

# Subject: Health and Social Care

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**Key Stage 5 - Intention Statement:** The intent of these Level 3 HSC Cambridge Technical courses are to develop skills demanded by employers. The units delivered are structured to enable students to gain the qualifications at their own pace and build on their achievements.

## Intention Overview:

### Curriculum Knowledge

**OCR Level 3 Cambridge Technical (2012 Suite) – Certificate, Introductory Diploma, Subsidiary Diploma, Diploma and OCR Level 3 Cambridge Technical (2016 Suite) – Certificate, Extended Certificate.**

These courses intend to provide students the opportunity to: prepare for further learning or training; develop essential knowledge, transferable skills and personal skills in HSC with the aim of enhancing their employability in both HSC sectors; move into different areas of employment and achieve a nationally recognised vocational qualification. Students also have the opportunity to acquire the essential knowledge and tools for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication.

The main intention for the delivery of all awards delivered **(2012: Certificate, Introductory Diploma, Subsidiary Diploma and Diploma AND 2016: Certificate, Extended Certificate)** is that the courses are chosen and structured specifically for those students who choose to study health and social care where they can learn and be assessed in ways that are practical and relevant to the health and social care sector. Students are given the transferable knowledge and skills to progress to higher education or further study. These graduated awards enable students to develop other desirable skills such as awareness of equality and diversity, undertaking research or assessing individuals' needs.

All awards intent is to also develop the knowledge and skills drawn on any aspect of the students prior experiences including: domestic/family life; education; training; work activities / voluntary activities. Students do not have to achieve units in any particular order and learning programmes are tailored to meet individual needs.

### Essential Skills to Develop

#### Subject Specific Skills

- Communication skills
- Presentation skills
- Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).
- Numerical skills and Literacy skills ie. spelling, punctuation and grammar (SPaG)
- The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.
- Referencing and research - sourcing relevant statistical and normative data.

#### Supportive Learning Skills and Attributes

- Resilience
- Teamwork
- Negotiating and working with others towards a common goal.
- Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.
- Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness and able to be a reflective learner - professionally and personally.

### Cultural Capital (opportunities and experiences)

**Within these Level 3 courses - One of the main key focusses is to develop students' awareness of the working role of being a parent / carer in all aspects of HSC contexts. This will include recognising and understanding the duty of care required and the impact it may place upon them as individuals - both care worker and service user alike, whether this may involve them - being new to becoming a parent /carer themselves; the impact of living with the person they may care for; be a parent caring for children who are ill or have a disability; provide personal care, supervision or emotional support for the individual; Resilience is also an area of focus particularly when providing a high level duty of care to individuals in need. Students learn the importance of developing their capacity to recover quickly when dealing with difficult, upsetting and possibly traumatic situations faced within the contexts of HSC situations. This may include adapting to adversity or trauma and discussing and practicing coping strategies that will make them more tolerant and therefore develop into effective empathic and understanding care providers.**

These HSC Level 3 courses also provides opportunities to develop students' understanding of spiritual, moral, ethical, social and cultural issues for example through: the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act); Freedom of Information; the copyrights of individuals and organisations over published electronic data; confidentiality of information (employer and clients); the need to ensure data security ; computer misuse; taking responsibility for honesty and accuracy in the recording, manipulating and presenting data.

**Spiritual education in HSC allows students the opportunity to consider and discuss questions related to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts of Health and Social Care develop naturally from the sense of awe and wonder engendered by birth and human development across the life stages.**

**Moral education in HSC involves our students to recognise and understand the values, attitudes and beliefs about what is right or wrong, good or bad, and how they will differ in both individuals and communities. Such issues impact directly on day-to-day decisions individuals make in their lives both regarding themselves and their loved ones e.g. children, parents. Christian values such as compassion, forgiveness, integrity and justice are considered in relation to service users and service providers.**

**Social education in HSC will encourage our students to develop their social skills as they work in pairs, small groups and whole class situations. It involves them understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people's lives in many ways. Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages.**

**Cultural education in HSC will involve our students to consider the values, attitudes and roles that prevail in communities. They will learn to develop tolerance and respect for those with different beliefs and customs to themselves and appreciate how important it is for individual rights to be upheld. Questions of parental responsibilities, personal relationships and the provision of relevant communal services are also considered.**

**Specific examples of Spiritual, Moral Social and Cultural Develop in Health and Social Care include: Students learning about the importance of upholding service users' rights and how these are protected by legislation such as the Equality Act. Students will develop their understanding of the factors that affect a healthy lifestyle and decision making about their health. They will also learn about the importance of the care values and give examples of how they are used. Students study abuse and neglect, and types of health and social care provision; and how economic factors such as poverty can affect choices made and access.**

The intention is to also heighten students' awareness of environmental issues, health and safety considerations and European developments, such as: correct procedures for working with IT equipment; print consumables; energy-saving software.

#### **Implementation:**

- Teaching and Learning of HSC involves the inclusion of a range of teaching and learning strategies such as TEEP activities to match / meet the needs of specific students and groups/ Metacognition and Cognitive Sciences strategies such as dual coding, cognitive overload, challenge high achievers and spatial retrieval.
- Continual quality assurance (QA) processes, planning and marking book looks, walkabouts, lesson observations, whole school CPD, departmental CPD, PDR target setting and reviews, regular review of departmental performance i.e. DC forecasting / standardisation processes, moderation and data collection analysis of groups and individual students are other strategies implemented to aid the teaching and learning of HSC in the Academy.
- **Specific methods of assessment** are used for this Level 3 HSC qualification: observation of practice, including video or DVD recording; questioning the student; examining written evidence such as assignments, tasks, planning; examining evidence from others such as witness statements; and simulation / role play / use of relevant case studies. Other methods of assessment used are group working, supervision, use of questioning, feedback to students.

#### **Measuring Impact:**

- Regular Far Marking / completion of rigorous and accurate teacher forecasting / internal standardisation and verification and moderation processes / completion of half termly DC / Attitudes to Learning grades;
- Evidence of work : for example, written work, audio / visual recordings, digitally formatted documents, a product or photographs of the final assessment piece.
- Evidence comes from a number of sources such as : Outcomes of assignments, tasks or work-based activities – the outcome or product of a student's work (either through simulated activities, assignments, projects or real work);
- Observation of practice; Witness statements; Personal or learner statement; Simulation; Questioning the learner; and performance evidence. Students take responsibility for the development of their own portfolios and ensure their work is clearly presented, referenced and ordered to help in the assessment.