



**CNAT Health and Social Care -  
7 Year Curriculum Plan**

# **CNAT Health and Social Care**

## **Curriculum plan**

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## Intent:

Health and Social Care at The Cedars Academy introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and child services as well as a range of independent providers which provide care in a variety of settings. Our students are introduced to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges. Students **who** study Health and Social Care will have a better understanding of the skills, qualities and values required to be both an active, responsible citizen and a care practitioner working in our public services. We want our pupils to have a clear vision of what high quality care is and to feel passionate about delivering care at this standard. Students will develop transferable life skills, in particular communication, aspects of team working and other essential life skills which will prepare them for a future career in this sector.

## Rationale

Our curriculum is based on developing a passion for a career in the vocational sector through the development of subject specific knowledge, understanding and practical skills. To reflect the vocational nature of the course both the bulk of learning and assessment is through practical means. We start by teaching pupils the underpinning values of the sector which are based upon the rights of individuals and the core values of care. These themes then interleave with the other units of work taught and students are required to make synoptic links across units. Our curriculum is designed so that the examined unit RO21 Essential values of care for use with individuals in care settings is taught first so that the knowledge can be referenced throughout the course enabling students to embed their knowledge. It requires us to approach curriculum planning and delivery for the examined unit with spaced retrieval practice, formative, low-stakes testing and plenty of repeated practice. When teaching the coursework units students have the opportunity to apply the knowledge they have gained whilst carrying out their observed practical's. To enrich their vocational experience these practicals are carried out in the vocational sector or with service users. Many of our students elect to study Health and Social Care because they have family members who work in the sector and have aspirations to join them. Our students and particularly those students who receive support from the sector have a desire to give something back to society and contribute to society by 'making a difference'.

Students take two mandatory units and two optional units. We teach the mandatory units first because of the interdependence between the unit's students need to synthesize the knowledge, skills and understanding they develop in the mandatory units to the optional units studied.

### **The mandatory units of study are;**

RO21: Essential values of care for use with individuals in care settings

RO22: Communicating and working with individuals in health, social care and early years settings

### **Optional units of study are;**

RO23: Understanding body systems and disorders

RO27: Creative activities to support individuals in health, social care and early years settings.

We have selected these units to study because they give students a broad perspective of the health, social care and early years sectors to challenge the stereotype that Health and Social care only focuses on early years care

## Curriculum Overview

### KS3/KS4

Students who commence the course in year 9 or 10 follow a two-year plan;

Year/learning objective	Learning objective (s)	Learning objective (s)	Learning objective (s)	Learning objective (s)	Learning objective (s)
Year 1	RO21 LO1 Individual Rights	RO22 Effective communication	RO21 LO2 Values of care	RO21 LO3 Legislation	RO21 LO4 Personal hygiene, safety

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					and security measures
Year 2		RO27 Creative activities		RO23 Body systems	

## KS5

<u>Year</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>12</u>	Unit 2 Equality, diversity and rights in health and social care	Unit 2 Equality, diversity and rights in health and social care Unit 1 Building positive relationships in health and social care	Unit 1 Building positive relationships in health and social care Unit 3 Health, Safety and security in health and social care	Unit 1 Building positive relationships in health and social care Unit 3 Health, Safety and security in health and social care	Unit 3 Health, Safety and security in health and social care	Unit 10 Nutrition
<u>13</u>	Unit 10 Nutrition Unit 13 Sexual health, reproduction and early development stages.	Unit 4 Anatomy and Physiology Unit 13 Sexual health, reproduction and early development stages.	Unit 4 Anatomy and Physiology Unit 13 Sexual health, reproduction and early development stages.	Unit 4 Anatomy and Physiology	Unit 4 Anatomy and Physiology	

## Timetabling

At Key Stage 3 pupils have 7 x 1 hour lessons per fortnight.

At Key Stage 4 pupils have 3 x 1 hour lessons every week. For students in year two they require less guided learning hours for the optional units and for students in year one we have smaller class sizes which counter balances the reduction in time.

At Key Stage 5 pupils have 5 x 1 hour lessons every week

**KS3/KS4:** In year 1 classes are split between 2 teachers which enables one teacher to focus on delivering the examined unit and the other teacher to deliver the coursework unit, this works well as the content interleaves between the units and the students benefit from two perspectives.

In year 2 classes are split between 2 teachers which benefits the pupils because they gain two perspectives on vocational issues.

**KS5:** In year 2 classes are split between 2 teachers which benefits the pupils because they gain two perspectives on vocational issues.

## Year 1 KS3/KS4

We selected the OCR specification because it gives learners the opportunity to gain marks through the practical application of skills alongside testing knowledge and assessing written work. Alongside teaching the mandatory units which give students the grounding in the values of care and core communication skills we have selected to study optional units that will give a breadth to their experience across a range of vocational sectors. Students also gain an insight into the range of qualities that are required for a career in the vocational sector. Our curriculum is taught by delivering the knowledge on the key rights of individuals in care settings first, which gives students a foundation to build upon when completing the written and practical work for their coursework units. This transferable knowledge will assist them in the units they complete in year 2. Students will retrieve the knowledge gained from the examined unit to make synoptic links across all the units studied. As our course is chosen by learners who tend towards a kinaesthetic learning style, we have built in opportunities for this in our schemes of learning.

