

Year 12 Topics

In year 12 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 2: Working in Health and Social Care	Learners will learn the roles and responsibilities of people who work in the health and social care sector through applying to real life.	<p>The roles of people who work in health and social care settings</p> <p>Understand the roles of people who work in health and social care settings, to include:</p> <ul style="list-style-type: none"> • doctors • nurses • midwives • healthcare assistants • social workers • occupational therapists • youth workers • care managers/assistants <ul style="list-style-type: none"> • support workers. 	<p>Describe:</p> <p>Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject.</p> <p>For example, ‘Describe two responsibilities of healthcare assistants...’.</p>	<p>Throughout the unit:</p> <p>Learners will investigate how roles differ and the responsibilities of non-professional and professional workers</p> <p>Opportunities to explore, investigate, and research working in health and social care</p> <p>Research skills – textbooks & internet.</p> <p>Carrying out interviews. MENCAP, Teeside and Northumbria University.</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p> <p>This component provides learners with an understanding of health and social care services and will help them to develop skills in applying care values that are</p>
		<p>The responsibilities of people who work in health and social care settings</p> <p>Understand the day-to-day responsibilities of people who work in health and social care settings, to include:</p> <ul style="list-style-type: none"> • following policies and procedures in place in the health and social care setting in which they work • healing and supporting recovery for people who are ill • enabling rehabilitation • providing equipment and adaptations to support people to be more independent 	<p>Policies</p> <p>Procedures</p> <p>Rehabilitation adaptations</p>	

		<ul style="list-style-type: none"> • providing personal care, to include washing, feeding, toileting • supporting routines of service users, to include day-to-day family life, education, employment, leisure activities • assessment and care and support planning, involving service users and their families. 		<p>common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).</p> <p>Learners will have the opportunity to observe a wide range of health and social care practitioners in situ.</p> <p>This unit will help learners to progress to FE, HE, apprenticeships, and work.</p> <p>Northumbria University provide the opportunity to visit the simulation suite.</p> <p>Teeside University give a talk on Learning Disability.</p> <p>MENCAP come to talk about their experience as a service user and support worker.</p> <p>Learners will explore barriers that can make life difficult for individuals.</p> <p>They will research ways in which these barriers can be overcome.</p> <p>This learning aim will provide learners with the opportunity to work as a team, become effective participators, share ideas and work towards a common goal.</p>
		<ul style="list-style-type: none"> • Specific responsibilities of people who work in health and social care settings • Applying care values and principles. <p>Promoting anti-discriminatory practice by:</p> <ul style="list-style-type: none"> • implementing codes of practice and policies that identify and challenge discrimination in specific health and social care settings • adapting the ways health and social care services are provided for different types of service users. <p>Empowering individuals, to include:</p> <ul style="list-style-type: none"> • putting the individual at the heart of service provision and promoting individualised care • promoting and supporting individuals' rights to dignity and independence • providing active support consistent with beliefs, cultures and preferences of health and social care service users • supporting individuals who need health and social care services to express their needs and preferences • promoting the rights, choices and wellbeing of individuals who use health and social care services 	<p>Anti-discriminatory practice</p>	

		<ul style="list-style-type: none"> balancing individual rights to health and social care services with the rights of other service users and staff dealing with conflict in specific health and social care settings, to include GP surgeries, hospital wards, residential care homes for the elderly, residential care homes for vulnerable children and young adults, and domiciliary care settings. 		<p>Formal assignments will encourage learners to become good self-managers, developing their organisational skills, independence and time management skills.</p> <p>Speaking & listening skills development (Oracy) through presenting information to others via ICT/posters/information cards etc.</p> <p>ICT skills – learners will be required to produce a formally presented report that describes & explains care values.</p> <p>Reflection – Learners will reflect on their own experiences when using Health and Social Care Services.</p> <p>Hearstart – Skills in Emergency Life Support are developed. Skills are developed in using the First Aid box. This involves solving problems.</p>
		<p>Ensuring safety – how people who work in health and social care ensure safety for individuals and staff through:</p> <ul style="list-style-type: none"> use of risk assessments safeguarding and protecting individuals from abuse illness prevention measures, to include clean toilets, hand-washing facilities, safe drinking water control of substances harmful to health use of protective equipment and infection control reporting and recording accidents and incidents complaints procedures provision of first-aid facilities. 	<p>Risk assessment</p>	
		<ul style="list-style-type: none"> Information management and communication – ways of promoting effective communication and ensuring confidentiality through: applying requirements of the data protection legislation adhering to legal and workplace requirements specified by codes of 	<p>Discuss: Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss how personal information might be managed by health and social care professionals'.</p>	

