

Long Term Plan Year 12 L3 HSC : Certificate Award (2016 Suite)

Ethos and driver of department - "To develop skills demanded by employers to empower the diverse world that our learners live in. To enable flexibility and scope delivering individual pathways - strongly emphasising the importance of promoting and maintaining high quality care within the HSC and Early Years sectors".

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1: Sept - Oct	Unit 2: Equality , diversity and Rights in HSC	<p>LO1. Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>LO2. Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>LO3. Understand how current legislation and national initiatives promote anti discriminatory practice in health, social care and child care environments</p> <p>LO4. Understand how equality, diversity and rights in health, social</p>	<p>Generic skills - Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p>	<p>Everyone is different. Promoting equality and respecting diversity and rights in HSC is essential in our very diverse society.</p> <p>To be an effective practitioner providing a duty of care that meets the needs of all individuals and that supports their rights.</p> <p>Attitudes, values and prejudices can significantly affect the</p>	<p>The belief that equality means that people should be treated exactly the same way.</p> <p>Understanding the concept of what is diversity and the protected characteristics of The Equality Act 2010;</p> <p>What is discrimination and prejudice; What is meant by practices and how they impact individuals and organisations;</p>	<p>Unit 32 Maps across Unit 1.</p> <p>Unit 1 LO1 and LO2 and Unit 6 LO1 which is another unit available in the optional series.</p> <p>Unit 1 LO1 and Unit 16 LO4 and other units available in the optional series:</p> <p>Unit 5 LO1 Unit 7 LO5 Unit 8 LO4 Unit 12 LO4 Unit 19 LO2 Unit 20 LO3 Unit 21 LO3</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Social : To encourage our students to develop their social skills as they work in pairs, small groups and whole class situations.</p> <p>Unit 2 and 3 involves understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people's lives in many ways.</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>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.</p> <p>Opportunities to enhance understanding of a culturally diverse society and how to provide high-quality care across all walks of life in a respectful,</p>	<p>Unit 2 links to the overall certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>This unit will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the</p>

		<p>care and child care environments are promoted.</p>	<p>Be able to be a reflective learner - professionally and personally.</p> <p>Subject specific skills - Communication and Presentation skills</p> <p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p> <p>Specific task criteria skills:</p> <p>Identify Outline Explain Analyse Demonstrate Review Justify</p> <p>Apply Compare Describe Evaluate / Overview</p> <p>Primary and secondary research:</p> <p>planning, conducting, analysing</p>	<p>quality of care individuals experience.</p>			<p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p> <p>Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use.</p> <p>Developing the higher level skill of proper evaluation rather than juxtaposition.</p> <p>Developing the skill, and taking a lead in collaborative work, on primary and secondary research</p>	<p>Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages.</p> <p>Culture: To consider the values, attitudes and roles that prevail in communities.</p> <p>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.</p> <p>Questions of roles and responsibilities, personal relationships and the provision of relevant communal services are also considered.</p>	<p>dignified and fair way;</p>	<p>importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation.</p> <p>Career links to other opportunities aside from roles within HSC:</p> <p>Unit 2: Law, Criminology, Sociology; Psychology; Barrister, Uniform Services; etc;</p>
--	--	--	---	--	--	--	---	---	--------------------------------	---

