

# Aylesbury UTC Curriculum Map

## Subject – Health and Social Care

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9	CONTENT						
	SKILLS						
	THEMES						
YEAR 10	CONTENT	<p><b><u>RO32: Principles of Care</u></b></p> <p>TA1: rights of service users TA2: Person Centred Care Values</p>	<p><b><u>RO33: Supporting individuals through life stages</u></b></p> <p>TA1: Life stages TA2: Impacts of life events</p>	<p><b><u>RO33: Supporting individuals through life stages</u></b></p> <p>TA3: Sources of support</p>	<p><b><u>RO33: Supporting individuals through life stages</u></b></p> <p>Completion of NEA</p>	<p><b><u>RO35: Health Promotions</u></b></p> <p>TA1: Current Public Health issues and impacts of society</p>	<p><b><u>RO35: Health Promotions</u></b></p> <p>TA2: Factors that influence Health and wellbeing</p>
	SKILLS	<p>Pupils will learn the core principles that underpin working within the health and social care sector.</p> <p>Pupils will engage with the practical space using the</p>	<p>Pupils will learn about life stages and the factors that affect them.</p> <p>Pupils will understand expected and unexpected life events and the</p>	<p>Pupils will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet</p>	<p>Pupils will complete the NEA assessment.</p> <p>Skills involved: Research Analytical Comparisons Report writing</p>	<p>Pupils will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the</p>	<p>Pupils will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people</p>

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		skills learnt in lessons.	impact they will have on physical, social/emotional and socio-economic (PIES) aspects in an individual's life.	the needs of a specific individual.		importance of this to society	
	THEMES	Types of care settings The rights of service users The benefits to service users' health and wellbeing when their rights are maintained Person-centred values and how they are applied by service providers Benefits of applying the person-centred values	Life stages and development From infant (5-12) Adolescence (13-18) Young adulthood (19-45) Middle adulthood (46-64) Older adults (65+)  Life events and their impacts on individuals  Expected and unexpected life events	Sources of support that meet individual needs  Charities  Informal support  Formal Support  Impact of that support relating to Person-centred care values  How practitioners meet individual needs	Using skills learnt to complete the NEA	The importance of a healthy society  Public health challenges for society  Current health promotion campaigns Benefits of a health promotion campaign to: Individuals Society  Who the health promotion campaign is targeting: Target audience	Factors influencing health and wellbeing  Leading a healthy lifestyle  Barriers to leading a healthy lifestyle
YEAR 11	CONTENT	<u>RO35: Health Promotions</u>  TA3: How to plan a health event TA4: How to deliver a health campaign	<u>RO35: Health Promotions</u>  TA4: How to evaluate a health campaign	<u>RO32: Principles of Care</u>  TA3: Communication in the Health and Social Care sector	<u>RO32: Principles of Care</u>  TA4: Health and Safety in the Health and Social Care sector	<u>RO32: Principles of Care</u>  Exam prep	End of course exam

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	<b>SKILLS</b>	Pupils will learn how to plan and deliver their own small-scale health promotion campaign and	Pupils will learn how to evaluate their planning and delivery	Pupils will learn about the importance of effective communication skills when providing care and support for service users in health and social care settings	Pupils will learn about the procedures and measures used to protect individuals such as safeguarding, hygiene and security	Students will be revising and preparing for the exam looking at all of the skills learnt throughout the course.	
	<b>THEMES</b>	How to plan a health promotion campaign Aims of the campaign: Methods to be used to engage target audience Feedback methods  How to deliver a health promotion campaign	How to evaluate your own performance: <input type="checkbox"/> Use feedback <input type="checkbox"/> Self-reflect <input type="checkbox"/> Review strengths and weaknesses of: Your planning Your communication skills How you engaged individuals  Suggest improvements What you would do differently and why	The importance of verbal communication skills in health and social care settings  The importance of non-verbal communication skills in health and social care settings  The importance of active listening in health and social care settings  The importance of special methods of communication in health and social care settings	Safeguarding  Infection prevention  Safety procedures and measures  How security measures protect service users and staff		
<b>YEAR 12</b>	<b>CONTENT</b>	<b>CORE A:</b>  A1: Working in the health and Science sector	<b>CORE A:</b>  A3: Health, safety and environmental regulations in HSC	<b>CORE A:</b>  A5: Managing information and data in HSC	<b>CORE A:</b>  A8: Providing person-centred care	Exam Prep ESP Preparation	<b>OS Core:</b> PO1: Assist with an individual's overall care and needs to ensure

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		<p>A2: The healthcare sectors A7: Good scientific and clinical practice</p> <p><b>ESP:</b> CS5: Researching CS1: Demonstrate person-centred care skills</p>	<p>A4: H&amp;S regulations in HSC A10: Infection prevention and control</p> <p><b>ESP</b> CS2: Communication CS3: Team working</p>	<p>A6: Managing personal information A8: Providing Person-centred care</p> <p><b>ESP</b> CS3: Team working CS4: Reflective evaluation</p>	<p>A9: Health and wellbeing A11: Safeguarding</p> <p><b>ESP</b> Project practice</p>		<p>comfort and wellbeing</p>
	SKILLS	<p>Pupils will be learning about the various policies and procedures that govern those working in the Health and Social Care sector.</p> <p>Pupils will begin to develop the skills needed to complete the Employer set project (ESP), using case studies to support learning.</p>	<p>Pupils will use the skills and knowledge from the first theme to learn about the impact of these policies on Health and Safety in the workplace.</p> <p>Pupils will continue to develop the skills towards the ESP. Using several case studies and practical examples.</p>	<p>Pupils will learn the importance of managing personal data when working with service users.</p> <p>They will be assessing how social media can influence the health and social care sector.</p>		<p>Students will be revising and preparing for the exam looking at all of the skills learnt throughout the course.</p>	<p>Pupils will be learning key skills relating to supporting people who they may come into contact with within the healthcare sector.</p> <p>They will use skills developed throughout the year and link them with practical examples.</p>
	THEMES	<p>Core theme A: Working in the healthcare sector</p> <p>Pupils will cover: Policies and procedures</p>	<p>Core theme B: Health and Safety in the healthcare sector</p> <p>Pupils will cover:</p>	<p>Core theme C: Managing personal information and data</p> <p>Range of methods used to collect data</p>	<p>Core theme D: Person-centred care in the healthcare sector</p> <p>Knowledge of key legislation that impact PCV</p>	<p>Students will be revising and preparing for the exam looking at all of the skills learnt throughout the course.</p>	<p>Safeguard individuals and their wider family/carers if required and promote principles to others in practice</p>

