

Year 12 Topics

In year 12 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS4 programme of study. Each topic develops and deepens the core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Unit 5: Meeting Individual Care and Support Needs	Learners will learn through examining principles, values and skills which underpin meeting the care and support needs of individuals	Promoting equality, diversity and preventing discrimination <ul style="list-style-type: none"> • Definition of equality, diversity and discrimination. • Importance of preventing discrimination. • Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services. 	Equality Diversity Discrimination Prejudice	Throughout the unit: Opportunities to explore, investigate, and research, how service users' needs are met. Reflect on practice in health and social care settings. Research skills – textbooks & internet.
		Skills and personal attributes required for developing relationships with individuals To include: <ul style="list-style-type: none"> • the 6Cs – care, compassion, competence, communication, courage and commitment • people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills • communication skills – communicating with service users, colleagues and other professionals, e.g. active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations • observation skills, e.g. observing changes in an individual's condition, monitoring children's development 	6Cs Empathy Patience Verbal communication Non-verbal communication	Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing. Learners will investigate how, in real situations, care is provided and needs met. Opportunities to explore, investigate, and research factors that can affect the support and care of individuals. Research skills – textbooks & internet.

		<ul style="list-style-type: none"> dealing with difficult situations. 		<p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p> <p>Learners apply care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). Preparing for the world of work.</p>
		<p>Empathy and establishing trust with individuals</p> <p>Learners require an overview of the different theories of empathy and the various methods of establishing positive relationships with individuals in their care.</p> <ul style="list-style-type: none"> Attachment and emotional resilience theory, to include the effect of secure attachments and support on emerging autonomy and resilience. The triangle of care. Empathy theories, e.g. Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler. 	<p>Attachment</p> <p>Emotional resilience</p>	
	<p>Learners will learn through examining the ethical issues involved when providing care and support to meet individual needs</p>	<p>Ethical issues and approaches</p> <ul style="list-style-type: none"> Ethical theories, to include consequentialism, deontology, principlism and virtue ethics. Managing conflict with service users, carers and/or families, colleagues. Managing conflict of interests. Balancing services and resources. Minimising risk but promoting individual choice and independence for those with care needs and the professionals caring for them. Sharing information and managing confidentiality. 	<p>Ethics</p>	<p>Learners develop skills in treating people well developing skills to enable them to cope and manage staff when they are treating people badly.</p> <p>Developing independence in decision making.</p>
		<p>Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p>	<p>Legislation</p>	

		<ul style="list-style-type: none"> • Organisations, legislation and guidance that influence or advise on ethical issues. All legislation and guidance must be current and applicable to England, Wales or Northern Ireland. • Organisations, e.g. National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health and Safety Executive (HSE). • Legislation, e.g. Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014. <p>Guidance, e.g.:</p> <ul style="list-style-type: none"> • the DH Decision Support Tool • five-step framework • NICE and NHS guidance on Care Pathways and Care Plans • <i>Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups (2013)</i> (NHS) • HSE • How this guidance may be counterbalanced by other factors, e.g. religion, personal choice, government policies. 		Learners develop skills in applying legislation equipping them for the world of work.
	Learners will learn through Investigating the principles behind enabling individuals with care	<p>Enabling individuals to overcome challenges</p> <p>Different types of challenges faced by individuals with care and support needs, to include:</p> <ul style="list-style-type: none"> • awareness and knowledge • practical challenges • skills challenges • acceptance and belief challenges • motivational challenges 	Strategies	

	<p>and support needs to overcome challenges</p>	<ul style="list-style-type: none"> • communication challenges. • Methods of identifying challenges, to include observation, focus groups, talking to • individuals informally or via questionnaires. • Strategies used to overcome challenges, to include educational information materials, • training courses, opinion leaders, clinical audits, computer-aided advice systems, • patient-mediated strategies. <p>Role of policy frameworks in minimising challenges, including:</p> <ul style="list-style-type: none"> • NHS Patient Experience Framework, in particular understanding of the eight elements that are critical to the service users' experience of NHS services • Health Action Plans and how they are used to minimise challenges • Adult Social Care Outcomes Framework (ASCOF) • Common Assessment Framework (CAF). • Impact of not enabling individuals to overcome challenges. 		
		<p>Promoting personalisation:</p> <ul style="list-style-type: none"> • Personalisation – ensuring that every person receiving care and support is able to set their personal goals and has choice and control over the shape of their care and support. • Methods of recognising preferences, to include care plans, learning plans, behavioural plans, specialist support from health and social care professionals. 	<p>Personalisation</p>	