<p>Half term 2: Oct - Dec</p> <p>Prep for PPE (Nov)</p> <p>Unit 2 and Unit 3:</p> <p>Full Papers</p>	<p>Unit 3: Health, Safety and Security in HSC</p>	<p>LO1: Understand potential hazards in health, social care and child care environments</p> <p>LO2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p>LO3. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>LO4. Know how to respond to incidents and emergencies in a health, social care or child care environment</p>	<p>Generic skills - Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p> <p>Be able to be a reflective learner - professionally and personally.</p> <p>Subject specific skills - Communication and Presentation skills</p> <p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p>	<p>Safety and being safe is a basic human need and a duty of care.</p> <p>Taking practical steps to stay safe.</p> <p>It is a duty of care to ensure all individuals have the right to work in a safe environment and those who require care or support also have a right to be safe in health and social care contexts.</p> <p>To maintain a safe working environment for yourself, your colleagues and individuals who require care and support.</p>	<p>The types of hazards that may exist in health, social care and child care environments</p> <p>The range of people who may be subject to harm and abuse</p> <p>The differences that exist between health, social care and child care settings The meaning of policies and procedures, including how these differ</p> <p>The meaning of roles and responsibilities, including how these differ</p> <p>The differences that exist between the terms incidents and accidents</p> <p>The whistleblowing concept</p>	<p>Unit 3: Maps across Unit 1 and 16.</p> <p>Unit 1 LO1 and Unit 16 LO4</p> <p>and other units available in the optional series:</p> <p>Unit 5 LO1 Unit 7 LO5 Unit 8 LO4 Unit 12 LO4 Unit 19 LO2 Unit 20 LO3 Unit 21 LO3</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p>	<p>Unit 3 involves understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people's lives in many ways.</p> <p>Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages.</p> <p>Culture: To consider the values, attitudes and roles that prevail in communities.</p> <p>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.</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>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.</p> <p>Opportunities to enhance understanding of a culturally diverse society and how to provide high-quality care across all walks of life in a respectful, dignified and fair way;</p>	<p>Unit 3 links to the overall certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>This unit will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective health, safety and security policy and procedures in health and social care, including legislation associated with Health and Safety in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning</p>
--	--	---	---	---	---	--	--	---	--	--

			<p>Specific task criteria skills:</p> <p>Identify Outline Explain Analyse Demonstrate Review Justify Apply Compare Describe Evaluate / Overview</p> <p>Primary and secondary research:</p> <p>planning, conducting, analysing</p>				<p>Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use.</p> <p>Developing the higher level skill of proper evaluation rather than juxtaposition.</p> <p>Developing the skill, and taking a lead in collaborative work, on primary and secondary research</p>	<p>Questions of roles and responsibilities, personal relationships and the provision of relevant communal services are also considered.</p>		<p>and organisation.</p> <p>Career links to other opportunities aside from roles within HSC:</p> <p>Unit 3: Construction; Building; Maintenance; Emergency Services; Health and Safety operators; etc;</p>
<p>Half term 3: Jan - Feb</p>	<p>Unit 2 and Unit 3 :</p> <p>Continuation for preparation of external examination</p> <p>- first sitting January Series.</p>	<p>Revision / completion:</p> <p>LO1 - LO4 (Unit 2) LO1 - LO4 (Unit 3)</p>	<p>As above - and including specific task criteria skills:</p> <p>Explain Analyse Demonstrate Review Justify</p> <p>As well as:</p> <p>Compare Describe Evaluate</p> <p>Primary and secondary research:</p>	<p>As above</p>	<p>The concept of person centred care</p> <p>The meaning of spirituality</p> <p>The meaning of a reflective practitioner</p> <p>Effectiveness and ineffectiveness - evidence based data to back up justification</p>	<p>As Above</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act);</p> <p>Moral education: to recognise and</p>	<p>Confidence in communicating further than the realms of a classroom - within a HSC and wider context. E.G: Everyday interactions such as - driving lessons, part time work, interviews, developing positive relationships within the family and wider community;</p>	<p>Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>Know how organisations are structured in health, social care and child care</p> <p>Understand the roles and responsibilities in health and social</p>

	<p>Mid Jan : Unit 1: C/W Building Positive Relationships in HSC</p>	<p>Unit 1: LO1: Understand relationships in health, social care or child care environments:</p> <p>LO2: Understand the factors that can influence the building of positive relationships in health, social care or child care environments:</p>	<p>planning, conducting, analysing</p>				<p>comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p> <p>Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use.</p> <p>Developing the higher level skill of proper evaluation rather than juxtaposition.</p>	<p>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.</p> <p>Understand how such issues impact directly on day-to-day decisions individuals make in their lives both regarding themselves and their loved ones</p>	<p>Volunteering; Workshops; etc;</p>	<p>care</p> <p>Understand the concept of multidisciplinary working in health, social LO4 care and child care</p> <p>Understand relationships in health, social care or child care environments</p> <p>Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p>
--	---	---	--	--	--	--	---	---	--------------------------------------	--

