to each of the following groups:</p> <ul style="list-style-type: none"> children and young people vulnerable adults ethnic minority groups people with disabilities men and women older adults <p>Students will gain an overview about key aspects of legislation:</p> <ul style="list-style-type: none"> Equality Act 2010 Children Act 2004 Data Protection Act 2018 Health and Safety at Work Act 1974 (HASAWA) Mental Health Act 2007 <p>They will also learn how legislation impacts on care settings:</p> <ul style="list-style-type: none"> provides a framework to maintain and improve quality of practice provides guidance for those who work in health, social care and early years sectors sets out the standard of practice and conduct for those who work in the health and social care and early years sectors should meet. <p>Students will also learn how key legislation impacts on:</p> <ul style="list-style-type: none"> people who use services (e.g. people can exercise their rights) 	<p>In Learning Outcome 1, students will learn how to communicate effectively. Students will learn about the different types of communication:</p> <ul style="list-style-type: none"> verbal skills – clarity, tone, pace, empathy, paraverbal skills non-verbal – body language, gestures, facial expressions written – writing a care plan, care report or instructions for medical procedure/operational activity specialist – braille, sign language, voice activated software, advocates, interpreters, makaton <p>Students will also learn about factors that positively influence communication:</p> <ul style="list-style-type: none"> environmental, e.g. heating and ventilation, room layout, lighting, noise interpersonal, e.g. relationships, personal space, respecting differences in culture, body language, active listening barriers to communication, e.g. patronising language, tiredness, inappropriate body language, inappropriate use of language, aggression, and difference in language spoken, speech difficulties due to disabilities or illness (e.g. dementia, deafness), noisy environment, inadequate space, poor lighting, damaged or unsuitable furniture 	<p>In Learning Outcome 2, students will learn about the personal qualities that contribute to effective care:</p> <ul style="list-style-type: none"> patience, e.g. when dealing with an individual in a wheelchair understanding, e.g. giving clear instructions for an activity at a day care centre so that they are understood empathy, e.g. when an individual's breaking bad news in a hospital respect, e.g. an individual's personal, religious beliefs, about they type of food they can eat in hospital willingness, e.g. to support other individuals sense of humour, e.g. when working with young children in a nursery cheerfulness, e.g. the way a nursery nurse greets the children <p>Students will learn how these qualities contribute to effective care through empowerment, reassurance and making individual's feel valued.</p>	<p>In learning Outcome 3, students will be able to communicate effectively within a health, social care and early years setting, they will be taught how to plan for a one-to-one and group health, social care or early year interaction, considering:</p> <ul style="list-style-type: none"> time, e.g. ensuring enough time is set aside, that all parties involved are aware of the time and how long it will take environmental factors, e.g. away from the noise of the nursery, in private if necessary - appropriate lighting and space - seating plans (e.g. GP surgery, day care centre seating arrangements) activity or topic of conversation, e.g. related to the health, social care or early year setting skills to be used, e.g. non-verbal - verbal the reasons why practitioners and individuals who use the service need to communicate clearly, e.g. to give, obtain and exchange information to meet the individuals, physical, intellectual, language, emotional and social needs to ensure the comfort of the individual to show value and respect for the individual <p>Students will demonstrate how to communicate effectively in a one-to-one and group situation, by:</p>	

	<p>values of care and how they are applied.</p> <p>They will learn about the values of care in health and social care:</p> <ul style="list-style-type: none"> • promoting equality and diversity • maintaining confidentiality • promoting rights and beliefs. <p>Students will learn the values of care to be applied in early years care and education settings:</p> <ul style="list-style-type: none"> • ensuring the welfare of the child is paramount • keeping children safe, and maintaining a healthy and safe environment • working in partnership with parents/guardians and families • encouraging children's learning and development • valuing diversity • ensuring equality of opportunity • practising anti-discrimination • ensuring confidentiality • working with other professionals. <p>Students will learn how each of these values are applied. They will also learn the importance of applying the values of care:</p> <ul style="list-style-type: none"> • applying values of care ensures standardisation of care • applying values of care improves the quality of care • applying values of care provides clear guidelines to inform and improve practice • applying values of care maintains or improves quality of life. <p>Students will learn about the importance of being a reflective practitioner. Lastly in this learning outcome, students will learn about the physical, intellectual, emotional and social effects on service users if the values of care are not applied.</p>		<ul style="list-style-type: none"> • care practitioners (e.g. training) • service providers (e.g. production of organisational policies and procedures). <p>In learning Outcome 4 students will understand how personal hygiene, safety and security measures protect individuals:</p> <ul style="list-style-type: none"> • personal hygiene • safety procedures • security measures • how individuals are protected. 		<ul style="list-style-type: none"> • ways to overcome barriers, e.g. adapting the environment, calm tone, training staff. 		<ul style="list-style-type: none"> • active listening, e.g. concentrate on what is being said, understand what individuals and key people are trying to convey, interpret the information being given, repeat information if necessary, respond to information appropriately, actively encourage others to communicate, reflect. • appropriate body language and behaviour, e.g. maintaining eye contact (e.g. when discussing care plan with an individual at a residential home), appropriate facial expressions (e.g. when giving bad news in a hospital) • inappropriate body language and behaviour, e.g. hand gestures/folded arms/finger pointing (e.g. when talking to members of staff at a nursery), behaviour which fails to value service users (e.g. making a patient wait for care) • adapting/using appropriate language, e.g. allowing pauses (e.g. when explaining instructions to a patient), tone/pace (e.g. when talking to children at a nursery), clarity of information (e.g. appropriate to individuals' needs), use the individuals' preferred means of communication. 		
