



REVISED GCSE DOUBLE AWARD
Scheme of Work
Health & Social Care

This is an exemplar scheme of work which supports the teaching and learning of the Health & Social Care (DA) specification

scheme
of work

GCSE Health and Social Care Double Award

Contents	Page
Unit DA 1: Health and Well-being	5
Unit DA 2: Promoting Positive Care	21

Introduction

CCEA has developed new GCSE specifications for first teaching from September 2009. This scheme of work has been designed to support you in introducing the new specification.

The scheme of work provides suggestions for organising and supporting students' learning activities. It is intended to assist you in developing your own scheme of work and should not be considered as being prescriptive or exhaustive.

Please remember that assessment is based on the specification which details the knowledge, understanding and skills that students need to acquire during the course. The scheme of work should therefore be used in conjunction with the specification.

Published resources and web references included in the scheme of work have been checked and were correct at the time of writing. You should check with publishers and websites for the latest versions and updates. CCEA accepts no responsibility for the content of third party publications or websites referred to within this scheme of work.

A Microsoft Word version of this scheme of work is available on the subject microsite on the CCEA website (www.ccea.org.uk/microsites). You will be able to use it as a foundation for developing your own scheme of work which will be matched to your teaching and learning environment and the needs of your students.

I hope you find this support useful in your teaching.

Best wishes



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**CCEA Exemplar Scheme of Work:
GCSE Health and Social Care
Double Award**

Unit DA 1: Health and Well-being

Specification: GCSE Health and Social Care Double Award

Unit DA 1: Health and Well-being

Textbooks

Clarke, L (2002) *Health and Social Care GCSE*, 1st edition, Nelson Thornes
Fisher, A; Seamons, S; Webb, D and Wallace, I (2003) *GCSE Health and Social Care: Double Award*, Folens Limited
Haworth, E and Forshaw, C (2002) *GCSE Health and Social Care*, Heinemann
Thomson, H and Aslangul, S (2002) *GCSE Health and Social Care*, Hodder & Stoughton
Walsh, M (2002) *Health and Social Care for GCSE*, 1st edition, Collins

Websites

DHSS (2005–2025) A Healthier Future
www.dhsspsni.gov.uk/show_publications?txtid=7282
Baby Centre - www.babycentre.co.uk
BBC - www.bbc.co.uk/health
Belfast City Council - www.belfastcity.gov.uk/leisure
Belfast Telegraph - www.belfasttelegraph.co.uk
British Heart Foundation - www.bhf.org.uk
Cyber Diet - www.cyberdiet.com
Department of Health - www.dh.gov.uk/en/Publichealth/index.htm
Department of Health and Social services NI - www.dhssni.gov.uk
Eating Disorders - www.eatingdisorders.co.uk
Food Allergy - www.foodallergy.org.uk
Health Central - www.healthcentral.com/tools/408/index.html
Health Promotion Agency - www.healthpromotionagency.org.uk
Health and Safety Executive - www.hse.gov.uk/alcoholdrugs/index.htm
Investing for Health, March 2002 (DHSS) www.investingforhealth.com
Know your Limits - www.knowyourlimits.info
Macmillan Cancer - www.macmillancancer.org.uk
Macmillan Cancer - www.macmillan.org.uk/Get_Involved/Campaigns
Northern Ireland Executive - www.nics.gov.uk
National Health Service - www.nhs.org.uk
Neighbourhood - www.neighbourhood.gov.uk
Net Doctor - www.netdoctor.co.uk/health
Northern Ireland Housing Executive - www.nihe.gov.uk
Nutrition - www.nutrition.org.uk
Relate - www.relate.org.uk
Stress focus - www.stressfocus.com
World Health Organisation - www.who.int
World Wide Health - www.worldwidehealth.com
Yell (local search engine) - www.yell.com

Assessment: Students should be given regular practice in completing short response and extended writing questions, making use of CCEA past and specimen papers wherever possible.