							Developing the skill, and taking a lead in collaborative work, on primary and secondary research.			
Half term 4; Feb - Easter:	Unit 1: Building Positive Relationships in HSC	<p>LO1: Understand relationships in health, social care or child care environments:</p> <p>LO2: Understand the factors that can influence the building of positive relationships in health, social care or child care environments:</p> <p>LO3: Understand how a person - centred approach builds positive relationships in HSC environments.</p> <p>LO4: Be able to use communication skills effectively to build positive relationships in a HSC environment.</p>	<p>Generic skills - Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p> <p>Be able to be a reflective learner - professionally and personally.</p> <p>Subject specific skills - Communication and Presentation skills</p>	<p>See Career column -</p> <p>Effective communication enables access to all HSC sectors allowing service users and care workers to work together to build positive relationships and promote high quality of care - through trust, honesty, empathy, values of care and partnership working.</p> <p>Developing attitudes and values to significantly have a positive impact on the quality of care provided.</p>	<p>The differences that exist between health, social care and child care environments</p> <p>The meaning of the social environment</p> <p>The meanings of and differences that exist between the terms culture, race and religion</p> <p>The terms pace, tone and pitch and how they are used in verbal communications.</p>	<p>Synoptic assessment is a feature of this course, developing appreciation and understanding of the connections between different elements of learning. For example:</p> <p>Having effective communication skills in order to build positive relationships is vital in providing quality care.</p> <p>Equality and diversity and the rights of individuals pervade all elements of health and social care, from legislation, to appreciating the diversity that exists within our society.</p> <p>Providing quality</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions /</p>	<p>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, providing personal care, supervision or emotional support for the individual;</p> <p>Resilience is also an area of focus particularly when providing a high level duty of care to individuals in need.</p> <p>Learning the importance of developing capacity to recover quickly when dealing with difficult, upsetting and possibly</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>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.</p>	<p>Know how organisations are structured in health, social care and child care</p> <p>Understand the roles and responsibilities in health and social care</p> <p>Understand the concept of multidisciplinary working in health, social LO4 care and child care</p> <p>Understand relationships in health, social care or child care environments</p> <p>Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p>

			<p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p> <p>Numerical skills and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data.</p>			<p>care means being able to meet the needs of individuals and having an in depth understanding of their rights.</p> <p>Practitioners' attitudes and values can significantly impact the quality of care provided.</p> <p>Learners will need to apply their knowledge and understanding of how they build positive relationships in different settings in relation to supporting someone with a mental health condition.</p>	<p>peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p>	<p>traumatic situations faced within the contexts of HSC situations.</p> <p>Includes 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.</p>		
<p>Half term 5 : Easter - May</p>	<p>Completion and moderation preparation</p> <p>Unit 1: Building Positive relationships</p>	<p>Tasks, witness statements, authentication sheets, signatures, recording sheets; IV / Standardisation :</p> <p>P1 - P5; M1 - M3; D1;</p>	<p>As above - and including specific task criteria skills:</p> <p>Identify Outline Explain Analyse</p>	<p>As above</p>	<p>As above</p>	<p>Unit 1 LO1 and Unit 16 LO4</p> <p>and other units available in the optional series:</p> <p>Unit 5 LO1 Unit 7 LO5</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Social : To encourage our students to</p>	<p>As above</p>	<p>Unit 2 and Unit 3 all link to the overall certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and</p>

<p>Moderation (Late May)</p> <p>Revision and exam preparation:</p> <p>Unit 2 Equality, diversity and Rights in HSC</p> <p>Unit 3: Health, Safety and Security in HSC</p>	<p>Examination preparation:</p> <p>LO1. Concepts of equality, diversity and rights;</p> <p>LO2. Impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>LO3. Current legislation and national initiatives promote anti-discriminatory practice;</p> <p>LO4. Understand how equality, diversity and rights are promoted.</p> <p>LO1: Potential hazards in HSC environments</p> <p>LO2: How legislation, policies and procedures promote health, safety and security</p> <p>LO3. Roles and responsibilities involved in health,</p>	<p>Demonstrate Review Justify</p> <p>As well as:</p> <p>Apply Compare Describe Evaluate / Overview</p> <p>Primary and secondary research:</p> <p>planning, conducting, analysing</p>			<p>Unit 8 LO4 Unit 12 LO4 Unit 19 LO2 Unit 20 LO3 Unit 21 LO3</p>	<p>role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p> <p>Developing the higher level thinking and analysis skills of selecting appropriate sources, case</p>	<p>develop their social skills as they work in pairs, small groups and whole class situations.</p> <p>Unit 2 and 3 involves understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people's lives in many ways.</p> <p>Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages.</p> <p>Culture: To consider the values, attitudes and roles that prevail in communities.</p> <p>To develop tolerance and respect for those with</p>	<p>social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>These units will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation.</p> <p>Career links to other opportunities aside from roles within HSC:</p> <p>Unit 2: Law, Criminology, Sociology; Psychology;</p>
--	---	--	--	--	---	---	---	--