Key vocabulary	<p>Equality</p> <p>Diversity</p> <p>Discrimination</p> <p>Legislation</p> <p>Self-esteem</p> <p>Empower</p> <p>Jargon</p> <p>Interpreter</p> <p>Translator</p> <p>DBS Checks</p> <p>Vulnerable</p>		<p>Discrimination</p> <p>Vulnerable</p> <p>Dementia</p> <p>Sexualism</p> <p>Protected characteristic</p> <p>Victimisation</p> <p>Harassment</p>		<p>Advocates</p> <p>Empathy</p> <p>Jargon</p> <p>Active listening</p> <p>Personal space</p> <p>Positive communication</p> <p>Paraphrasing</p> <p>Summarising</p> <p>Open questions</p> <p>Patronising language</p> <p>Emotional abuse</p> <p>Hearing impairment</p>		<p>Resilience</p>		<p>Aims</p> <p>Objectives</p>
The role of reading and comprehension	<p>PowerPoints from lessons</p> <p>Class notes</p> <p>Cambridge National Level 1/2Health and Social Care, Judith Adams, Mary Riley and Maria Ferreiro Peteiro</p> <p>My Revision Notes: Cambridge Technicals Level 3 Health and Social Care by Judith Adams</p>		<p>PowerPoints from lessons</p> <p>Class notes</p> <p>Cambridge National Level 1/2Health and Social Care, Judith Adams, Mary Riley and Maria Ferreiro Peteiro</p> <p>My Revision Notes: Cambridge Technicals Level 3 Health and Social Care by Judith Adams</p>		<p>PowerPoints from lessons</p> <p>Class notes</p> <p>Cambridge National Level 1/2Health and Social Care, Judith Adams, Mary Riley and Maria Ferreiro Peteiro</p>		<p>PowerPoints from lessons</p> <p>Class notes</p> <p>Cambridge National Level 1/2Health and Social Care, Judith Adams, Mary Riley and Maria Ferreiro Peteiro</p>		<p>PowerPoints from lessons</p> <p>Class notes</p> <p>Cambridge National Level 1/2Health and Social Care, Judith Adams, Mary Riley and Maria Ferreiro Peteiro</p>
The role of independent extended writing	<p>Extended written answers to practice exam questions/past papers</p>		<p>Extended written answers to practice exam questions/past papers</p>		<p>Coursework task providing a written guide to new recruits within health, social care and early years settings</p>		<p>Coursework task providing a written guide to new recruits within health, social care and early years settings</p>		<p>Coursework task to create a plan to communicate efficiently with people who use a health, social care and early years service.</p>

The role of maths/ numeracy	N/A for this unit		N/A for this unit		N/A for this unit		N/A for this unit		N/A
Links to careers/ aspirations	Careers within Health, Social Care and Early Years settings		Careers within Health, Social Care and Early Years settings		Careers within Health, Social Care and Early Years settings		Careers within Health, Social Care and Early Years settings		Careers within Health, Social Care and Early Years settings
Core skills <i>A skill is a performance built on what a person knows</i>	Learners gain 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 gain 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		Skills and abilities required to communicate effectively with others		Skills and abilities required to communicate effectively with others		Skills and abilities required to communicate effectively with others
Dept. enrichment activities	We have good links with Canterbury Christ Church University and provide students with guest speakers and visits		We have good links with Canterbury Christ Church University and provide students with guest speakers and visits		We have good links with Canterbury Christ Church University and provide students with guest speakers and visits		We have good links with Canterbury Christ Church University and provide students with guest speakers and visits		We have good links with Canterbury Christ Church University and provide students with guest speakers and visits
Home learning opportunities	Watch appropriate documentaries		Watch appropriate documentaries		Practising effective communication skills at every opportunity Watch appropriate documentaries		Practising effective communication skills at every opportunity Watch appropriate documentaries		Practising effective communication skills at every opportunity Watch appropriate documentaries