Specification: GCSE Health and Social Care (Double Award)

Unit DA 1: Health and Well-being

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Health and well-being</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • define health and well-being; • demonstrate knowledge and understanding of the health and well-being of an individual; and 	<p>Teacher-led discussion. Thought shower ideas of health and well-being.</p> <p>Definitions of key words.</p> <p>Internet research on key terms defined by the World Health Organisation.</p> <p>Individual activity: Poster work showing the physical, intellectual, emotional and social well-being of an adolescent.</p>	<p>Fisher et al. (2003) Unit 2 (pp 93–101) or Walsh (2002) Unit 2 (pp 86–95)</p> <p>www.who.int/en</p> <p>Stimulus material – newspaper articles/ magazines</p> <p>www.bbc.co.uk/health</p> <p>www.belfasttelegraph.co.uk</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Health and well-being (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss how health and well-being may change over a lifespan. 	<p>Group work: Each group to discuss health and well-being for one life stage – infancy, childhood, early adulthood, middle adulthood and later adulthood.</p> <p>Case studies.</p> <p>Students to present group findings to the class/peer assessment.</p> <p>Questionnaire: What is health? to compare the health of adolescents to parents (middle adulthood) and grandparents (late adulthood).</p> <p>Compare statements of what is important/less important to show the similarities and differences between the life stages.</p>	<p>Stimulus material – newspaper articles/magazines www.bbc.co.uk/health www.belfasttelegraph.co.uk</p> <p>Fisher et al. (2003) Unit 2 (pp 93–101)</p> <p>Evaluation sheet</p> <p>Questionnaire</p> <p>Blank questionnaire Table similarities and differences</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Government health improvement priorities</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify a range of government health improvement priorities; • discuss strategies in place to meet these priorities; 	<p>Case studies.</p> <p>Individual, paired or group: Internet research.</p> <p>Teacher to collate health priorities.</p> <p>Group work to discuss strategies based on research.</p> <p>Students to complete a table showing priority and strategies.</p>	<p>Fisher et al. (2003) Unit 2 (pp 93–101) or Walsh (2002) Unit 2 (pp 86–95)</p> <p>www.dh.gov.uk/en/Publichealth/index.htm www.dhsspsni.gov.uk www.bbc.co.uk/health www.belfasttelegraph.co.uk www.neighbourhood.gov.uk</p> <p>Student feedback</p> <p>DHSS (March 2002) Investing for Health www.investingforhealth.com</p> <p>DHSS (2005–2025) A Healthier Future www.dhsspsni.gov.uk/show_publications?txid=7282 www.macmillancancer.org.uk www.knowyourlimits.info www.nhs.org.uk www.macmillan.org.uk/Get_Involved/Campaigns www.who.int www.nics.gov.uk www.hse.gov.uk/alcoholdrugs/index.htm</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Government health Improvement priorities (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> investigate how health can be improved through local, regional and national initiatives; 	<p>Individual, paired or group: Internet research. Investigate local, regional and national initiatives. Complete a table using the headings local, regional and national.</p>	<p>www.dh.gov.uk/en/Publichealth/index.htm www.dhsspsni.gov.uk www.bbc.co.uk/health www.belfasttelegraph.co.uk www.neighbourhood.gov.uk</p> <p>DHSS (March 2002) Investing for Health www.investingforhealth.com</p> <p>DHSS (March 2005–2025) A Healthier Future www.dhsspsni.gov.uk/show_publications?txid=7282</p> <p>www.macmillancancer.org.uk www.knowyourlimits.info www.nhs.org.uk www.macmillan.org.uk/Get_Involved/Campaigns www.who.int www.nics.gov.uk www.hse.gov.uk/alcoholdrugs/index.htm www.belfastcity.gov.uk</p> <p>Blank table/Student feedback</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Government health Improvement priorities (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> analyse how professionals work individually and collaboratively to improve health; and investigate the role of the Health Promotion Agency in addressing health and well-being. 	<p>Students prepare group interview questions for visiting speakers to school/school visit.</p> <p>E-mail contacts a list of questions on how professionals work individually and collaboratively to improve health.</p> <p>Individual, paired or group research. Evidence collected will also support the learning outcome on factors.