

Plan 1

(Health & Social Care)

Week	Revision plan for half term	Resources
1 (13 th February to 17 th February)	<ul style="list-style-type: none"> • Rag rating of all RO21 exam topics – RAG sheet linked here to Teams, further information on each area detailed on learning outcomes below - Red: Missed this lesson/ have not caught up on content/ do not understand this area - Amber: Understand this area but have previously/ would struggle answering exam questions related to this - Green: Confident in this area. Can explain when asked and apply knowledge to an exam question/ have performed well on this area in previous mocks • Priority areas should be any you have rated as RED, then those that are AMBER. • Watch and make notes on two of the LO revision power points • First lesson back we will be covering 'how to revise' looking at a range of techniques – link to some new ideas in the resources section to start • We will then complete a walking-talking mock in week 2. You need to have prepared for this by revising any gaps in your knowledge • From feedback most said legislation was a weaker area. Using the LO descriptors for LO3 summarise in two 	<p>New ways to revise - https://www.youtube.com/watch?v=XiqAWcum90U</p> <p>LO1 revision power point - https://www.youtube.com/watch?v=ugp7WHIM9iA</p> <p>LO2 revision power point - https://www.youtube.com/watch?v=ZD9MPGaXDUw</p> <p>LO3 revision power point - https://www.youtube.com/watch?v=P22IWdDg-HA</p> <p>LO4 revision power point - https://www.youtube.com/watch?v=-TkDUmh7zcl</p> <p>This channel has lots of useful exam tips and video's covering LO3 – make sure to search Cambridge National H&SC to find the right videos - https://www.youtube.com/@MissChambersICT/videos</p> <p>If you prefer quiz type questioning revision try quizlet - https://quizlet.com/gb/547765309/health-and-social-cambridge-national-flash-</p>

	<p>sentences for each the following acts, what do they protect and how?</p> <ul style="list-style-type: none">- Equality Act 2010- Children Act 2004- Data Protection Act 1998- Health & Safety at Work Act 1974- Mental Health Act 2007• Apply your knowledge from two RED areas to a past question – links in resources	<p>cards/?funnelUUID=89cc9a41-cdb7-44af-8aa1-64e27cfbe511</p> <p>Past papers – the best way to test what you know! Use the mark schemes as a prompt for areas you are struggling with - https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/</p>
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Learning outcomes

Learning Outcome 1: Understand how to support individuals to maintain their rights

Learners must be taught:

- the rights of individuals to, i.e.:
 - choice, i.e.:
 - joining in activities
 - food options
 - selection of GP
 - where/how receive treatment
 - confidentiality, i.e.:
 - having personal notes stored securely
 - not being spoken about so others can hear
 - protection from abuse and harm
 - equal and fair treatment, being treated for the needs the individual has
 - consultation, i.e.:
 - what type of care the individual would like if it were possible
 - opinions and views being sought
- why it is important to maintain individuals rights, i.e.:
 - to make people feel valued/raise self-esteem
 - to empower
 - to instil confidence and trust
 - to feel safe
 - to equality of access to services/treatments
 - to have your individual needs met

Learning Outcome 1: Understand how to support individuals to maintain their rights

- how care workers can support individuals to maintain their rights, i.e.:
 - by using effective communication, i.e.:
 - using vocabulary that can be understood
 - not being patronising
 - adapting their communication to meet the needs of the individual or the situation
 - listening to individuals' needs
 - by providing up-to-date information, i.e.:
 - on time services open
 - type of care provided
 - location
 - alternatives available
 - by challenging discriminatory behaviour, i.e.:
 - challenge at the time
 - afterwards through procedures
 - long-term proactive campaigning
 - by providing information about complaints procedures, i.e.:
 - the options they have
 - the steps to take when making a complaint
 - procedures to follow
 - by providing advocacy, someone to speak on behalf of someone who is unable to speak for themselves.

