

RO21	Essential values of Care	Examined Unit	30	Taught Year 10 Sat year 11	and next year's year 9s
R022	Communicating and working with individuals in health and social care and early years settings	Task	30	Year 10	
RO25	Understanding Life Stages	Task	30	Year 11	
RO29	Understanding the nutrients for good health	Task	30	Year 11	
			120		
<b>September 2017</b>	Communicating and working with individuals in health and social care and early years settings	Autumn/ Spring			
	Essential values of Care	Spring/Summer			
<b>September 2018</b>	Understanding the nutrients for good health	Autumn/Spring			
	Understanding Life Stages	Spring/Summer			

RO21 Written paper 1 hour										
LO1	Rights of individuals				Confidentiality					
Understand how to support individuals to maintain their rights	joining in activities	food portions	selection of a GP	where and how treatment is received	personal notes security	not being spoken about etc	protection from harm and abuse	equal and fair treatment for needs	consultation as to type of care of choice	views and opinions sought
LO1										
why it is important to maintain individual rights	feeling valued gaining self esteem	empowerment	instilling confidence and trust	feeling safe	having equality of access to services and treatments	meeting your needs				
LO1										
understanding how to support individuals to maintain their rights	Effective communication/vocabulary, patronising tones	adapting communication to the needs of the situation	listening	provisions of up to date timely information	on time services given/type of care provided/location/alternatives available	Challenging discriminatory behaviour	challenging at the time/after the event procedures	information about complaints procedures/options, steps to take procedures to follow	advocacy	

LO2											
The values of care in health and social care	equality and diversity	confidentiality	individual rights and beliefs	Applied in health settings	social care setting such as residential homes	in early years and education	how the values are applied: equality	confidentiality	promoting individual rights and beliefs	being a reflective practitioner	
LO2											
How early years values are applied	welfare of child is paramount	positive expectations	smacking /humiliating	protection from abuse	health and safety procedures	working in partnership with parents guardians and outside agencies	range of experiences/choice	Valuing diversity: traditions customs and festivals	equality of opportunity relating to potential	practising anti-discrimination	cross - professional confidentiality
LO2 cont											
	Need to know basis	working in partnership	standardising care	improving quality of care	provision of clear guidelines to inform and improve practice	maintain and improve quality of life	If care is not applied - Impact physically - pain if unmedicated failure to thrive	impact intellectually focus and concentration issues	emotionally betrayed - low self esteem	social exclusion	

RO21 LO3											
Understand how legislation impacts on care settings	Children and young people	vulnerable adults	ethnic minority groups	people with disabilities	men and women	older adults	Equality Act 2010	Children Act 2004	Data protection Act 1988	Health and Safety at work act 1974	Mental Health Act 2007
Key aspects of legislation which apply to the above groups											
How does the legislation support	individual rights	frameworks for maintenance and improvement of practice	guidance to sector workers	standards/codes of practice and conduct	people exercising their rights	training of care workers	service providers - policies and procedures				

LO4								
Understand how personal hygiene, safety and security measures protect individuals	Personal hygiene to include: hair tied back/covered no jewelry, nail polish	Open wound coverage/hand washing routines	protective clothing	Brushing teeth-oral hygiene	disposal of waste	Safety procedures fire evacuation, major incident	equipment considerations: #training/fit for purpose	moving and handling techniques
LO4								
Security measures	Checking of external entrances	monitoring of key holding	security pads on doors / window locks	reporting concerns to line managers	identification of staff, receiving and monitoring visitors	Reducing spread of infection	methods for risk reduction/risk management	methods to reduce/prevent accidents good practice

