

Health and Social Care

Year 13: Unit 9

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Unit 9 is an internally assessed unit of 60 GLH.</p> <p>Students are assessed in learning objectives, where content is taught and then assessment time is allocated to completing their assessed task.</p> <p>Whole class feedback is provided at least once every half term, and individual feedback is provided at the end of each learning objective. This is recorded on the CTEC mark sheet for the specified unit.</p> <p>Student work is then externally assessed in one of two external moderations.</p>	<p>This unit is about supporting individuals with learning disabilities. Within this unit students are presented with a range of case study scenarios which are used for reciprocal reading, particularly in Learning Objective 1 and 2 where students learn about different types of learning disability and the difficulties they face.</p> <p>Extended texts and case studies are used within class activities, particularly when assessing the impact of difficulties on individuals with learning disabilities. This is an opportunity for individual and class reading.</p> <p>Within the assessment for this unit, students are required to read a case study scenario and apply their knowledge to it.</p> <p>Curriculum vision:</p>	<p>This unit focuses on supporting people with learning disabilities and therefore students learn about the role of one to one and teams of carers. They learn about the skills and characteristics required to work in this role.</p> <p>Students also explore the role of charities such as the Downs Syndrome Association in supporting individuals and the role that each employee plays.</p> <p>Students also explore the role of social workers, psychologists, speech therapists, dieticians, occupational therapists and benefit advisors when supporting individuals.</p>

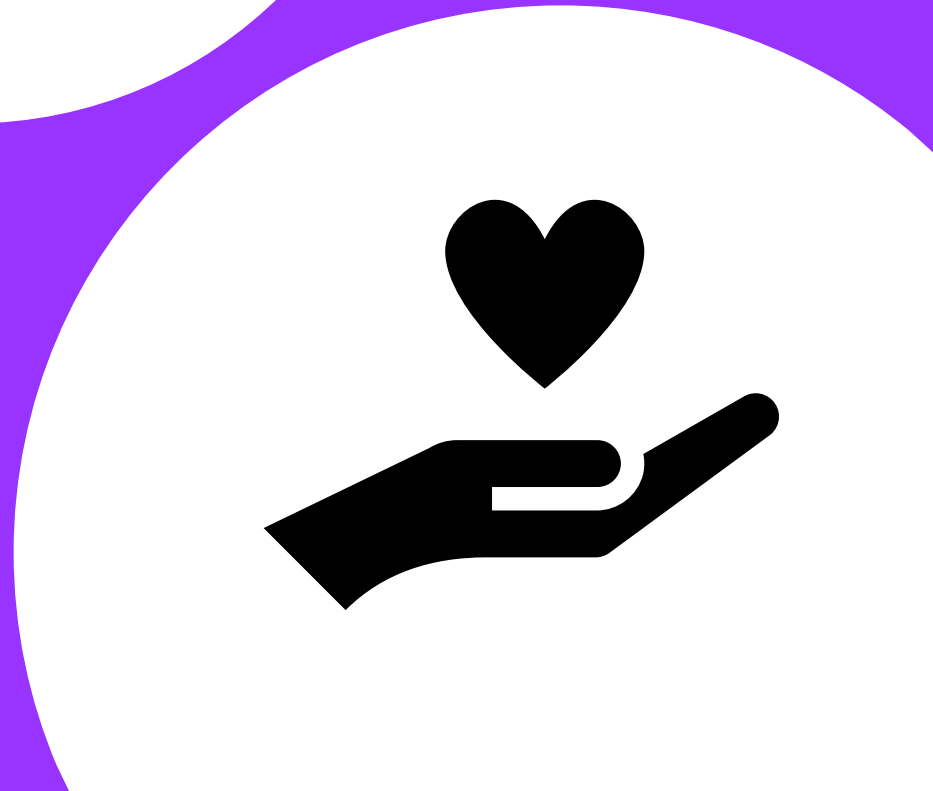
“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



OCR Cambridge Technical Health and Social care

Delivered over two years
Certificate & Extended certificate

UNIT 9

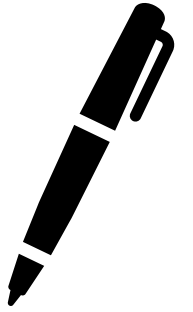


Unit 9 – Supporting individuals with learning disabilities

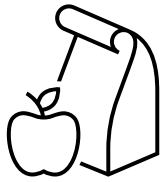
This unit you will understand the term 'learning disability', and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve.

Current best practice in providing support for people with learning disabilities includes issues such as where people live, how life opportunities are promoted, and how the individual can be supported to lead a full and active life. The unit will explore these areas with the emphasis being on taking a person-centred approach that focuses on the individual's strengths, preferences and hopes, and on ways of enabling the individual to achieve their goals and ambitions.