</p>	<p>Hospital or health manager, social worker, school nurse, nursery teacher</p> <p>Private nursery manager, manager of nursing home, private physiotherapist</p> <p>Work experience</p> <p>www.healthpromotionagency.org.uk</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Factors influencing health and well-being</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of factors that influence an individual’s health and well-being across a lifespan, for example: <ul style="list-style-type: none"> – behavioural factors (e.g. exercise, diet, smoking, alcohol, and drugs); – environmental factors (e.g. pollution, housing conditions and access to health services); – physical factors (e.g. illness/disease and genetic inheritance); – socio-economic factors (e.g. gender, income, housing, education, employment, and culture/ethnicity); – social and environmental factors (e.g. relationships and self-esteem); and 	<p>Teacher-led thought shower to identify factors influencing health and well-being.</p> <p>Classify into positive and negative.</p> <p>Group work to identify and discuss case studies which show the range of positive/negative factors affecting health and well-being throughout the lifespan.</p> <p>Visit the website and create a health profile on your lifestyle, e.g. stress, daily calories, protein, sleep, body mass index.</p> <p>Visit the website for nutrient contents of food, intake recommendation.</p>	<p>Student experiences</p> <p>Spider diagrams</p> <p>Fisher et al. (2003) Unit 2 (pp 93–101) or Walsh (2002) Unit 2 (pp 86–95)</p> <p>Student feedback</p> <p>www.healthcentral.com/tools/408/index.html</p> <p>www.cyberdiet.com</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Factors influencing health and well-being (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of factors that influence an individual's health and well-being across a lifespan (cont.) 	<p>Individual/pair or group Internet research on factors affecting health and well-being.</p> <p>Visit a local medical centre and pharmacies to collect health promotion material, e.g. healthy eating, stopping smoking.</p> <p>Students to present group findings to the class/peer assessment.</p> <p>Find out if there are any exercise classes in the local area aimed at specific groups (community/leisure centres).</p>	<p>www.bbc.co.uk/health www.belfasttelegraph.co.uk www.healthpromotionagency.org.uk www.babycentre.co.uk www.bhf.org.uk www.nutrition.org.uk www.eatingdisorders.co.uk www.foodallergy.org.uk www.nihe.gov.uk www.relate.org.uk www.netdoctor.co.uk/health www.stressfocus.com www.worldwidehealth.com</p> <p>www.yell.com Yellow Pages/telephone directory</p> <p>Peer assessment sheet</p> <p>www.yell.com Yellow Pages/telephone directory www.belfastcity.gov.uk/leisure</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Factors influencing health and well-being (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of factors that influence an individual’s health and well-being across a lifespan (cont.) 	<p>Students prepare group interview questions for visiting speakers to the school.</p> <p>Individual activity: Design and complete an exercise and food diary for a client for one week to identify whether diet and exercise are positive or negative influences.</p> <p>Design a group questionnaire: Each student writes a number of questions for each factor to show their role in formulating the questionnaire.</p> <p>Teacher-led discussion on collating questions to be included in the group questionnaire.</p>	<p>School nurse, dietician, health visitor, Home Economics, Science or PE teacher, voluntary organisation, e.g. FASA, Hype, Action Cancer, Mood Matters,</p> <p>Diary sheet</p> <p>Student feedback Questionnaire</p> <p>Questionnaire</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Factors influencing health and well-being (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> analyse the effect of the factors on all individuals' health and well-being. 	<p>Students to choose a client and complete a questionnaire. Evidence from the questionnaire should be used to identify positive and negative effects of factors on an individual's health.</p> <p>Teacher-led discussion.</p> <p>Previous group work tasks can be used to help analyse factors.</p>	<p>Student experiences</p> <p>Spider diagram</p> <p>Student feedback</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Measures of physical health</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding and application of measures of physical health, for example: <ul style="list-style-type: none"> – blood pressure; – height versus weight; – peak flow; – Body Mass Index; and – resting pulse and recovery after exercise. 	<p>Group work discussion on student experiences of routine measurements taken by health professionals, e.g. GP, health visitor.</p> <p>Watch video clips to show understanding and application of measures of physical health.</p> <p>School visit to demonstrate taking measurements.</p> <p>How to measure and record, e.g. blood pressure?