		<p>safety</p> <p>LO4. Know how to respond to incidents and emergencies in a health, social care or child care environment</p>					<p>studies, examples and quotes to use.</p> <p>Developing the higher level skill of proper evaluation rather than juxtaposition.</p> <p>Developing the skill, and taking a lead in collaborative work, on primary and secondary research</p>	<p>different beliefs and customs to themselves and appreciate how important it is for individual rights to be upheld.</p> <p>Questions of roles and responsibilities, personal relationships and the provision of relevant communal services are also considered.</p>		<p>Barrister, Uniform Services; etc;</p> <p>Unit 3: Construction; Building; Maintenance; Emergency Services; Health and Safety operators; etc;</p>
<p>Half term 6: May - July</p>	<p>Revision and examination preparation:</p> <p>Unit 2: Equality , diversity and Rights in HSC</p>	<p>Revision and examination preparation:</p> <p>LO1.Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>LO2. Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>LO3. Understand how current legislation and national initiatives promote anti-discriminatory practice</p>	<p>As above - and including specific task criteria skills:</p> <p>Identify Outline Explain Analyse Demonstrate Review Justify</p> <p>As well as: Apply Compare Describe Evaluate / Overview</p> <p>Primary and secondary research: planning, conducting, analysing</p>	As above	As above	<p>Unit 1 LO1 and Unit 16 LO4</p> <p>and other units available in the optional series:</p> <p>Unit 5 LO1 Unit 7 LO5 Unit 8 LO4 Unit 12 LO4 Unit 19 LO2 Unit 20 LO3 Unit 21 LO3</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Social : To encourage our students to develop their social skills as they work in pairs, small groups and whole class situations. Unit 2 and 3 involves understanding the impact of social, emotional and cultural factors on health and wellbeing, and</p>	As above	<p>Unit 2 and Unit 3 all link to the overall certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>These units will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the</p>

	<p>Unit 3 : Health, Safety and Security in HSC</p>	<p>in health, social care and child care environments</p> <p>LO4. Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p> <p>LO1: Understand potential hazards in health, social care and child care environments</p> <p>LO2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p>LO3. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>LO4. Know how to respond to incidents and emergencies in a health, social care or child care environment</p>					<p>strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p> <p>Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use.</p> <p>Developing the higher level skill of proper evaluation rather than juxtaposition.</p> <p>Developing the skill, and taking a lead in collaborative work, on primary and</p>	<p>how society influences people's lives in many ways.</p> <p>Opportunities also exist to consider questions of group identity, belonging and behaviours which influence individuals across the life stages.</p> <p>Culture: To consider the values, attitudes and roles that prevail in communities.</p> <p>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.</p> <p>Questions of roles and responsibilities, personal relationships and the provision of relevant communal</p>		<p>importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation.</p> <p>Career links to other opportunities aside from roles within HSC:</p> <p>Unit 2: Law, Criminology, Sociology; Psychology; Barrister, Uniform Services; etc;</p> <p>Unit 3: Construction; Building; Maintenance; Emergency Services; Health and Safety operators; etc;</p>
	<p>June - July: Start of Extended certificate:</p>	<p>Unit 16 : Supporting Dementia Care LO1: (P1, P2, P3) LO2: (P4);</p>								

							secondary research	services are also considered.		
--	--	--	--	--	--	--	-----------------------	-------------------------------------	--	--