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		<p>Quality standards, quality management and processes</p> <p>Ethical practices</p> <p>Diversity of employers</p> <p>Importance of adhering to policies</p> <p>Principles of good scientific and clinical practice</p> <p>Impacts of not keeping equipment calibrated and maintained.</p>	<p>Purpose of following H&amp;S legislation</p> <p>Risk assessments</p> <p>Purpose of workplace H&amp;S</p> <p>Guidelines produced by governing bodies</p> <p>Infection control</p> <p>Importance of good hand washing</p> <p>Scientific principles of cleaning</p>	<p>Strengths and limitations of a range of data sources when applied in a range of health and science environments</p> <p>Knowledge of security protocols in the HSC</p> <p>Record keeping</p> <p>Importance of GDPR and when to share information</p>	<p>6 C's of care</p> <p>Methods of supporting service users in different situations</p> <p>Recognising signs and symptoms of someone in pain/discomfort</p> <p>Meaning of safeguarding in the healthcare sector</p> <p>How to safeguard people</p> <p>Importance of managing and supporting behaviour</p>		<p>Implement a duty of care and candour when working with individuals and their families/carers,</p> <p>Follow all required standards, codes of conduct and health and safety requirements/legislation</p>
YEAR 13	CONTENT	<p><b>OS Core:</b> PO1: Assist with an individual's overall care and needs to ensure comfort and wellbeing</p>	<p><b>OS Core</b> PO2: Assist registered health professionals with clinical or therapeutic tasks and interventions</p>	<p><b>OS Core</b> PO3: Undertake a range of physiological measurements</p>	<p><b>Supporting Therapy Teams</b> PO1: Carry out a range of therapeutic techniques to support allied health professionals</p>	<p><b>Supporting Therapy Teams</b> PO2: Assist with the therapy support process and provide advice to help individuals develop and improve their</p>	<p><b>Supporting Therapy Teams</b> PO3: Prepare and maintain the therapeutic environment, equipment and resources for use</p>

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						health and/or develop or maintain skills for daily living	
	SKILLS	<p>Pupils will use knowledge of H&amp;S and apply these to practical scenarios.</p> <p>Employers will also be coming in to discuss the importance of using appropriate techniques.</p>	<p>Pupils will develop skills from working with professionals on how to fully assist a service user.</p>	<p>Pupils will learn how to take basic and in-depth measurements to determine the health and wellbeing of a service user.</p>	<p>Pupils will learn from a variety of AHP professionals to know the different types of techniques to support individuals</p>	<p>Pupils will use skills developed from WEX and employer encounters to apply their knowledge.</p>	<p>Pupils will use skills developed from WEX and employer encounters to apply their knowledge.</p>
	THEMES	<p>Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies</p> <p>Use a range of techniques for infection prevention and control</p> <p>Use appropriate techniques and PPE to ensure effective infection prevention</p>	<p>Work as part of a team to assist registered health professionals with delegated clinical or therapeutic tasks and interventions</p> <p>Gather appropriate, relevant and timely evidence to assist in obtaining an individual's history and review health related data</p> <p>Record, report and store manual and electronic information</p>	<p>Use physiological measurement equipment:</p> <p>Record the results of physiological monitoring and measurement using relevant documentation</p> <p>Calculate National Early Warning Scores (NEWS) 2 and escalate findings to a registered health professional</p>	<p>The diversity of work undertaken by senior healthcare therapy support workers in supporting a range of allied health professionals</p> <p>Apply knowledge of the therapy support role when supporting the therapy team with a range of therapeutic tasks and interventions</p> <p>The key characteristics of a</p>	<p>Encourage individuals, carers and families to be involved in the care plan for individuals undergoing therapy support</p> <p>Promote the development of skills for everyday life using appropriate tone and register that reflects audience and purpose</p> <p>Demonstrate a knowledge of</p>	<p>Assess whether an environment is suitable for the undertaking of a specific therapy support task or intervention, considering a range of factors</p> <p>Monitor and maintain the environment to ensure it is suitable for the undertaking of therapy support task or intervention</p>

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			accurately and legibly in line with local and national policies, keep information confidential		<p>range of settings when carrying out therapeutic techniques to support AHP</p> <p>The standard approaches to identify, assess, manage, rehabilitate or maximise an individual's function in line with policies and procedures</p>	<p>group dynamics and effective use of oneself and interpret and respond to non-verbal cues</p> <p>Measure and record the progress individuals make</p>	<p>Monitor and maintain equipment, kit and devices relevant to the role</p> <p>Report faults with equipment appropriately, including escalating any concerns</p>
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