

Blue Coat

Church of England Academy

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| **Year: 12** | **Subject: CACHE Level 2 Technical Award in Health and Social Care** |
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| **Term 1.1: TAHSC 3: Human Growth and Development Through the Life Stages** | |
| Learning Outcomes:   1. Understand development from conception to birth 2. Understand development across the lifespan 3. Understand influences on human development 4. Understand transitions and significant life events   5.Understand the role of care planning in meeting the needs of individuals and promoting well-being | |
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| The unit provides a breadth and depth of knowledge and understanding in relation to human growth and development through the life stages. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance. Areas that must be included are:   * LO1 Stages of development from conception to birth * Potential effects on development of pre-conception experiences, pre-birth experiences and during birth experiences * LO2 Life stages of the individual; infancy, childhood, adolescence, early, middle and late adulthood. Each will be examined in terms of Physical, Cognitive, language, Intellectual, Emotional and Social development. * LO3 Holistic development – how each area of development is linked to each other. * LO4/L05 Theoretical perspectives: theories of how individuals develop the nature/nurture debate and factors that can affect development. * LO6 Transitions and significant life events across the stages focusing on specific events at each life stage. * L07 The role of care planning in relation to meeting individual needs and promoting well-being. This will describe the stages of the care planning cycle and the role of the health and social care practitioner at each stage. | |
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| **Term 1.2:** | |
| TAHSC 2 Professional practice and the health and social care practitioner  Learning Outcomes:   1. Understand the responsibilities of health and social care practitioners 2. Understand health and social care values underpinning practice 3. Understand partnership working in health and social care 4. Understand different career pathways in the health and social care sector   This unit provides a broad, in-depth knowledge base from which learners can explore working practice in health and social care. Learners will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance.  Areas which will be included are:   * LO1. The responsibilities of health and social care professionals, skills required and behaviours e.g. communication and interpersonal skills, problem solving skills. This learning outcome will enable learners to put into context legal requirements of policies and procedures for professionals in their job roles. * LO2 Legal frameworks, the values and guidance that underpin health and social care practice and how this enables a person-centred approach to health and social care. Legislation such as the Equality Act 2010 will be explored to describe how health and social care services must recognise diversity and make provision for service users. Learners will also explore the 7 care values that underpin health and social care services. * LO3 Professional practice and professional development. Learners will explore how professionals obtain professional qualifications and how they are required to undertake additional training in term of Continued Professional Development (CPD) | |
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| **Term 2.1** | |
| TAHSC 2 Professional practice and the health and social care practitioner   * LO3 Leaners will learn about the need for teamwork and partnership working which are key elements of health and social care. This unit will equip learners with the knowledge and understanding of different types of relationships in health and social care e.g. professional and personal relationships and expected behaviours. In addition, learners will identify barriers experienced by health and social care professionals and strategies to overcome these barriers. * LO4 Learners will explore career pathways in health and social care in terms of specific roles and the routes to achieve these. They will look at opportunities for career development though a range of pathways and explore sources of information. This will include qualification and training opportunities e.g. further and higher education as well as apprenticeships. The learner will also learn how to create a personal development plan in relation to career aspirations using SMART targets. | |
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| **Term 2.2** | |
| TAHSC 1: Introduction to the health and social care sector  Learning outcomes:   1. Understand health and social care provision 2. Understand job roles of health and social care practitioners 3. Understand how health and social care services are accessed 4. Understand specific care needs and services accessed by individuals throughout the life stages 5. Understand informal care 6. Understand regulation and inspection in health and social care   This unit provides learners with a broad and in-depth knowledge base providing the opportunity to explore the health and social care sector. Learners will be required to apply knowledge and understanding through ha mandatory assessment of learning which will be subject to internal and external quality assurance. Areas that will be included are:   * LO1 Learners will explore the overarching aims of health and social care provision and will learn about the diverse types of health and social care services e.g. statutory and private provision local and nationally. Learners will be able to put into context the range of services and their functions * LO2 Learners will explore the job roles of health and social care practitioners and their specialist care functions. The will also learn about general competency requirements e.g. English and numeracy skills. * LO3 Learners will learn about how health and social care services are accessed by service users through the different types of referral processes e.g. professional referral by GPs. Learners will also identify, and problem solve any potential barriers to accessing services for individuals e.g. communication barriers, psychological barriers and how to overcome these barriers. * LO4 Learners will explore the range of health and social care services accessed across the life stages of; infancy, childhood, adolescence, early, middle and late adulthood. Learners will also research the range of support services accessible e.g. adolescents’ services such as CAAMHS. * LO5 Learners will learn about types of care provision in terms of formal and informal care e.g. family. They will be able to differentiate between types of care and explore the benefits of each. * LO6 Learners will explore the regulation and inspection of health and social care services. They will be able to put into context the role of regulatory and inspection bodies to ensure the provision of quality provision e.g. Ofsted. | |
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| **Term 3.2** | |
| **Revision for exam**  **Exam will be in May. The exam is a synoptic exam and will cover the content of the three units taught.** | |
| **My approach to the curriculum** | |
| In year 12 students will have the opportunity to learn some key aspects within health and social care. This will be achieved through a range of teaching strategies:   * Interactive power point presentations which will explain areas of human growth and development and the expectation that learners will research further to complete each learning outcome. * Group presentations which students will provide information for peers as platforms for independent study * Flip learning whereby students will pre-learn specific areas of the unit in preparation for further learning. * Learners will participate in simulated classroom activities to apply knowledge of health and social care services e.g. role play.   Students will be expected to complete assignments independently and work to specific deadlines. They will be expected to submit work via Google Classroom for specified dates. It is important that students’ complete assignments as these contribute to their overall grade and serve as preparation for their forthcoming exam. They will also be expected to complete practice exam questions and reflect and evaluate their own progress. WAGOLLs will be used to help develop student’s ability to answer questions to achieve maximum mark. | |
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| **Information for parents and guardians** | |
| The year 12 Level 2 subjects are important in terms of preparing students for Level 3 and ‘A’ Level subjects. Therefore, students will need support in meeting deadlines and revising for their exam. You can support your child at home by ensuring they have access to Google Classroom so that they can submit work and access the revision material uploaded. Students will spend the first term and beginning of second term completing the content. Students will be sitting their exam in May. It is important that you encourage your child to keep up with any work set as they should build on the work done in the classroom. Our most successful students are those that are able to complement their work in school with that at home.  Useful websites:  <https://www.ncfe.org.uk/media/1304/cache-v-cert-factsheet-health-and-social-care.pdf>  <https://www.qualhub.co.uk/qualification-search/qualification-detail/level-2-technical-award-in-health-and-social-care-562>  Google Classroom  <https://edu.google.com/intl/en-GB/products/classroom/?modal_active=none> | |