

**Overview:**

Students study creative and therapeutic activities that are available in health and social care settings and how they can be used with various individuals in the different settings. Students build knowledge through teacher and student led learning. They research, plan and deliver a creative activity either as an individual or group and evaluate their planning and delivery. The work develops time management and identifying aims, purpose, resources, and methods. This is the first NEA and it is externally moderated. Students build knowledge and understanding of some of the principles of care in health and social care settings to include the rights of individuals and person-centred values and how to apply these when working with service users through teacher led learning. This is applied to scenarios and includes practise examination questions. Students complete primary and secondary research to develop knowledge and understanding of life stages, key milestones of growth and development for different age groups and evaluate the impact of factors that affect growth and development.

**Careers in the Curriculum:**

The topics covered will highlight links to careers in a variety of contexts, for example: activities coordinator, early years nursery assistant, health care assistant, press officer, ambulance dispatcher, pharmacy assistant.

| <b>Term</b> | <b>Topic</b>  | <b>Assessment</b>  |
|-------------|---|--|
| <b>Aut1</b> | Introduction to key areas of health care, social care, early years and knowledge of care settings.<br>Research therapies and how they can benefit people.<br>Types of creative activities.<br>The benefits of participating in creative activities to individuals in different health and social care settings.   | NEA Marking Criteria   |
| <b>Aut2</b> | Factors that affect the selection of a creative activity: Individual abilities, impairments, medical conditions, gender, culture/religion.<br><br>How to plan a creative activity to meet individual abilities to include: timescales, materials/ equipment, specialist resources, safety, risk assessment, protective equipment, contingency plans for emergencies, feedback methods.<br>Skills/personal qualities required to encourage participation.  | NEA Marking Criteria   |
| <b>Spr1</b> | Deliver a creative activity as an individual or group.<br>Evaluation of student's own performance, planning and preparation based on feedback and self-reflection.<br>Collation of completed NEA. Submission for external moderation.   | Practical assessment<br>NEA marking criteria<br>0-60 marks (30% final grade) |
| <b>Spr2</b> | Examined unit content. The rights of service users in health and social care settings: choice, confidentiality, consultation, equal and fair treatment, protection from abuse and harm.<br>The benefits to service users' health and wellbeing when their rights are maintained.<br>Person-centred values: individuality, choice, rights, independence, privacy, dignity, respect,, partnership, encouraging decision making of service user. Examples of how person-centred values can be applied in health and social care settings by service providers. | In class exam question.<br><br>PPE   |
| <b>Sum1</b> | Benefits of applying person-centred values.<br>Effects on service users' health and wellbeing if person-centred values are not applied.<br>Qualities of a service practitioner, the 6Cs: Care, Compassion ,Competence, Communication, Courage, Commitment.<br>Case studies of how service practitioners use the 6Cs to inform and deliver person-centred values.  | In class exam question.<br><br>PPE   |
| <b>Sum2</b> | June 1st OCR release second NEA: Introduction to supporting individuals through life events.<br>Knowledge and understanding of life stages and key milestones of growth and development for age groups.<br>Secondary research: Factors affecting growth and development across the life stages.<br>How the growth and development of an individual is affected by physical, social, emotional, Economic, cultural and environmental factors. Primary research - interview a chosen individual.  | NEA 2 Marking criteria   |

**Overview:**

Individuals experience life changing events. These are influenced by factors that affect growth and development. Through teacher lead learning students explore expected and unexpected life events and the impact these have on physical, social/emotional and socio-economic aspects in an individual's life. Teacher and student lead learning embraces service providers and practitioners and how they support Individuals. Students recommend support and justify how this will meet the needs of a specific individual. This concludes the second NEA which is externally moderated. Through teacher led learning applied to scenarios and practise examination questions students complete their learning of the principles of care in health and care settings. Study includes understanding the importance of effective verbal and nonverbal communication skills, infection prevention, safety and security procedures and measures to protect practitioners and service users, including safeguarding.

