

Unit 307: Understanding cognitive impairment

Sample scheme of learning

This sample scheme of learning covers both classroom and workshop-based learning for Unit 307. It is based on three hours per session for 11 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans. *Sessions would benefit from input from specialist staff and employers. This has been suggested in this scheme of learning.*

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues.
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

Unit 307: Understanding cognitive impairment

Sample scheme of learning

Course/qualification: _____ Tutor's name: _____

Number of sessions: 11 Delivery hours: 33 Venue: _____ Group: _____

By the end of this unit, learners will need to:

- understand cognitive impairment and associated conditions
- know the implications for care when working with individuals with cognitive impairment and their care networks
- understand services involved in supporting individuals with long term conditions and cognitive impairments.

To enable learners to:

- describe key functions of the different parts of the brain
- define cognitive impairment and know different types of conditions, disorders and disabilities with cognitive impairment
- explain types and causes of cognitive disorders and impairments, including signs and symptoms
- explain how 'capacity' is assessed using current assessment tools
- explain learning disabilities including signs, symptoms, causes and challenges
- explain different categories and types of cognitive impairment (mental health; acquired; congenital; genetic and degenerative; life-defining)
- explain the implications and impact of cognitive impairment on the provision of care services
- explain how health and care professionals support individuals with a cognitive impairment
- investigate a national charity service for people with a cognitive impairment.

Session 1: Unit overview: Understand cognitive impairment and associated conditions**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand cognitive impairment and associated conditions**Topic 1.1** Function of the brain

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research what is meant by the term 'cognitive' and identify normal cognitive skills.</p> <p>Active learning :</p> <ol style="list-style-type: none"> Learners to use the interactive facility (see link in Resources column) to explore the structure and the functions of the brain. Learners to work in small groups to discuss how the brain processes, regulates and stores information, learning and behaviour. Learners to work in small groups to consider how their own lives would be affected in each of the areas described. <p>Challenge focus: Learners could find out about the effects of hormones on the teenage brain (see link in Resources column).</p> <p>Independent learning: Learners to consider the impact of exercise, diet and stress on brain health (see link in Resources column).</p>	<p>Resources:</p> <ul style="list-style-type: none"> Interactive facility: http://www.brainline.org/multimedia/interactive_brain/the_human_brain.html?gclid=CjwKEAjwxce4BRDE2dG4ueLArHMSJADStCqMJ1n5xkJ8a5T9nPzDr8-UrdVJgoCN9055TP6fGrMNIRoC5Cvw Hormones and the teenage brain: http://www.brainfacts.org/across-the-lifespan/youth-and-aging/articles/2016/roundup-teens-and-the-changing-brain-041416/ Exercise, diet, stress and brain health: http://www.brainfacts.org/across-the-lifespan/youth-and-aging/articles/2011/healthy-aging/ Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop Maths, English, ICT and wider skills:

English: Learners will be able to read information and extract relevant material in order to complete their worksheets. Learners can read and select information for relevance and write coherently and accurately, as well as speaking and listening in group discussions.

Maths: Learners will be able to quantify different regulatory requirements.

ICT: Learners will be able to practice their skills in resourcing information from relevant websites. Learners may use computers to bring together information, plan solutions, search and select information as needed.

British values: Learners will understand the importance of adhering to British laws and customs which ultimately protect the interests of citizens when they are vulnerable. Learners will respect public institutions and services.

Employability: Learners will be knowledgeable about the Care certificate and how it is used to introduce workers to their responsibilities in health and care work.

Session 2

Suggested Teaching Time: 3 hours

Learning Outcome: 3 – Understand services involved in supporting individuals with long-term conditions and cognitive impairments**Topic 1.2** Defining cognitive disorders, impairment and learning disabilities**Topic 1.3** Signs and symptoms of cognitive disorders and impairment

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to find out the meaning of the terms genetic; congenital; trauma; degenerative; psychiatric; substance misuse, and understand that these are used to define some types of cognitive impairment.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to participate in large group discussion, to confirm understanding of the difference between an impairment, a disorder and a learning disability. Learners will understand that all three can range from mild to severe and cover a vast range of health issues across the life span. 2. Learners to use information gathered from the pre-learning activity and work in small groups to complete a worksheet on terms used within legislation – eg personalisation, putting people first, valuing people, social inclusion (tutor to devise). 3. Learners to work in groups to research different types of conditions causing cognitive impairment (each group can work on one area, and then information can be pooled). 4. Learners to discuss different types of signs and symptoms of cognitive impairment and the range of presentation. <p>Challenge focus: Learners could match signs and symptoms of cognitive impairment (tutor to devise activity).</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Worksheet on legislation related to cognitive impairment (tutor to devise) • Activity on matching signs and symptoms of cognitive impairment (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources • http://www.theguardian.com/books/2013/jul/03/top-10-books-disability-paul-wilson 	<p>Tutor to facilitate activity of choice and check learning.</p>

