

Goldwyn Folkestone – Health and Social Care Subject Statement and Long Term Plan



Health and Social Care Department – Statement of Intent

The Vocational Award in Health and Social Care is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into the health, social care and early years sectors. It is designed to create independent learners that can make informed decisions about further learning opportunities or continuing into related career choices. Learners develop both a critical and analytical approach to problem solving whilst gaining an understanding of personal development, health, social care and early years sectors and services set within contemporary case studies.

The qualification is designed to include contemporary issues in relation to health, social care and early years sectors in the UK, including dealing with issues and pressures in relation to political factors and funding, providing a clear grounding in the sectors for those learners that may choose to enter into related professions or further education and training.

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently. It would also be useful if the learner wanted to follow a career path in one of the health, social care or early years sectors.

Health and Social Care Department: Long Term Plan

Term	1	2	3	4	5	6
KS4 Vocational (1st Year of course)	<p>Human lifespan development (component 1)</p> <p>Key Skills / Knowledge and Understanding</p> <p>The aim of this Unit/Module is to enable the students to develop knowledge and skills in:</p> <ul style="list-style-type: none"> - explore human growth and development across life stages - investigate factors that affect human growth and development and how they <p>How people grow and develop throughout their lives. How factors such as lifestyle choices, relationships and life events affect growth and development.</p> <p>This unit explores how we grow and develop throughout our lives and investigates the factors that affect this growth and development. As well as considering how these factors are interrelated.</p> <p>Human Development Unit 1 – exam Preparation</p> <p>Vocabulary: Physical Intellectual Emotional Social Factors Chances Impact Environment Gender</p>	<p>Human lifespan development (component 1)/ Heath and Social care value (component 2)</p> <p>Key Skills / Knowledge and Understanding</p> <p>1st 2 weeks Human Development Unit 1 – exam Preparation – GCSE Exam</p> <p>Students will start this component by learning about the wide range of health and social care services. This links closely to Component 1 because they will learn about health and social care services that are available for individuals across all the life stages. Sometimes, although services may be available, there can be barriers for some individuals in accessing them. Students will explore barriers that some individuals face and will learn how these barriers may be overcome.</p> <p>Individuals who access health and social care services are often vulnerable and it is for this reason that a set of values exists. Students will learn how to adopt compassionate and caring behaviours and will learn to apply these values to individuals who are using health and social care services. Students will learn about the importance of reviewing their practice, which will help them to develop and improve their skills in relation to upholding care values. Student access to real health or social care environments would be preferable, but it is recognised that this may not be possible for many students. It is for this reason that many opportunities have been given for students to practise and demonstrate their skills using role play with realistic scenarios.</p> <p>Revision for possible Unit 1 Retake</p> <p>Vocabulary: Multi-agency</p>	<p>This term will be used to upgrade Component 1 and/or 2 to ensure students are meeting their potential.</p> <p>This will be personalised.</p> <p>Vocabulary: See previous</p>			

	Self-concept Influence Confidence Positive Negative	Service forums Primary health care Social Care Early Years Care	
KS4 Vocational (2nd Year of course)	<p>Component 3 – Health and Wellbeing</p> <p>Key Skills / Knowledge and Understanding</p> <p>Students will start by studying the factors that affect health and well-being. This links to Component 1 but it is important that students understand that the focus in this component is on health and well-being, i.e. the effects of various factors on the physical, intellectual, emotional and social (PIES) needs of a person. This is in contrast to when they were introduced to PIES in Component 1 where the focus was on the PIES changes in an individual as they grow and develop. Students will then learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health. Finally, they will learn how to design a health and well-being improvement plan and understand how obstacles that individuals may face when implementing such a plan might be overcome.</p> <p>Because this unit builds on the knowledge, understanding and skills acquired and developed during Components 1 and 2, this component is best studied after the other components. There is overlap with factors and life events from Component 1 and services and care values from Component 2.</p> <p>They will need to revise the content of this component carefully before their final assessment so they need to be given opportunities to consolidate their learning throughout the teaching of this component.</p> <p>Vocabulary: Health Well being Diet Balance Social Interactions Hygiene Environment</p>		<p>This term will be used to upgrade Component 1, 2, 3 to ensure students are meeting their potential.</p> <p>This will be personalised.</p> <p>Vocabulary: See previous</p>