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| **SCHOOL OF – HEALTH, SOCIAL AND CHILDCARE** **SCHEME OF WORK 2012-2013** |  |
| **COURSE: Level 1 Introduction to Services in HSC & Children and Young People Services UNIT: Principles and Values & Introductory Awareness Disability and Inclusion** **TUTOR: Tania Davies DAY/TIME: Friday 11.15-12.45** |  |
| **WEEKS** | **TOPICS** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** | **ASSESSMENT** | **Links to Essential and Wider skills** |
| 1-10th Sept |  **INDUCTION** |  |  |  |  |  |
| 2-17th Sept | Introduction to the unit | Discussion on values and principles – key terms,  | Key terms discussed and entered into spelling and glossary | Pens, glossary, spelling books | Escape scenario-group work –who to save and why if the world is going to end! | C2.2 – Read and summarise information |
| 3-24th Sept | Values and norms | Things we valueSocial care and childcare and values | Brainstorming session on things we value-note takingThe media and values - PPSocial care and childcare practice and values - handout | Whiteboard, pensInteractive whiteboard | Homework- How do children learn values? | C2.2 – Read and summarise informationC1.1 – Discussion 1-1 and group |
| 4-1st October | Human Rights | Discussion on rights of adults and childrenHuman Rights ActNational Convention for the Rights of the Child | Brainstorming – Do you know your rights? –note taking discussionWhat are human rights? Where did they first come from? –PP lectureNational Convention on Rights of Child- PP, handout | Whiteboard, pens, Interactive whiteboard | Homework – find out from media, cases where peoples rights have been violated | C2.2 – Read and summarise information |
| 8th October | Care Value Base | Care values underpinning work in social care settings | Discussion on what values were important when caring for adults and children – notes Care value base – PPCase studies – using care value base to discuss individual cases | Whiteboard, pens, Interactive whiteboard | Learning log | WWOC2.2 – Read and summarise informationC1.1 – Discussion 1-1 and group |
| 6-15th October | **Confidentiality** | The importance of maintaining confidentiality when working with adults and children | Handout on confidentiality and case studiesDiscussion and group workFeed back using flip chart | Flip chart and marker pens |  | WWOC2.2 – Read and summarise informationC1.1 – Discussion 1-1 and group |
| 7-22nd October | Social group Membership | Social group membership –meeting people’s individual needs in care sector | PP & task on own social groups and the things that make us what we are – notes, discussionStereotyping and labelling - debate | Whiteboard, pens, class notes | Start to list the values and principles needed in social care sector | C1.1 – Discussion 1-1 and group |
| 8- 29th October | **HALF TERM** |  |  |  |  |  |
| 9-5TH November  | Assignment work | Task 1- Posters  | Using the computers’ and Microsoft publisher, design a poster that identifies the principles and values in social care sector | Computers, notes | Work on assignment | ILTIOLP |
| 10-12th November | Assignment work | Task 1- Posters  | Using the computers’ and Microsoft publisher, design a poster that identifies the principles and values in social care sector**\*Children in Need** | Computers, notes | Work on assignmentTime at the end to collect money for Children in Need**Submit task 1** | ILTIOLP |
| 11-19th November | Discrimination | Anti-discriminatory practice | PP on discrimination and the effects of this | Interactive whiteboard, pens paper to take notes | Work on task 2 Internet research on the relevant guidance and standards that underpin principles and values | C2.2 – Read and summarise informationC1.1 – Discussion 1-1 and groupIOLP |
| 12-26th November | Assignment work | Task 2 – Internet research continued using results to produce a handout on guidance and standards underpinning principles and values | Individual tasks researching **person** centred practice  | ComputersPens and paper to take notes |  | ILT IOLP |
| 1-3rd December | Assignment work | Task 2 – Internet research continued using results to produce a handout on guidance and standards underpinning principles and values | Individual tasks researching **child**  centred practice  | ComputersPens and paper to take notes |  | C2.2 – Read and summarise informationIOLP |
| 14-10th December | Task 2 | Produce a leaflet which identifies the relevant guidance and standards that underpin the principles and values | Using research to produce a leaflet | Computers and notes |  | C2.2 – Read and summarise informationIOLP |
| 15-17th December | Task 2 | Produce a leaflet which identifies the relevant guidance and standards that underpin the principles and values | Using research to produce a leaflet | Computers and notes | **Submit task 2** | C2.2 – Read and summarise informationIOLP |
| 16-24th December | **Christmas Hols** |  |  |  |  |  |
| 17-31st December | **Christmas Hols** |  |  |  |  |  |
| 18 -7th January | Ways of respecting and valuing those who access services in health and social care | Respecting and valuing peopleWorking within Health and social carePerson and child centred practice, confidentiality, meeting individual needs | Why we need to respect and value people- learner feedback and tutor notesWays of valuing children and adults  | Discussion notes, whiteboard and pens to record feedback |  | C2.2 – Read and summarise informationC1.1 – Discussion 1-1 and groupIOLP |
