

Health & Social Care KS4 - Eduqas Level 1 / 2 Vocational Award in Health and Social Care

Subject Leader: Helen Bowler

email: hbowler@forgevalley.sheffield.sch.uk

Curriculum Intent:

Pupils will extend their knowledge of the vast range of health and social care roles and responsibilities. They will understand core values, policies/procedures and services, whilst developing knowledge in aspects of human biology, psychology, sociology and law, which relate to working in the health and social care sector. Pupils will also develop transferable skills and attributes that will be an asset to them in all subjects as well as important for their personal development, including time management, presentation skills, data recording and interpretation and communication skills. They will learn beyond the specification, with opportunities to run events and engage with practitioners from the sector.

Core Knowledge

Topics:

- 1.1 - Key physical, intellectual, emotional and social aspects of growth and development across the lifespan
- 1.2 - Key aspects that affect growth and development
- 1.3 - Factors that shape self-concept and personal development
- 1.4 - The physical indicators used to measure health and how these can be interpreted
- 1.5 - The role and purpose of promoting health and wellbeing
- 2.1 - The range of individual needs across the lifespan.
- 2.2 - The different types of health and social care provision and how key professionals, family and friends work together.
- 2.3 - Role of key professionals
- 2.4 - Practitioner's responsibilities and accountabilities within the context of legislative frameworks, standards and codes of conduct and professional practice
- 2.5 - Safeguarding and legislation

Procedural Knowledge

Pupils will:

- Practise using equipment to take measurements and calculate results.
- Use standardised charts for health and wellbeing to interpret data.
- Develop notetaking skills.
- Apply knowledge to specific case studies and analyse the impact of aspects/factors on growth and development.
- Develop digital literacy when using the computer to present their work, research, gather data, etc.
- Develop presentation skills - designing through to delivering.
- Develop reflection and evaluative skills.
- Deliver a mini-campaign - design, deliver, launch, evaluate.
- Develop research skills including the ability to determine reliable and valid sources and how to cite sources.

2.6 – Current changing demands for care

- Be able to produce responses in different media formats including factsheet, poster, essay and slideshow.
- Be able to explain using models, theories, case studies and specific examples.

Homework:

Homework is set once per week when students have 2 lessons on their timetable and twice when there are 3 lessons. Homework will require pupils to apply the knowledge they have developed in class to show that they have mastered that topic or skill. As pupils progress into Year 11, they may need to dedicate more time on home learning when preparing for assessments, including the production of their notes for the NEA. Staff provide regular opportunities for pupils to work in their classrooms after school so that they can be supported in preparing for assessments or completing home learning tasks.

Assessment:

Formative assessment will be used to regularly monitor student progress and check for understanding. This will include retrieval practice, low-stakes quizzes, end of topic tests, past paper questions and in class questioning.

Summative assessments:

For each of the assessments detailed below, pupils will be provided with revision materials including topic lists for each specific assessment.

Y10 Autumn – this will take place in the classroom. The 45 mins paper will contain questions from topics that have been covered in this early part of the course from Unit 1, consisting of multiple choice, short response and extended answer questions.

Y10 Summer – this will take place in the exam hall. The 1 hour 30 mins paper will contain questions from topics that have been covered prior to the examination date. This will include topics from Unit 1, consisting of multiple choice, short response and extended answer questions.

Y11 Autumn – the pupils will be completing the preparation and for some the assessment element of the NEA at this stage, so they will not complete a paper during the Y11 PPE week. No assessment grade will be reported at this stage.

Y11 Spring – Some pupils will have already sat their final examination board paper at the point of this PPE. The remaining pupils will be completing the preparation and assessment element of the NEA at this stage, so they will not complete a paper during the Y11 PPE week. No assessment grade will be reported at this stage.

Final Assessment:

The Eduqas Level 1 /2 Vocational Award in Health & Social Care is formally assessed at two possible windows, January and June.

We feel that our students need Year 10 to develop their knowledge and application of skills, therefore they will only sit in class and whole school practise assessments throughout Year 10.

In year 11, pupils will sit the Non-Examination Assessment (NEA). They will be informed when this is and this will be communicated with home. Some will sit this in Sept/Oct and the rest will sit in Jan/Feb - this is dependent on the number of lessons they had in Year 10.

Depending on when the NEA is sat some pupils may be given the opportunity to sit the examination early in January of Year 11 with the option of a resit in May.

Most will sit the final examination in May. Due to terminal rule, any resit will mean that the first result is lost and they will receive the May result for their final result.

The overall qualification result is determined by their score in the NEA and final examination. The Uniformed Mark Score (UMS) that they achieve in each unit is combined to provide a total UMS and then converted to a grade using the grid below:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	180	162	144	126	108	90	72	54	36
Qualification	300	270	240	210	180	150	120	90	60

Links to Personal Development:

There is considerable overlap in our subject with topics taught in Personal Development, but we study these in much greater depth. Topics that link to the PD curriculum include; safeguarding, abuse and neglect, economic issues including poverty and deprivation, environmental issues such as pollution and housing, physiological and mental disorders, disability and impairment, health promotion, and other factors that impact on growth and development.

Additionally, there are links with regards to legislation, policies and procedures as well as British Values, such as tolerance and embracing diversity and cultural differences, respect and equality. It goes without saying, that when teaching our students about our health and social care sector, the core values are a fundamental part of this and something which as teaching staff we aim to promote in our classrooms.

How is my knowledge further developed in Post 16 provision?

Pupils can continue studying Health and Social Care or Early Childhood Development in Sixth Form or College, where they would explore the subjects in more depth and build on the knowledge and skills that this course has provided. The Colleges also offer T-Levels which provide a very focused approach in areas such as nursing and allied health professions. They could source an apprenticeship in fields such as support

worker or childcare which lead directly into employment on completion and provide a small source of income whilst studying. A considerable amount of what has been learnt in Level 1 / 2 can be applied to the specific setting, depending on the apprenticeship.