		<p>practice in specific health and social care settings</p> <ul style="list-style-type: none"> the recording, storage and retrieval of medical and personal information, to include electronic methods, mobile phones, social media, written records, use of photographs maintaining confidentiality to safeguard service users respecting the rights of service users where they request confidentiality following appropriate procedures where disclosure is legally required. 		
		<p>Being accountable to professional bodies – how employees are accountable to professional bodies, to include:</p> <ul style="list-style-type: none"> following codes of professional conduct being familiar with/applying current codes of practice ensuring that revalidation procedures are followed following safeguarding regulations following procedures for raising concerns/whistleblowing. 	<p>Accountability Professional body</p>	
	<p>Multidisciplinary working in the health and social care sector</p>	<p>Partnership working, to include:</p> <ul style="list-style-type: none"> the need for joined-up working with other service providers ways service users, carers and advocates are involved in planning, decision-making and support with other service providers holistic approaches. 	<p>Holistic</p>	
	<p>Monitoring the work of people in</p>	<p>How the work of people in health and social care settings is monitored, to include:</p> <ul style="list-style-type: none"> line management 	<p>Whistleblowing</p>	

	<p>health and social care settings</p> <p>The roles of organisations in providing health and social care services</p>	<ul style="list-style-type: none"> • external inspection by relevant agencies • whistleblowing • service user feedback • criminal investigations. 		
		<p>Ways services are provided by the public sector:</p> <ul style="list-style-type: none"> – NHS Foundation Trusts, to include hospitals, mental health services and community health services – adult social care – children’s services – GP practices. <p>the voluntary sector</p> <p>the private sector.</p> <p>Settings where health and social care services are provided to meet different needs, to include:</p> <ul style="list-style-type: none"> • hospitals • day care units • hospice care • residential care • domiciliary care • the workplace. 	<p>Explain:</p> <p>Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.</p> <p>For example, ‘Explain reasons why health and social care services are provided in different settings’.</p>	
		<p>Issues that affect access to services</p> <ul style="list-style-type: none"> • Referral. • Assessment. • Eligibility criteria. • Barriers to access, to include specific needs, individual preferences, financial, geographical, social, cultural. 	<p>Referral</p> <p>Assessment</p> <p>Eligibility criteria</p>	
		<p>Ways organisations represent interests of service users</p> <p>To include:</p> <ul style="list-style-type: none"> • charities/patient groups • advocacy 	<p>Whistleblowing</p>	

		<ul style="list-style-type: none"> • complaints policies • whistleblowing policies. 		
		<p>The roles of organisations that regulate and inspect health and social care services The ways organisations regulate and inspect health and social care services, and the people who work in them. Organisations that regulate or inspect health and social care services. (Learners should study organisations relevant to either England, Wales or Northern Ireland; they do not need to study organisations relevant to all UK countries.)</p> <ul style="list-style-type: none"> • In England: <ul style="list-style-type: none"> • Care Quality Commission (CQC) • Ofsted. <p>To include:</p> <ul style="list-style-type: none"> • how regulation and inspections are carried out • how organisations and individuals respond to regulation and inspection • changes in working practices required by regulation and inspection • how services are improved by regulation and inspection. 	<p>Identify: Learners indicate the main features or purpose of something, and/or is able to discern and understand facts or qualities. For example, 'Identify two ways that the CQC might help...'</p>	
		<p>Organisations that regulate professions in health and social care services. In England:</p> <ul style="list-style-type: none"> • Nursing and Midwifery Council (NMC) • Health and Care Professions Council (HCPC) • General Medical Council (GMC). 	<p>NMC HCPC GMC</p>	

	<p>Responsibilities of organisations towards people who work in health and social care Settings</p> <p>Working with people with specific needs in the health and social care sector</p>	<p>Responsibilities of organisations that provide health and social care services, to include ensuring employees:</p> <ul style="list-style-type: none"> • understand how to implement the organisation’s codes of practice • meet National Occupational Standards (NOS) • undertake continuing professional development (CPD) • are safeguarded through being able to: <ul style="list-style-type: none"> • have internal/external complaints dealt with properly • take part in whistleblowing • have membership of trades unions/professional associations • follow protocols of regulatory bodies. 	<p>Standards Safeguarding</p>	
		<p>People with specific needs</p> <ul style="list-style-type: none"> • Ill health, both physical and mental. • Learning disabilities. • Physical and sensory disabilities. • Age categories to include: <ul style="list-style-type: none"> o early years o later adulthood. <p>Working practices</p> <ul style="list-style-type: none"> • Relevant skills required to work in these areas. • How policies and procedures affect people working in these areas. • How regulation affects people working in these areas. • How working practices affect people who use services in these areas. 	<p>Regulation</p>	

		<ul style="list-style-type: none">• Recent examples of how poor working practices have been identified and addressed.		
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