

Year 13 Topics

In year 13 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS4 programme of study. Each topic develops and deepens the core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Unit 4: Enquiries into Current Research in Health and Social Care	Types of issues where research is carried out in the health and social care sector	Purpose of research in the health and social care sector: <ul style="list-style-type: none"> • The purpose of research – to improve outcomes for people using services, informing policy and practice, extending knowledge and understanding, identifying gaps in provision. • Examples of research that have led to an improvement in practice and policy, e.g. changes in treatment of health conditions, changes in practice in providing care and support. 	Article: The pre-released account of a piece of recent research relating to an aspect of health or social care. Could be based on a longer research report.	Throughout the unit: <ul style="list-style-type: none"> • Develop skills in research methods. To include: • Analysis • Evaluation • Reflection • Numeracy • Problem solving. • Independent study skills. • Oracy skills developed • Develop skills in data analysis. • Northumbria university simulation experience provides an opportunity to enquire into research in this new area. • Teeside University talk on Nursing provides an opportunity to develop knowledge into current research in the field of learning disability. • Staff and service users from Mencap talk about current trends in their organisation.
		Issues <ul style="list-style-type: none"> • Health conditions, e.g. how effective certain types of treatment are, health trends in certain areas or among certain age groups and why this should be the case, strategies for avoiding certain health conditions and the success of these strategies. • Lifestyle factors, e.g. prevalence in certain age groups, how far lifestyle factors contribute to health and social care needs, the effect on demand for services, what can be done to mitigate factors. • Social care and welfare needs, e.g. practice in providing care and support to individuals with specific needs, the success of these practices in promoting individuals’ 	Health and social care practice: Used in relation to how health and social care professionals carry out their work or job roles. Health and social care services: May be used in relation to how services are provided and/or made available to the individuals that need them. Issue: May be used on its own to describe the subject of the research that the article is describing.	

		independence and wellbeing, services provided to individuals with specific needs and the effect of these services on individuals' wellbeing.		
	Research methods in health and social care	<p>Research methodologies</p> <ul style="list-style-type: none"> • Organisations involved in research, to include health authorities, local authorities, social service departments and charities and community organisations, Office for National Statistics (ONS). • Research methods, including questionnaires, interviews, case studies, scientific experiments, checklists, observation, and their advantages and disadvantages. • Analysis of data, e.g. data compiled from local authorities and GP surgeries, to identify whether methods of care and support or treatment for health conditions are successful, to identify trends. • The difference between qualitative and quantitative data. • Conducting effective literature searches. • Identifying, analysing and evaluating source material. 	<p>Research methods:</p> <p>Refers to how the research described in the article was carried out, for example through quantitative methods such as analysis of figures drawn from hospitals or GP surgeries; or qualitative based on focus groups, questionnaires.</p> <p>Literature review:</p> <p>An assessment of existing research around a particular issue or area of study.</p> <p>Qualitative research:</p> <p>Descriptive data, such as data drawn from open-ended questions in questionnaires, interviews or focus groups.</p> <p>Quantitative research:</p> <p>Data in numerical form that can be categorised and used to construct graphs or tables of raw data, such as data drawn from results of experiments, hospital data showing admissions of individuals with certain health conditions, closed questions in questionnaires.</p>	
	Planning Research	<p>How to plan a piece of research, including:</p> <ul style="list-style-type: none"> • rationale for the research • deciding on achievable objectives • selecting appropriate research methods • selecting target group and sample • deciding realistic timescales 	Rationale	

	Ethical issues	<ul style="list-style-type: none"> • deciding how research will be monitored and modified • deciding measures for success • considering ethical issues while carrying out research. 		
	Ethical issues	<p>Ethical principles in research reporting, including:</p> <ul style="list-style-type: none"> • maintaining confidentiality of participants, including of any settings • ensuring that participants have given their consent the need to seek consent from parents or carers if participants are under 18 or lack appropriate mental capacity • research conduct, including keeping a professional distance • data protection legislation, policies and procedures, including using the research only for the stated purpose • human rights legislation, policies and procedures and how this relates to conduct of research (legislation must be current at time of delivery and applicable to England, Wales or Northern Ireland) • the use and misuse of results, including statistics that inform practice, informed consent from participants and the 1947 Nuremberg Code in relation to ethical research, misuse of results, e.g. Andrew Wakefield and the MMR research • conflicts of interest in research and how to avoid them, peer reviews including human subjects, mentoring, research misconduct, professional distance, disclosure and whistle-blowing 	<p>Ethical issue: Ethically related aspects that may have affected how the research was carried out.</p>	

	Research skills	<ul style="list-style-type: none"> • role of organisations, e.g. National Social Care Research Ethics Committee. • Time management, organisational skills. • Non-judgemental practice. • Showing connections between sources of information. • Methods of analysis and drawing conclusions. • Recognising potential sources of bias or error. • Distinguishing between fact and opinion, and identifying bias. • Interpreting graphs and tables produced by others. • Selecting relevant numerical data. • Analysis of results, including compilation of data, results and findings, use of methods of analysis valid for data collected, including triangulation, use of percentages, use of statistical averages. • Making notes and keeping records from source material. • Reading techniques, e.g. skimming, scanning. • Conventions for presenting bibliography and reference lists. 		
	Carrying out and reviewing relevant secondary research	<p>Selecting appropriate secondary sources:</p> <ul style="list-style-type: none"> • Selecting sources of reliable secondary research, including professional journals, professional bodies, textbooks, periodicals, websites, research organisations. • Conducting electronic searches using academic search engines, databases, keywords, advanced search tools, refining search data to narrow range of information to manageable size. • Consideration of the suitability of the sources, including reference to ethical principles, 	<p>Primary research: Research compiled directly from the original source, which may not have been compiled before. Learners are not expected to carry out primary research, but they are expected to understand the advantages and disadvantages of different primary research methods.</p> <p>Secondary sources/research: Published research reports and data, likely to be based on analysis of primary research.</p>	

		<p>confidentiality, conflicts of interest, fair representation of people using services.</p> <ul style="list-style-type: none"> • Selecting relevant numerical data, to include graphs, tables and statistics. • Examining and interpreting graphs and tables produced by others. • Recognising bias in graphs, tables and statistics. 		
		<p>Evaluation of research:</p> <ul style="list-style-type: none"> • Examining content of secondary materials including introduction, body of text, conclusion. • Academic reading, to include surveying structure of source materials. • Advantages and limitations of research sources and methodologies, e.g. access to data. • Validity and reliability of results, including possible bias error, use and misuse of statistics, ethical principles, generalisability. • Recommendations, as a result of the research, for work with people who use services. • Potential areas for further development of the research. • Potential for development of working practice and provision of services. 	<p>Validity Reliability Academic</p>	
		<p>Wider applications of research:</p> <ul style="list-style-type: none"> • Making recommendations for potential future areas for research. • Implications of research for health and social care practice. • Implications of research for health and social care service provision. 		