</p> <p>Work in pairs: Measure and record;</p> <ul style="list-style-type: none"> – height versus weight; – peak flow; and – Body Mass Index (BMI). <p>Record normal range of values for blood pressure, peak flow, BMI and resting and recovery pulse rates.</p>	<p>Student experiences</p> <p>Child health record book</p> <p>TV programmes, e.g. ER, Holby City, Casualty</p> <p>School nurse</p> <p>Measuring equipment, e.g. scales, meter stick, peak flow meter</p> <p>Graph paper</p> <p>Textbook, e.g. Walsh (2002) Unit 2, (pp 86–95)</p> <p>Graph paper</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Health improvement plan</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify and apply relevant health promotional materials to motivate and support clients; 	<p>Visit a local medical centre and pharmacies to collect health promotion material.</p> <p>Previous research on factors can also be applied to their client.</p> <p>Using evidence collected for the client questionnaire and research on factors, complete a table to prioritise negative factors to be improved upon.</p>	<p>www.yell.com Yellow Pages/telephone directory www.healthpromotionagency.org.uk</p> <p>Questionnaire</p> <p>Table</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Health improvement plan (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> draw up and justify a realistic and achievable health improvement plan that includes short and long term targets; and 	<p>Individual, paired or group activity: Case studies should be used to draw up a health plan to include targets and timescales.</p> <p>Individual, paired or group activity to design a health plan to include short and long term targets including timescales for each area of improvement.</p> <p>Teacher-led discussion on what SMART targets are.</p> <p>Group work activities used to help students understand the process of drawing up a health plan.</p> <p>Group work activity: Using a case study, draw up an exercise plan for someone who is unfit, food menus for someone with a poor diet and a plan for someone to stop smoking.</p>	<p>Fisher et al. (2003) Unit 2 (pp 93–101) or Walsh (2002) Unit 2 (pp 86–95)</p> <p>Student feedback</p> <p>Spider diagram/student feedback</p> <p>Student feedback</p> <p>Fisher et al. (2003) Unit 2 (pp 93–101) or Walsh (2002) Unit 2 (pp 86–95)</p> <p>Previous health promotion material and research</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Health improvement plan (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> discuss ways of enabling and supporting an individual to follow a health improvement plan. 	<p>Group work activity: Justify why you have given the client options.</p> <p>Peer assessment of group activity.</p> <p>Individual activity: For each area of improvement short term (ST)/long term (LT) targets should be set for each area of improvement.</p> <p>Individual activity: ST/LT targets should be explained and justified for each area of improvement.</p> <p>Individual activity: For each area of improvement options should be given to allow the client to actively engage with the plan, e.g. exercise plans, food menus, methods available to stop smoking.</p> <p>Discuss with the client what is appropriate and realistic to achieve.</p>	<p>Student feedback Previous health promotion material and research</p> <p>Evaluation sheet</p> <p>Health plan Questionnaire Previous health promotion material and research</p> <p>Health plan Questionnaire Previous health promotion material and research</p> <p>Health plan Questionnaire Previous health promotion material and research</p> <p>Client interview</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Evaluation of the health improvement plan</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> analyse the possible physical, social and emotional effects on an individual of following a health improvement plan; discuss the potential difficulties that an individual may experience following a health improvement plan (for example, financial, time, social factors, and motivation); and suggest appropriate strategies for overcoming these difficulties. 	<p>Individual activity: For each area of improvement including ST/LT targets and timescales, explain what effects the plan may have on the client.</p> <p>Using a table under the headings ‘Areas of Health Improvement Including Targets’, list the potential difficulties and strategies for overcoming difficulties.</p> <p>Individual activity: Discuss with your client the potential difficulties and strategies to overcome.</p> <p>Using the table, health plan and previous research including health promotion material, explain the potential difficulties and strategies for overcoming these difficulties.</p>	<p>Health plan Previous research and health promotion material</p> <p>Table</p> <p>Client interview</p> <p>Table Health plan Previous research and health promotion material</p>