Unit 307 Sample scheme of learning

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Independent learning: Learners to:</p> <ul style="list-style-type: none"> complete a worksheet considering the impact of the above on family members and friends (tutor to devise) watch a mainstream film such as <i>Forrest Gump</i>, <i>Mercury Rising</i> or <i>Rain Man</i> and review how the film portrays the person with the learning disability. review a book (see link in Resources column). 		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will read and select information for relevance, use verbal skills to arrange appointments, write coherently and accurately and speak and listen in group discussions.</p> <p>Maths: Learners will calculate journey times.</p> <p>ICT: Learners can use computers to search for information about their placement. Learners may use computers to bring together information and plan solutions, search and select information as needed.</p>	<p>British values: Learners will respect that they are entering a work setting providing services for people who require health or care support.</p> <p>Employability: Learners will understand the importance of making arrangements to get to their placement on time and attend an interview and induction. They will take responsibility and problem-solve where needed, and complete work-related documents.</p>
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Session 3: Assessing capacity

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand cognitive impairment and associated conditions

Topic 1.4 Assessing cognitive impairment

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read the 2016 Code of Practice (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in small groups to discuss the Mental Capacity Act 2005 and complete the activity for worksheet 6 on capacity and consent. In small groups, learners to research current methods used for assessing capacity using the links in the Resources column (each group to research a different method, and then present to the larger group and make their own notes): <ul style="list-style-type: none"> 6-item cognitive impairment test MRI the Diagnostic and Statistical Manual of Mental Disorders (DSM Testing scale). Learners to work in groups to brainstorm and create a mind map of when a mental capacity assessment may be required. <p>Challenge focus: Learners could look up information resources on power of attorney (see link in Resources column).</p> <p>Independent learning: Learners to research IQ testing and its application in care provision.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Paper, digital or interactive resources Code of practice: www.gov.uk/government/uploads/system/uploads/attachment_data/file/497253/Mental-capacity-act-code-of-practice.pdf 6-item test: http://patient.info/doctor/six-item-cognitive-impairment-test-6cit MRI: http://www.rightcare.org.uk/The_Task_of_Determining_Mental_Capacity_In_Elderly_Care DSM: https://www.psychiatry.org/psychiatrists/practice/dsm/dsm-5/online-assessment-measure Power of attorney: http://www.ageuk.org.uk/Documents/EN-GB/Information-guides/AgeUKIG21_Powers_of_attorney_inf.pdf?dtrk=true 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will be able to express themselves verbally at interview and create a comprehensive CV. Learners can read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.

Maths: Learners will have to quantify their qualifications and experience and present them in numerical order.

ICT: Learners will use computers to complete an online CV, and may also use them to search and select information as needed.

British values: Learners will understand how to present themselves in a formal interview (include addressing professional staff from a work setting). Learners will develop confidence and self-esteem.

Employability: Learners will have the experience of completing a CV and attending an interview. Learners will be able to communicate confidently, listen and accept feedback.

Session 4: Living with a learning disability**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand cognitive impairment and associated conditions**Topic 1.5** Learning disabilities and difficulties

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to watch the video on 'Letting Go' (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss issues from the pre-learning activity and identify key points arising about the challenges for the transition from adolescence to adulthood for the individual and their families. Tutor to present to class on types of conditions causing a learning disability. Learners to work in small groups to review the Mencap link given in the Resources column. Each group to read about two different people/couples and then to feed back to the whole group – whole group discussion on attitudes arising from this exercise. <p>Challenge focus: Learners could consider the importance of their role as advocate when supporting people with learning disabilities.</p> <p>Independent learning: Learners to find out about services and opportunities provided for young people with learning disabilities within their college, and critique them.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Presentation on learning disability (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> 'Letting Go': https://www.youtube.com/watch?v=9T7liH44k34 Mencap stories: https://www.mencap.org.uk/stories Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will read and use information to complete a worksheet; read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

Maths: Learners will represent information on a chart.