Learning Outcome 2: Understand the importance of the values of care and how they are applied

Learners must be taught:

- the values of care in health and social care:
 - by promoting equality and diversity
 - by maintaining confidentiality
 - by promoting individuals rights and beliefs
- where the values of care are applied, i.e.:
 - in health settings (e.g. GP surgery)
 - in social care settings (e.g. residential homes)
 - in early years care and education (e.g. nurseries)
- how the values are applied, i.e.:
 - by promoting equality and diversity (e.g. providing foods specifically for vegetarians)
 - by maintaining confidentiality (e.g. making sure written documents are stored in a locked filing cabinet)
 - by promoting individuals rights and beliefs (e.g. the right to refuse treatment)
 - by being a reflective practitioner
- how the early years values of care are applied in settings, i.e.:
 - by ensuring the welfare of the child is paramount, i.e.:
 - positive expectations should be encouraged
 - a child must never be smacked or humiliated
 - by keeping children safe and maintaining a healthy and safe environment, i.e.:
 - protecting children from abuse, applying health and safety procedures
 - by working in partnership with parents/guardians and families
 - by encouraging children's learning and development, children should be offered a range of experiences to provide choice
 - by valuing diversity, i.e.:
 - information about various traditions, customs and festivals should be presented
 - by ensuring equality of opportunity, each child should be provided with the opportunity to work towards his/her potential
 - by practising anti-discrimination (e.g. not discriminating on the basis of social background)
 - by ensuring confidentiality, i.e.:
 - information about families must not be shared with others except on a 'need to know basis'
 - by working with others (e.g. to include other professionals or in partnership)

Learning Outcome 2: Understand the importance of the values of care and how they are applied

- the importance of applying the values of care, i.e.:
 - to ensure standardisation of care (e.g. all children receiving the appropriate care and attention)
 - to improve the quality of care (e.g. all hospital patients feeling safe)
 - to provide clear guidelines to inform and improve practice
 - to maintain or improve quality of life
- the effects on people who use services if the values of care are not applied, i.e.:
 - physical (e.g. pain if medication/treatment is not given)
 - intellectual (e.g. loss of focus/concentration)
 - emotional (e.g. feeling betrayed, low self-esteem)
 - social (e.g. feeling excluded from the group).

Learning outcomes

Learning Outcome 3: Understand how legislation impacts on care settings

Learners must be taught:

- the key aspects of legislation which are relevant to each of the following groups, i.e.:
 - children and young people
 - vulnerable adults
 - ethnic minority groups
 - people with disabilities
 - men and women
 - older adults
- an overview of the key aspects of legislation, i.e.:
 - how the Equality Act 2010, Children's Act 2004, Data Protection Act 1998, Health and Safety at Work Act 1974 and Mental Health Act 2007
 - support an individual's rights
 - provide a framework to maintain and improve quality of practice
 - provide guidance for those who work in the sectors
 - set out the standard of practice and conduct those who work in the sectors should meet
- how key legislation impacts on, i.e.:
 - people who use services (e.g. people can exercise their rights)
 - care practitioners (e.g. training)
 - service providers (e.g. production of organisational policies and procedures).

Learning Outcome 4: Understand how personal hygiene, safety and security measures protect individuals

Learners must be taught:

- personal hygiene, i.e.:
 - hair tied back/covered
 - open wounds covered
 - no jewellery
 - no nail polish
 - appropriate protective clothing
 - appropriate hand washing routines
 - regular showering and hair washing
 - regular brushing of teeth
 - appropriate use and disposal of tissues/antiseptic wipes
- safety procedures, i.e.:
 - emergency procedures (e.g. fire, evacuation)
 - equipment considerations (e.g. appropriate training, fit for purpose)
 - moving and handling techniques

Learning Outcome 4: Understand how personal hygiene, safety and security measures protect individuals

- security measures, i.e.:
 - checking external entrances
 - monitoring of keys
 - security pads on doors
 - window locks
 - reporting of concerns to line managers
 - identifying staff, receiving and monitoring visitors
- how individuals are protected, i.e.:
 - methods for reducing spread of infection (e.g. general cleanliness, wearing gloves/masks)
 - methods for reducing risk/danger (e.g. risk assessment)
 - procedures to prevent accidents and promote good practice (e.g. training programmes).