Task 1	Actual task completion times	Formats				
LO1 part a: Understand how to communicate effectively: explain the types of communication methods that care workers can use: describe the factors that positively influence communication	3	Guide documents, leaflets, presentation	Scenario: Your local health authority has asked you to produce information to help in the training of new care workers. They would like you to produce a written 'Guide for New Care Workers' about communication and to take part in two practical demonstrations to show how to communicate effectively with other people in a health, social care and early years setting. Your materials will include written information and practical demonstrations. your written guide must cover the topics below: Different types of communication, factors that positively influence communication, barriers to communication and ways of overcoming these, the qualities that contribute to effective care. Your practical demonstration must show how to communicate effectively in a health, social care and early years setting with : one person and a group of people. individual plans must be produced for each interaction.			
Task 2	1.5					
LO1 Part b: Understand how to communicate effectively: describe the barriers to communication that care workers can come across and how to overcome them.		Guide documents, leaflet, presentation				
Task 3: What personal qualities and behaviours contribute to effective care in health, social care and early years settings?	2					
Understand the personal qualities that contribute to effective care and part of LO3: be able to communicate effectively within a health, social care and early years setting.		Guide documents, leaflets presentation, Poster				
Describe the personal qualities that will contribute to effective care: plan for an interaction in a health , social care or early years setting - describe how personal qualities contribute to effective care. Give examples of types of behaviour that fail to value service users.						
Task 4: Communicating in one-to one and group settings	3.5	Plan: handwritten notes or word document, checklist of skills, transcripts for the communication: practical demonstration activity, Video evidence/transcripts witness statement and				
LO3: Be able to communicate effectively within a health.social care and early years setting.						
Practical demonstration: select one to one and one group interaction from case studies.						
Complete guide to include a section on planning for both interactions for group (3+) and 1-1 then carry out interactions support with a detailed witness statement.						

LO1	Verbal skills:										
Understand how to communicate effectively	Clarity/tone/pac e	empathy	paraverbal skills	(Paralinguistics ) non-verbal body language	gestures and facial expressions	Written skills: care plans and report writing	Instructions for medical procedures / operational activities	Specialist communication to include Braille/ sign language	Voice activated software	advocates/interpreters	Makaton
LO1 Task 2											
positive influences on comms	Environment: heating and ventilation	room layout	lightin	noise	Interpersonal skills: relationships	personal space ( proximity)	respecting cultural differences	body language	active listening		
LO1 task 2 cont	patronising language	tiredness	inappropriate body language	inappropriate language	agression	language differences	speech disabilities	dementia	deafness	noisy environment	space/lighting/damaged or poor furnishings.
barriers											
LO1											
Ways to overcome barriers	adapting the environment	calm tone	training staff								

RO22	Understand the personal qualities that contribute to effective care										
LO2	Patience	understanding	empathy	respect to include religious beliefs food etc	willingness to support	sense of humour	cheerfulness	how qualities empower, reassure and value			
LO3	Be able to communicate effectively within a health, social and early years setting										
	Planning processes	time allowed and awareness of time in all parties	planning for the environment	privacy/lighting and space	seating plans	activity and topic related to outcome	range of skills planned for eg verbal and nonverbal				
LO 3 cont											
	understand reasons for communication eg giving or obtaining information/meeting the needs PILES	ensuring comfort of individual	showing value and respect for individual	One to one and groups:	Active listening	concentration	understanding and interpreting/repetition for clarification	appropriate responses	encouraging others to communicate	reflection and conclusions	
behaviour	Appropriate body language	eye contact	physical gestures/hands/arms/pointing	appropriate facial expressions (bad/good news delivery/poker face	allowing speech pauses and waiting /thinking times	tone and pace	clarity of information appropriate	using individuals preferred means of communication.			

Task 1	Actual task completion times	Formats					
Transition from young people to Adulthood	3.5 hours	Storyboard, information sheets, leaflets, slide presentations	Scenario: You are on a work placement at the local health centre. The community nurse has asked you to develop some materials to help people understand the different life stages. Your material will include: The changes associated with the transition from young people to adulthood - factors that affect development, on an overview of the ageing process, an overview of medical conditions which may affect progress through the life stages. You will also produce a support plan for an individual with a medical condition.				
Task 2							
The ageing process in older adulthood	2.5 hours	Storyboard, written, Informations sheets, leaflets, slide presentation					
Task 3							
How medical conditions may affect progress through life stages	3.5 hours	Video evidence, slide presentation, written, Poster, Fact Sheets					
Task 4							
Create a support plan	2 hours	Plan: Written notes or word documents, Checklists of skills, Transcript for communication Practical/demonstration activity: Video Evidence/transcript, witness/observation statement					
	11.5 hours						

Ro25 Life Stages Content											
	Outcomes Task 1										
Understanding the stages of development from young people to adulthood	Development of the body	Gross/fine motor skills	physical appearance	intellectual: building up of concepts, Mathematical and others	self-esteem	development of ability to understand, reason and learn	learning to read and write and later taking of exams	memory	Language: communication skills	developing language/being able to hold a conversation	
	emotional: family influence	positive and negative emotions	self-concept	stress	the environment	Social: development of relationships	social interaction	environment urban/rural locations	cultural status		
Factors that affect development	education	culture/religion	puberty / hormones	home/school/work	relationships: significant others	marriage /civil partnerships	divorce	pregnancy/birth of children	menopause	redundancy	bereavement