**Careers in the Curriculum:**

The topics covered will highlight links to careers in midwifery, nursing, counselling, youth work, support work, paramedic, community development worker, health visitor.

| <b>Term</b> | <b>Topic</b>  | <b>Assessment</b>   |
|-------------|---|---|
| <b>Aut1</b> | Life events : Scenario based learning about expected and unexpected events and their impacts on individuals.<br>Planning and organising an interview. Question preparation, effective communication.<br>Primary research: Interview and record details of two life events experienced by an individual including their impact on the individual.<br>Write a report explaining the events and their impact on the individual.<br>Identifying an individual's needs based on the impacts of life events.<br>Written explanation justifying the needs. | Evidence based assessment<br><br>NEA Marking Criteria             |
| <b>Aut2</b> | Sources of support: formal, informal, charities.<br>The roles of practitioners and informal carers in providing support and how practitioners meet individual needs.<br>Research and recommend personalised support provision for the individual interviewed that matches their specific individual needs, justifying the choices made.<br>Application of person-centred values.<br>Final submission of NEA assignment for external moderation.   | Final NEA marking criteria<br>0-60 marks (30% final grade)        |
| <b>Spr1</b> | Examined unit content. Protecting service users and service providers in health and social care settings. Safeguarding and the impacts and procedures for service providers and service users.<br>Infection prevention.<br>Safety procedures and measures.<br>How security measures protect service users and staff.  | Timed exam questions  |
| <b>Spr2</b> | Revision of examined unit content from Year 10 and Year 11<br>Recall knowledge and show understanding.<br>Exam technique, understanding and performance.<br>Apply knowledge and understanding through exam question practise and scenarios.<br>Analysis and evaluation of knowledge.  | Timed exam questions<br><br>In class timed assessment<br>60 marks |
| <b>Sum1</b> | Final revision and exam preparation.  |   |
| <b>Sum2</b> | Final revision and exam preparation.  | External exam.<br>70 marks in total.<br>40% of final grade.       |

**Overview:**

Students gain knowledge, skills and understanding of a sector in society that touches everyone's lives. Students are encouraged to develop professional and personal skills through interaction with people who work or are service users in the sector, as well as gain theoretical knowledge to underpin their skills. Students consider the real impacts to people living with health conditions. Students learn through teacher and student led engagement about the legislation and guidance supporting health and social care so that they can ensure individuals can access the care and support they are entitled to and are also able to protect themselves from harm or abuse whilst at work.

**Careers in the Curriculum:**

The topics covered will highlight links to careers: health care, social care, community justice, early years and job roles in the local area. Nutritionist, dietician, social work in several disciplines eg elderly, learning disabilities, leaving care. Applying for NHS Work experience at South Tees Hospitals Trust .