## Assessment

Roma Dhameja 22 July 2019

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Students complete regular formal assessments in the classroom for both the examined unit and coursework units. For the examined unit the scheme of learning builds in regular testing and practice using CNAT HSC exam questions. The lessons start with a retrieval activity to ensure learners are retaining the knowledge required. Spaced retrieval practice is used when setting both the starter activity and exam questions to ensure the key knowledge becomes embedded in students long term memories. In year one the students sit a synoptic trial exam three times before sitting the exam in the summer. These trials consist of a combination of low stakes questions and longer answer CNAT HSC questions which give students the opportunity to demonstrate their progress. The low stakes questions will measure how much knowledge is retained whilst the longer answer questions allow students to demonstrate their skills of evaluation and analysis. For the coursework unit RO22: Essential values of care for use with individuals in care settings pupils are set written tasks and practical tasks that are broken down into learning objectives that they are assessed on in controlled classroom conditions. The completion of the written tasks assesses the student's ability to contextualise the knowledge they have learned to vocational situations. The practical tasks give students the opportunity to demonstrate the practical communication skills they have acquired in a vocational context. Coursework is completed in the classroom under teacher supervision and students are given individual trackers to manage their own progress.

## **Year 2 year 10/11**

Students build upon the knowledge and practical skills developed when completing the mandatory units in Year1 whilst completing the two optional units in Year 2. RO27 Creative activities to support individual in health, social care and early years settings allows learners to use their prior knowledge and communication skills when planning and delivering a creative activity to service users. Students can select which vocational sector they wish to plan and deliver their activity in. This unit gives students the opportunity to explore the sectors that care for and meet the needs of children and young people, adults and older people. This unit enhances the knowledge that students have of the available careers across the sector. The second optional unit of study is RO23 Understanding body systems and disorders because of the importance of this knowledge for pursuing a future career in the vocational sector. OCR worked with the care sector to develop this unit to meet a knowledge and skills gap in the sector.

## **Assessment**

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## **KSS**

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## **Assessment**

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## **Literacy**



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The development of literacy is a key part of Health and Social Care in order to recall key vocational technical terms and write extended pieces of coursework. In our lessons we highlight key words from the topic and the command words that will appear in their exam and coursework assessments. Essay writing skills and skills of analysis and evaluation are critical to thinking and our assessments tie in with these aims as stated in the rationale. At all levels both in the exam and coursework units' marks are given for SPAG as they would be in exams. Errors are highlighted and corrected as part of the feedback process.

Oracy skills also play a vital part within our curriculum with a focus on developing practical application of these skills in their assessed practical's. When giving oral responses students are encouraged to develop and go further in their explanation. This will support them in both their written work and practical work.

## **Beyond the classroom**

Health and social care students have many opportunities to learn beyond the classroom. For example, they have the opportunity to complete their require practical's in local vocational settings. We have established links with one of the Primary schools within the Trust and students have visited to complete their assessed practical's. We also work with our community team and students have organised tea parties for older adults We also offer many after school intervention sessions to aid the development of all our learners.

## **Differentiation**

### ***All Key Stages***

As a department, we ensure that we teach to the top and scaffold down. We ensure challenge by process e.g. high order questions, not allowing for 'dead time' and the use of high-level technical language and stretching tasks. Moreover, we work to the ethos that students of all abilities can learn the knowledge and practical skills to be carers of the future. Furthermore, we feel we can achieve more if students are supported and travel along the same learning journey, with appropriate support for LAPS e.g. modelling, sentence/paragraph structures and one-on-one support and pertinent stretch and challenge, whether it is via questioning or a more stretching task.

Pupil Premium (PP) students are deliberately focused on in lessons for targeted questions to ensure engagement, progress and recall of knowledge. Additionally, we provide all PP students with knowledge organisers which have been made in house and are also given OCR approved revision guides which embed knowledge around skills and approved practice questions.

We plan for progress for all our students and we meet the individual needs of our SEND students appropriately. We differentiate by need of resources, questioning and time. We promote an inclusive approach SEND in our department and we believe inclusion means that individualised approach can be realised within the classroom via challenging the additional barriers these students face and thus, maintain a high standard of quality first teaching via this approach. Each student has their own personalised coursework tracker and take ownership for their progress.

## **Marking and Feedback**

On examined units the schools wide marking and feedback policy is implemented.

Marking and feedback for the coursework units are within the requirements of OCR guidelines. Teachers are able to give students advice which enables students to take the initiative in making any amendments to their work. This means that teachers must not provide templates, model answers or detail specifically what amendments should be made.