Course information & methods of assessment



- The certificate comprises of three units. Two externally assessed and one internally assessed.
- The extended certificate builds upon this and in the second year of studies students will have one externally assessed unit with a slightly larger weighting and two internally assessed units.
- Deadlines will be set for students to work towards completing.
- Students will have a resit attempt of the externally assessed units.



Careers in Health and Social Care

Jobs that are directly linked to studying Health and Social care

There are thousands of jobs that are available within the Health and Social care sector.

Many of these are within the NHS and there are some health care roles that are private.

Throughout the duration of studying health and social care, we consider multiple careers opportunities and job roles. These include:

- Doctors
- Nurses
- Midwives
- Secondary care providers – Cardiologists, Rheumatoidologists, dermatologists and more
- Phlebotomists
- Social care workers
- Care assistants
- HCA's
- Neonatal midwives
- Dieticians
- Art therapists
- Dentists

Due to the vocational nature of Health and Social care, careers are talked about frequently with career insights discussed with students on a regular basis!

Unit 9 – Supporting people with learning disabilities		Content to be covered	Assessment
Week 1-2	Learning outcome 1: Know the types and causes of learning disabilities	<p>Defining the learning disabilities: Mencap, World health organisation and the Department of health</p> <p>Models of care for learning disabilities including the use and misuse of terms (learning disability VS learning difficulty)</p> <p>Changes to definitions over time</p> <p>Types of learning disability: Down's syndrome, Rett syndrome, Fragile X syndrome and learning disabilities with no known cause</p>	
Week 3-4		<p>Causes of learning disabilities</p> <ul style="list-style-type: none"> - Genetic (inheritance, chromosomes and metabolism) - Intrauterine (lack of oxygen, mothers illness, mothers misuse of drugs or alcohol during pregnancy) - Perinatal/neonatal (complications during or soon after birth) - Postnatal (illness or injury in early childhood) <p>Differences between learning disabilities and specific learning difficulties</p> <p>Learning disabilities (physiological conditions such as cerebral palsy, autism and Asperger's)</p> <p>Specific learning difficulties – neurological conditions (Dyslexia, dyspraxia, dyscalculia and ADHD)</p>	
Week 5-6		<p>2 lessons type up P1</p> <p>2 lessons type up P2</p>	Individual feedback on assignment
Week 7-8	Learning outcome 2: Understand the difficulties that may be experienced by individuals with learning disabilities	<p>Potential difficulties and their impact</p> <ul style="list-style-type: none"> - Communication - Navigating the environment - Economic - Attitudes towards individuals with learning disabilities - Intellectual and cognitive - Physical <p>P3 assessment practice</p> <p>Ways of overcoming potential difficulties</p> <ul style="list-style-type: none"> - Financial assistance, Advocacy, Social inclusion, Active participation, Empowerment, Positive images, access to services and assessment and accessible information 	

Unit 9 – Supporting people with learning disabilities		Content to be covered	Assessment
Week 11-12	Learning outcome 2: Understand the difficulties that may be experienced by individuals with learning disabilities	M1 assessment practice D1 assessment practice Completion of LO2 assignment submission	
Week 13-14			Individual feedback in line with exam board guidance
Week 15	Learning outcome 3: To be able to support individuals with learning disabilities to plan their care and support	Support services for individuals with learning disabilities: Mencap, Down's Syndrome Society, PHAB clubs, residential care, respite care, SEN provisions in schools, supported living and employment services. Practitioners who support those with learning disabilities: nurses, social workers, psychologists, speech therapist. Support workers, dieticians, occupational therapists, befrienders, advocates, benefit advisors and physiotherapist (enhanced focus on three practitioners)	

Unit 9 – Supporting people with learning disabilities		Content to be covered	Assessment
Week 16-17	Learning outcome 3: To be able to support individuals with learning disabilities to plan their care and support	Methods of care: Initial assessments, specialist assessments, person-centered care plans, individual learning plans, multidisciplinary approaches and safeguarding	
Week 18-19		Legislation in relation to learning disabilities: NHS and Community care Act (1990), Mental health acts, The care act 2014, Equality act 2010 Guidance for those with learning disabilities: policies and charters, codes of practice, the white paper 'valuing people – A new strategy for Learning disabilities for the 21 st century', Fair access to Care Services, "no secrets 2000" on the protection of vulnerable adults, "Death by Indifference" Mencap 2007	
Week 20-21		P4 assessment practice P5 assessment practice Completion of LO3 assignment submission	Individual feedback in line with exam board guidance