| Term  | Topic   | Assessment   |
|-------|---|--|
| Aut1  | <p>Unit 10 Portfolio: Nutrition for health. Nutritional guidelines. The functions of nutrients. Dietary needs of children, adolescents, adults, older adults, pregnant and breastfeeding. Factors which influence nutritional health: health, lifestyle, economic, sociocultural, personal preference, education, labelling, fluid balance.</p> <p>Unit 4 Examined. Anatomy and physiology: blood and the heart, cardiac cycle, blood vessels, tissue fluid and lymph, hypertension, coronary heart disease and its impact on lifestyle. Respiratory system: gas exchange and respiration, asthma, emphysema, cystic fibrosis and its impact on lifestyle</p> | <p>NEA Assessment criteria marks. P1 P2 P3 P4 M1.</p> <p>In class end of topic tests 40 marks.</p>                                 |
| Aut2  | <p>Nutrition for health - nutritional analysis of an individual's diet. Developments to improve the individual's nutritional health. Analyse the causes of poor nutrition in individuals.</p> <p>Unit 2 Examined. Equality, diversity and rights in health and social care. Anatomy and physiology: digestive system, absorption and assimilation, irritable bowel syndrome, gallstones, coeliac disease. Musculoskeletal system: bone, joints, arthritis, osteoporosis.</p>  | <p>NEA Assessment criteria marks. P5 P6 M2 D1.</p> <p>In class Topic tests 30 marks.<br/>In class end of topic tests 40 marks.</p> |
| Spr1  | <p>Equality, diversity and rights in health and social care. Values of care, early years values of care, support networks, advocacy, discriminatory practices in health and social care and their impacts. Current legislation and national initiatives that promote anti-discriminatory practice. Anatomy and physiology: sensory system. the eye, glaucoma, cataracts, AMD, retinopathy. The ear, deafness.</p>   | <p>In class end of Topic tests 30 marks.<br/>In class end of topic tests 40 marks.</p>   |
| Spr2  | <p>Equality, diversity and rights in health and social care. National initiatives, quality assurance, prioritising actions in response to discriminatory practice. Whistleblowing, training, mentoring , monitoring, dealing with conflict. Anatomy and physiology: The nervous system, components, function of the brain, nerve action, MS, motor neuron disease. Organisation and function of the endocrine system, kidney, nephrotic syndrome, homeostasis, diabetes.</p>  | <p>In class Topic tests 30 marks.<br/>PPE April.<br/>In class end of topic tests 40 marks.<br/>PPE April.</p>                      |
| Sum 1 | <p>Equality, diversity and rights in health and social care. Revision L01 . Impact of discriminatory practices, legislation and national initiatives promoting anti-discriminatory practice. Anatomy and physiology: revision of all bodily systems and associated diseases, monitoring &amp; treatments.</p>   | <p>External examination May 1Hr 30.<br/>External examination May 2 Hours.</p>  |
| Sum 2 | <p>Understand how a person centred approach builds positive relationships in health and social care. Explain strategies and analyse how the approach supports the building of positive relationship. Strategies to ensure person centred approach to care. Use of reflective practice to ensure interactions build positive relationships in health and social care.</p>  | <p>Unit 1 assignments.<br/>P1 M1<br/>P2 P3 M2</p>  |

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**Careers in the Curriculum:**

The topics covered will highlight links to careers in the statutory and private health and social care sectors. Allied health professionals, specialist areas, working for health and social care charities eg Diabetes UK, MS Society.

| Term        | Topic   | Assessment  |
|-------------|---|---|
| <b>Aut1</b> | Unit 1: Portfolio. Building positive relationships in health and social care. Communication skills to build positive relationships, one-to-one and group contexts, self-awareness, reflection strategies, overcoming communication barriers<br><br>Unit 3: Examined. Health, safety and security in health and social care. Potential hazards, impacts on individuals and practitioners, harm and abuse, legislation, policies and procedures to promote health, safety and security. | Exam Board practical assessment.<br>One to one and group.<br><br>In class end of topic tests<br>30 marks.             |
| <b>Aut2</b> | Unit 3: Safeguarding. Employers' roles and responsibilities, how to respond to incidents and emergencies in health and social care<br><br>Revision. Potential hazards, legislation, policies and procedures promoting health, safety and security, roles and responsibilities involved in health, safety and security, responding to incidents and emergencies.   | Unit One assignments.<br>P4 P5 M3 D1<br><br>In class topic tests 30 marks .<br><br>PPE Dec.                           |
| <b>Spr1</b> | Unit 3: Overview and External examination<br>Unit 14: Portfolio. Impact of physiological conditions, knowledge of physiological conditions, chronic illness, neurological, degenerative, autoimmune, genetic conditions. Types, causes, symptoms. Understand effects of long-term physiological conditions. Treatments, barriers, monitoring.   | External examination Jan.<br>External moderation.<br><br>Assessment criteria<br>P1 ,P2, P3, P4, P5, P6,<br>M1, M2, D1 |
| <b>Spr2</b> | How to support individuals with long-term physiological conditions. Plan, care and support. Current frameworks, practitioners, local services .Third sector, best practices, end of life care, strategies, regulatory framework, ethics, morals.  | P7, P8, P9, P10 , P11<br>M3, M4, D2 ,D3<br><br>External moderation June.  |
| <b>Sum1</b> | Final exam preparation and revision   |   |
| <b>Sum2</b> | Final exam preparation and revision   | Final exams   |