Unit DA 2: Promoting Positive Care

Specification: GCSE Health and Social Care

Unit DA 2: Promoting Positive Care

Prior Learning: It is assumed that students taking this unit will already have the foundation of knowledge and understanding developed in Unit SA1: Working in Health and Social Care, Unit SA2: Personal Development and Unit DA1: Health and Well-being.

Textbooks

Fisher, A; Seamons, S; Wallace, I and Webb, D (2003) *GCSE Health and Social Care*, 1st edition, Folens
Haworth, E; Forshaw, C and Moonie, N (2002) *GCSE Health and Social Care*, 1st edition, Heinemann
Thomson, H and Aslangul, S (2002) *GCSE Health and Social Care*, 1st edition, Hodder & Stoughton
Walsh, M (2002) *Health and Social Care for GCSE*, 1st edition, Collins

Websites

www.communitycare.co.uk
www.gsc.org.uk
www.niscc.info
www.nmc-uk.org

Assessment: Students should be given regular practice in completing short response and extended writing questions, making use of CCEA past and specimen papers wherever possible.

Specification: GCSE Health and Social Care

Unit DA 2: Promoting Positive Care

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Code of Practice for Social Care Workers</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the Code of Practice for Social Care Workers for example: <ul style="list-style-type: none"> – promote the rights and promote the interests of clients/service users; – establish and maintain the trust and confidence of clients/service users; – promote the independence of clients/service users while protecting them from danger and harm; – respect the rights of clients/service users; and 	<p>Discussion to ensure students understand the term Code of Practice and client/service user.</p> <p>Use the Internet to create a mind map showing a range of social care settings and social care workers.</p> <p>Discussion of each principle.</p> <p>Organise role-plays demonstrating aspects of the rights of the client, e.g. respecting privacy by knocking the door before entering a client/service user’s room.</p> <p>Prepare case studies/scenarios illustrating good/poor practice and use as a basis for discussion.</p> <p>Prepare posters or checklists for social care workers illustrating good practice.</p>	<p>Haworth et al. (2002) Chapter 5 Fisher et al. (2003) Unit 1 Walsh (2002) Unit 1</p> <p>www.communitycare.co.uk Job section of local newspapers</p> <p>Code of Practice for Social Care Workers and Employers of Social Care Workers www.niscc.info www.gsc.org.uk</p> <p>Fisher et al. (2003) Unit 1 Thomson et al. (2002) Chapter 1 Haworth et al. (2002) Chapter 5</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Code of Practice for Social Care Workers (cont)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> explain how social care workers may apply the principles of the Code of Practice in their work. 	<p>Visits to a range of social care settings to interview workers on how they apply the principles. Invite social care workers to visit school and to talk to students.</p> <p>Prepare scenarios/case studies and ask students to discuss how social care workers could apply the principles.</p>	<p>Visits to local care settings to interview social care workers</p> <p>Visiting speakers, e.g. social worker, day care worker, domiciliary care worker</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Nursing and Midwifery Council (NMC) Code of Professional Conduct</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the Nursing and Midwifery Code of Professional Conduct, for example: <ul style="list-style-type: none"> – respect the client as an individual; – obtain consent before giving treatment; – protect confidential information; – maintain professional knowledge; – be trustworthy; and – act to identify and minimise risks to clients; explain how nurses/midwives apply the Code in their day-to-day work. 	<p>Discuss the principles of the Nursing and Midwifery Code. Record extracts of TV programmes, e.g. ER, Casualty or Holby City and allow the class to observe and identify examples of the application of the principles.</p> <p>Organise a variety of student activities on the principles of the Nursing and Midwifery Code either as group work or individual work, e.g. prepare a PowerPoint presentation/talk/checklist or booklet offering guidance for student nurses.