

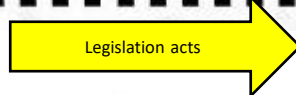
# Year 10 Learning Track

June External Exam

**Peoples rights in Health, Social and Early years settings:**  
 Why it is important to maintain individuals rights  
 how care workers can support individuals to maintain their rights

**Understand the importance of the values of care and how they are applied**  
 Where the values of care are applied  
 How the values are applied  
 The importance of applying the values of care  
 The effects on people who use services if the values of care are not applied

Assessment  
 Learning outcome 2



**Understand how legislation impacts on care settings the key aspects of legislation which are relevant to each of the following groups -**  
 Children and young people, Vulnerable adults, Ethnic minority groups, People with disabilities, Men and women, Older adults

**Understand how personal hygiene, safety and security measures protect individuals**  
 personal hygiene, safety procedures, security measures, how individuals are protected



Assessment Learning Outcome 1



**Unit R021: Essential values of care for use with individuals in care settings**

**Understand how to support individuals to maintain their rights**  
 Choice - joining in activities, food options, selection of GP, where/how to receive treatment  
 Confidentiality - 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 - what type of care the individual would like if it were possible, opinions and views being sought

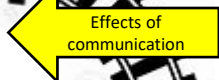


Assessment  
 Communication practical

**Written communication**  
 writing a care plan  
 - care report or instructions for medical procedure/operational activity

**Specialist communication**  
 Braille, sign language, voice activated software, advocates, interpreters, Makaton

**Understand the personal qualities that contribute to effective care in Health, Social and Early years settings**  
 Patience, Understanding, Cheerfulness, Willingness, Respect, Empathy, Understanding, Sense of humour



**Assessment Point: R022 Communication**  
 How to Communicate effectively in Health, Social and Early years settings

**Verbal Communication**  
 Clarity, tone, pace, empathy, paraverbal skills

**Non-Verbal Communication**  
 body language, gestures, facial expressions

**Assessment – First Aid training course**  
 Review own practice identify strengths, weaknesses and areas for improvements

Assessment  
 Training course

**Types of conditions**  
 Identify the nature and severity of a range of injuries, the current first aid procedures for the injuries and the rationale  
 Understand procedures for a range of conditions. CPR, Recovery position, Bleeding, Burns, Shock, Asthma.



**Additional support**  
 Provide information to emergency services  
 In a first aid situation it is important to know when to call for emergency services.  
 Police, Fire Brigade, Ambulance, Air ambulance, Coast guard, Family, Work place.



Assessment  
 Practical assessing the scene

**Unit R031: Using basic first aid procedures**  
**Apply and evaluate basic first aid procedures**  
 Assess first aid situations to identify hazards and risks.  
 Hazards – Fire, water, tripping hazards, electricity, gas.  
 Once hazards are identify, the area must be made safe for the first aider to approach.



# Year 11 Learning Track

## Carry out creative activities in a health, social care or early years setting

Plan a creative activity suitable for a four year old  
how to carry out the creative activity  
review the benefits of the creative activities to the participants, what were the leaders strengths/weaknesses, suggest improvements.

Assessment Practical  
assessment Harrogate Hill

Review and make  
improvements

Unit R022: Communicating and working with individuals in health, social care and early years settings

Unit R027: Creative activities to support individuals in health,

Assessment Learning  
outcome 2

## Understand the benefits of participating in creative activities

Fine motor skills (improved dexterity/hand to eye coordination)  
Gross motor skills (improved agility/mobility)  
Circulation (increase in fitness)  
Intellectual (cognitive), mental stimulation (prevent memory loss/relieve boredom, learn new skills)  
work independently (ability to plan daily activities/problem solving)  
creative skills (improved imagination)  
communication (improve verbal, written), language skills (learning/improved speech) Emotional  
Self-esteem - feeling valued, improved confidence), express emotions (improved emotional stability)  
Social interaction (being able to work in groups/teams and improved relationships), developing friendships

Benefits of activities

Assessment Learning  
outcome 1

## Explain with examples different types of creative activities

Imaginative (e.g. painting, drama, dance, photography, craft)  
Physical (e.g. gardening, woodwork, dance, jigsaw puzzles, recreational activities)  
Intellectual (quiz, poetry, story telling, writing stories/plays)  
Medical (co-ordination exercises, dancing, knitting)  
Social (singing, drama, reminiscence therapy, mime)  
Emotional (story telling, painting, craft work, mime)  
Developmental (to do up buttons, to be able to use a crayon)

Different activities



## Unit R027: Creative activities to support individuals in health, social care and early years settings

Understand the different types of creative activities available in health, social care and early years settings

Plan for a one-to-one and group health, social care or early year interaction  
Consider the use of verbal, non-verbal communication, environmental factors

Assessment  
Communication practical  
Oap Xmas Party

Assessment January Exam

## Review R021 Essential values of care for use with individuals in care settings

Learning Outcome 1: Understand how to support individuals to maintain their rights  
Learning Outcome 2: Understand the importance of the values of care and how they are applied  
Learning Outcome 3: Understand how legislation impacts on care settings  
Learning Outcome 4: Understand how personal hygiene, safety and security measures protect individuals

## Ways to overcome barriers

Adapting the environment  
Calm tone  
Training staff  
Understand behavior which fail to value individuals  
Abuse – Physical, emotional, sexual, financial

Overcome Barriers

Assessment  
Learning outcome 2

Unit R022: Communicating and working with individuals in health, social care and early years settings  
Understand how to communicate effectively  
barriers to communication

Patronising language, tiredness, inappropriate body language, inappropriate use of language, aggression, and difference in language spoken  
speech difficulties due to disabilities or illness (e.g. dementia, deafness) Noisy environment, inadequate space, poor lighting, damaged or unsuitable furniture