	<p>Learners will learn through Investigating the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>	<ul style="list-style-type: none"> • The importance of promoting choice and control and the financial impact of this on care provision. 		
<p>Communication techniques:</p> <ul style="list-style-type: none"> • Different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social. • Types of communication examples, to include verbal, body language, written, formal and informal. • Alternative communications, to include Makaton, British Sign Language (BSL), braille, communication boards and symbol systems. • Theories of communication, to include Argyle, Tuckman, Berne. • New technologies and communication techniques. 		<p>Humanistic Behavioural Cognitive Psychoanalytical</p>		
<p>How agencies work together to meet individual care and support needs:</p> <ul style="list-style-type: none"> • Role of organisations responsible for commissioning healthcare services, e.g. Clinical Commissioning Groups in England, Local Health Boards in Wales, Health and Social Care Board in Northern Ireland; formation, organisation roles and members. • Role of organisations responsible for commissioning social care services, e.g. local authorities. • Role of bodies responsible for integrating health and social care, e.g. Health and Wellbeing Boards (HWB). 		<p>Commissioning</p>		

		<ul style="list-style-type: none"> • Role of assessment and eligibility frameworks, to include Common Assessment Framework (CAF) • the National Eligibility Criteria (Care Act 2014) • Department of Health, National Framework for NHS Continuing Healthcare. • The Education, Health and Care plan (EHC). 		
		<p>Roles and responsibilities of key professionals on multidisciplinary teams</p> <ul style="list-style-type: none"> • Multidisciplinary teams, members and formation. <p>Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team, to include:</p> <ul style="list-style-type: none"> • healthcare professionals, e.g. GP, nurse, paediatrician, clinical psychologist • social care professionals, e.g. social worker, occupational therapist • education professionals, e.g. special educational needs co-ordinator (SENCO), educational psychologist • allied health professionals, e.g. speech and language therapist • voluntary sector workers, e.g. Macmillan nurses, family support workers. • How multi-agency and multidisciplinary teams work together to provide co-ordinated support, e.g. an autistic child may have involvement with the following agencies and professionals: NHS (GP, paediatrician, clinical psychologist, counsellor, speech and language therapist), local authority and education services (social worker, SENCO, 	Multidisciplinary	

		educational psychologist), and the voluntary sector (family support officers from the National Autistic Society).		
		<p>Maintaining confidentiality</p> <ul style="list-style-type: none"> • Definition of confidentiality. <p>Working practices to maintain confidentiality, to include:</p> <ul style="list-style-type: none"> • keeping yourself informed of the relevant laws • keeping information locked away or password protected • sharing information only with people who are entitled to have access to the information, e.g. other people in the multidisciplinary team, service users and their carers or families (depending on the situation) • being professional about how information is shared. • Codes of practice for care workers establishing importance of confidentiality. • Relevant aspects of legislation, e.g. Health and Social Care Act 2012. • Role of the Health and Social Care Information Centre (HSCIC). 	Confidentiality	
		<p>Managing information</p> <p>Working practices for managing information, to include:</p> <ul style="list-style-type: none"> • identifying why the information is needed • identifying what information is needed • searching for the information • using information legally and ethically. 		

		<ul style="list-style-type: none">• The importance of sharing information with colleagues, other professionals, the individual with care needs and their family.• Impact of new technologies on managing information.• Bodies that control the management of information, e.g. the National Adult Social Care Intelligence Service (NASIS). <p>Legislation and codes of practice that relate to the storage and sharing of information in health and social care. Legislation and codes of practice must be current and applicable to England, Wales or Northern Ireland, e.g.:</p> <ul style="list-style-type: none">• Data protection legislation• Freedom of information legislation• Mental health legislation• Mental capacity legislation• Care Quality Commission (CQC) codes of practice• The Health and Care Professions Council (HCPC) codes of practice.		
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