</p> <p>Invite a nurse/health visitor/midwife to the school to enable students to carry out an interview on the application of the principles.</p> <p>Scenarios/case studies illustrating good/poor application of the principles by different branches of nursing.</p>	<p>www.nmc-uk.org</p> <p>Video clips of ER, Casualty or Holby City</p> <p>Visiting speakers from the nursing profession or visit to a care setting to interview a nurse/midwife</p> <p>Video clips of ER, Casualty or Holby City</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Values and principles of the early years and children’s services sector</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the values and principles of the early years and children’s services sector for example: <ul style="list-style-type: none"> – the welfare of the child is paramount; – keep children safe; – foster anti-discriminatory practise; – provide equal opportunities; – encourage children’s learning and development; – work with other professionals; – work in partnership with families and parents; – value diversity; – maintain confidentiality; – be a reflective practitioner; and 	<p>Create a mind map showing the range of early years and children’s services and workers.</p> <p>Discussion of each of the values and principles.</p> <p>Ask students to consider how the values and principles are applied by staff within the school.</p>	<p>Fisher et al. (2003) Appendix 9 Fisher et al. (2003) Unit 6</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Values and principles of the early years and children's services sector</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how early years and children's services workers apply the values and principles in their day-to-day work. 	<p>Organise visits to early years and children's services enabling students to observe the application of values and principles in settings.</p> <p>Invite workers from a service to enable students to carry out an interview on the application of values and principles.</p> <p>Case studies/scenarios/illustrating poor/good application of values and principles.</p>	<p>Visits, e.g. playgroup, nursery, primary school</p> <p>Visiting speakers from early years and children's services, e.g. nursery workers, health visitor, speech therapist, nursery/primary school teacher</p>
<p>Policies in care settings</p>	<ul style="list-style-type: none"> • demonstrate a knowledge of policies in health, social care and early years and children's services: <ul style="list-style-type: none"> – confidentiality policy; – health and safety policy; – equal opportunity policy; – whistle blowing policy; – complaints procedure; – protection from abuse of vulnerable adults and children; and 	<p>Discussion to explain what policies are. Obtain copies of school policies and use as a basis for group discussion. Create a mind map summarising the content of policies.</p> <p>Obtain copies of relevant policies from a range of settings or from the Internet for class discussion.</p> <p>Discussion of how the staff in school adhere to various policies.</p>	<p>Fisher et al. (2003) Unit 1 Walsh (2002) Unit 1 Copies of school policies Copies of policies from a range of settings</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p>Policies in care settings (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> explain how care workers follow policy guidelines in their day-to-day work with clients. 	<p>Case studies/scenarios allowing students to discuss how staff within various care settings apply policies.</p> <p>Organise visit to care settings enabling students to interview staff on the application of policies.</p> <p>Invite workers from care settings to school to explain how they follow policies in their day-to-day work.</p>	<p>School employees, e.g. school caretaker, science technician, Head of Pastoral Care, and how they follow policy guidelines</p> <p>Visiting speakers, e.g. nurse, social worker, domiciliary care worker, workers from early years and children’s services</p> <p>Local health centre, care homes/early years and children’s settings. Workers from care settings, e.g. nurse, cook, care assistants</p>

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