RO25	LO2										
Understanding the ageing process	Effect on Physical development	Osteoporosis	mobility	health	Effect on INtellectual	memory loss	employment	retirement			
LO2 cont	Effect on Emotional/social development	relationship changes in the family	Bereavement	role changes: parent to grandparent	carer to cared for						
LO3											
Know which medical conditions may affect progress through life stages	Birth defects	genetics	sensory problems	down's	non-birth medical conditions	anorexia	mental health issues	cornoary heart diseas	paralysis	epilepsy	loss of senses
LO3 cont											
Effect of these conditions on health and social well-being	Financial	social	emotional	physical							
LO4											
Create a support plan	Communication to different audiences	match care and support proviosn to a specific need	adapt care and support plan to refelct progress through life stages	link care and support to specific medical conditions for different life stages.							

Task 1	Actual task completion times	Formats				
Dietary needs of individuals at each life stage			Scenario: Your Health and Social Care group is planning to produce a healthy eating guide to sell at a school charity event. At the event the guide will be on sale to the local community. The members of your group will also give a practical demonstration of meals suitable for specific dietary needs. your healthy eating guide will include the following: the dietary needs of the different life stages, the importance, function and sources of nutrients, dietary requirements and guidelines. in your dietary plan you will identify factors that influence diet, consider the dietary needs for a specific condition and for your practical demonstration you will: create a meal for a specific dietary need, follow hygiene and safe food preparation procedures, provide a nutritional analysis of the meal related to government guidelines.			
Production of a healthy eating guide describing the dietary needs at different life stages: young people, adults and older adults referring to the function of each nutrient: describe the current government guidelines and dietary requirements.	3.5	Information guide, booklet, factsheets, leaflets, wall charts, Posters				
Task 2 Creating dietary plans which must include the factors that influence diet, the dietary needs for a specific condition, how food choices affect that condition and its symptoms, the function and sources of nutrients for this dietary need. Using this information for task three		Written text document, case study, booklet, spreadsheet				
Task 3 Producing a nutritional meal for a specific dietary requirement : be able to produce nutritional meals for specific dietary requirements.						
Using your dietary plan prepare and cook a meal for your chosen specific dietary need, You must demonstrate creating a meal for an individual with a specific dietary needs, and follow hygiene and safe food preparation procedures. You must complete an analysis of the meal and a witness statement for your demonstration.		Analysis - text with illustrations, diagrams and charts. Flowchart, recipes, witness observations records, video evidence and annotated photographs.				

RO29 LO1	Young people 5-16		Adulthood			Later adulthood					
know the dietary needs of individuals in each life stage	Young people: sustain growth, promote good health for developmental changes	Rapid growth gain in bone and muscle	Adulthood to prevent disease	regularise metabolism	maintain normal growth and function and promote healthy lifestyles.	maintain mental and physical health	preserve muscle tissue and strength	The importance of micro nutrient protein fat and carbs	the importance of micronutrients: vitamins A, B Group, C D E K	minerals calcium and iron	
Functions of each nutrient	producing energy	growth and repair	prevention of disease	aid nerve function	aid the excretion process	carriers for other nutrients	for cell formation	to protect and maintain homeostasis	Dietary requirements and guidelines	DRV and RNI	Current government guidelines eatwell plate balance and 7 F&V

Ro29	Factors that influence diet							Specific needs			
LO2	income	location	lifestyle choices	vegetarian/vegan	religion	allergies	intolerances	coeliac disease	Irritable bowel syndrome	diabetes	wheat intolerance
Be able to create dietary plans for specific dietary needs											
LO2 cont											
for dietary planning	sources: protein animal	dairy	vegetable	pulses	carbs	animal fats/ vegetable fats	Sources of vitamins A,D,B and C	Sources of minerals			
LO3											
Be able to produce nutritional meals for a specific dietary requirement	ingredients	combining nutrients into a meal to create balance	portion sizes	assess meal for DRV RNI and government guidelines	understand hygiene and safe food preparation	colour coded boards	properly cooked food testing	Health and safety re equipment			