| 19-14th January | Assignment 2  | Collating an information pack on respecting and valuing individuals who use services | Including information on;* Ways to value adults, children and young people
* What is meant by person centred or child centred approach
* Definition of confidentiality
* How confidentiality promotes respect for and values citizens
 |  |  | C2.2 – Read and summarise informationC1.1 – Discussion 1-1 and groupIOLP |
| 20-21st January | Assignment 2  | Collating an information pack on respecting and valuing individuals who use services | Including information on;* Ways to value adults, children and young people
* What is meant by person centred or child centred approach
* Definition of confidentiality
* How confidentiality promotes respect for and values citizens
 |  | **Submit assignment 2** | C2.2 – Read and summarise informationC1.1 – Discussion 1-1 and groupIOLP |
| 21-28th January | **Re-cap on unit content** | Overview of unit |  |  |  |  |
| 22-4th February |  | **Completion of project wall** |  |  |  |  |
| 23-11th February | **Half Term** |  |  |  |  |  |
| 24- 18th February |  Know the importance of inclusion within health, social care (adults children and young people) | Overview of unit- inclusion –what does this mean? | Thought shower –learners identify what they know about inclusion | Whiteboard, marker pens pens and paper to record views of the group | Look up on the internet how settings promote inclusion |  |
| 25-25th February | Know the importance of inclusion within health, social care (adults children and young people) | Inclusive principles and values in settings | PP looking at the rights of individuals, choice, respect and value for individuals, individuality, privacy, confidentiality, emotional needs independence, valuing people | Pens paper to take notes on lectureCase study 1 (adults)Applying inclusive principles and values to practice |  |  |
| 26-4th March | Know the importance of inclusion within health, social care (adults children and young people) | Inclusive principles and values in settings | PP looking at the rights of individuals, choice, respect and value for individuals, individuality, privacy, confidentiality, emotional needs independence, valuing people | Pens paper to take notes on lectureCase study 2 (Children)Applying inclusive principles and values to practice |  |  |
| 27-11th March | Know the importance of inclusion within health, social care (adults children and young people) | Inclusive principles and values in settings | PP looking at the rights of individuals, choice, respect and value for individuals, individuality, privacy, confidentiality, emotional needs independence, valuing people | Pens paper to take notes on lectureCase study 3 (Young People)Applying inclusive principles and values to practice |  |  |
| 28 – 18th March | **Assignment 1**  | A leaflet defining inclusion and outlining its role in underpinning principles and values | Learners work on the leaflet in class |  | Homework – complete first draft of leaflet |  |
| 29-25th March  | **Easter Hols** |  |  |  |  |  |
| 30-1st April | **Easter Hols** |  |  |  |  |  |
| 31-8th April | **Easter Hols** |  |  |  |  |  |
| 32 -15th April | **Assignment 1**  | A leaflet defining inclusion and outlining its role in underpinning principles and values |  |  | **Submit leaflet for task 1** |  |
| 33-22nd April | Know the factors that promote inclusion of disabled children, young people and adults | Definition of disability | PP Presentation Handout for note taking | Interactive whiteboard | Questions on disabilityFill in the missing word |  |
| 34-29th April | Barriers to inclusion | Physical barriers – access, transport, money/costSocial barriers – discrimination, stereotyping prejudice | PP PresentationCase studies – local communities BarriersLearners say how barriers can be overcome | Interactive whiteboard | Homework – Find out if services in the local community are inclusive for disabled people. Ask how they overcome physical and social barriers |  |
| 35- 6th May  | **May Bank Holiday Monday** |  |  |  |  |  |
| 36 -13th May | Barriers to inclusion | Physical barriers – access, transport, money/costSocial barriers – discrimination, stereotyping prejudice | PP PresentationCase studies – local communities BarriersLearners say how barriers can be overcome | Interactive whiteboard | Homework – Find out if services in the local community are inclusive for disabled people. Ask how they overcome physical and social barriers |  |
| 37-20th May | Guest speaker | SCOPE – How they overcome barriers to inclusion |  |  |  |  |
| 38-27th May | **Half Term** |  |  |  |  |  |
| 39-3rd June | Assignment 2 | Newspaper article | Include;* A definition of disability
* Barriers in the local environment that may prevent inclusion
* Ways in which these barriers are overcome
* A description of behaviours that promote inclusion
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| 40 -10th June | Assignment 2 | Newspaper article | Include;* A definition of disability
* Barriers in the local environment that may prevent inclusion
* Ways in which these barriers are overcome
* A description of behaviours that promote inclusion
 |  | **Submit task 2** |  |
| 41 – 17th June | Overview of unit | Re-cap on unit content |  |  |  |  |
| 42 -24th June | Overview of unit | Re-cap on unit content |  |  | **Project wall completed** |  |
| 43- 1st July | **Admin Week** |  |  |  |  |  |
| Notes:  |  |