ICT: Learners will use computers to find out about the Care Certificate from the Skills for Care website, and may also use computers to bring together information and plan solutions, search and select information as needed.

British values: Learners will understand how teams work effectively and their own responsibilities toward a duty of care; they will develop respect for institutions and services.

Employability: Learners will understand their role within a team and know how to seek advice, problem-solve and think creatively, listening to employers to gain information.

Session 5: Living with autism**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand cognitive impairment and associated conditions**Topic 1.5** Learning disabilities and difficulties

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to watch the video about autism (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to watch the video “What is Autism?” (see link in Resources column) and take part in discussion on attitudes to autism and the difference between Asperger’s and autism. Learners to have the opportunity to see a visiting speaker from a local charity or specialist support worker, to discover information and resources. Learners to design a leaflet to explain autism and the types of support people with severe autism will need from care services. <p>Challenge focus: Learners could read the main tenets of Think Autism 2014 (see link in Resources column).</p> <p>Independent learning: Learners to find out about services and opportunities provided for people with autism and their families, and about different children’s story books and media resources that provide information and education on autism.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Video: https://www.autistica.org.uk/autism/?gclid=Cj0KEQjw6My4BRD4ssKGvYvB-YsBEiQAJYd77ee2u-efRL-7_SLEfalXQ1d2Usl6GLYjbsa6L_NXKWcaAITo8P8HAQ Think Autism 2014: http://www.autism.org.uk/about/strategy/2014-strategy http://www.autism.org.uk/ Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will read and use information to complete a worksheet; read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

Maths: Learners will represent information on a chart.

ICT: Learners will use computers to find out about the Care Certificate from the Skills for Care website, and may also use computers to bring together information and plan solutions, search and select information as needed.

British values: Learners will understand how teams work effectively and their own responsibilities toward a duty of care; they will develop respect for institutions and services.

Employability: Learners will understand their role within a team and know how to seek advice, problem-solve and think creatively, listening to employers to gain information.

Session 6: Acquired brain injury and impairment**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Know the implications for care when working with individuals with cognitive impairment and their care networks**Topic 2.1** Types of cognitive impairment

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research acquired brain injuries causing cognitive impairment (see links to Acquired Brain Injury website in Resources column).</p> <p>Active learning: Learners to:</p> <ol style="list-style-type: none"> 1. Learners to discuss pre-learning activity, and, in small groups, identify possible causes and reasons for acquired brain injury. 2. Learners to watch a clip on the hidden effects of acquired brain injury, then discuss in small groups (see link in Resources column). 3. In groups, learners to choose one type of acquired brain injury and then present back to the larger group (resources could be shared to provide all group members with information on different ABIs). 4. Learners to watch 'What happened to Charlie', and discuss how they would feel as a family member (see link in Resources column). <p>Challenge focus: Learners could repeat Activity 3 for a different acquired brain injury not previously covered.</p> <p>Independent learning: Learners to research and make own notes about the Children's Trust (see link in Resources column).</p>	<p>Resources:</p> <ul style="list-style-type: none"> • ABI: http://www.acquiredbraininjury.com/ • Hidden effects of ABI: https://www.headway.org.uk/about-brain-injury/individuals/effects-of-brain-injury/ • 'Coming home': http://www.acquiredbraininjury.com/video-library/cominghome • 'What happened to Charlie': https://www.youtube.com/watch?v=PYXoQ6_VRGo&feature=youtu.be • Children's Trust: https://www.thechildrenstrust.org.uk • Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will be able to formulate SMART targets and critically analyse each other's work to enable refinement of these for their PDP. Learners will be able to read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.

Maths: Learners will be able to review plans in a linear way.

ICT: Learners will research requirements for their chosen career path, and associated salaries. Learners may use computers to bring together information and plan solutions, search and select information as needed.

British values: Learners will provide feedback to others in a manner that respects their choices. Learners will take responsibility for their own behaviour.

Employability: Learners will be informed about career choices, and will be able to negotiate and explain in communicating with their mentor. They will communicate confidently, and will plan and organise their own work.

Session 7: Understanding dementia**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Know the implications for care when working with individuals with cognitive impairment and their care networks**Topic 1.3** Signs and symptoms of cognitive disorders and impairment**Topic 2.1** Types of cognitive impairment

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to watch video on types of dementia (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to discuss the pre-learning activity and the main types of dementia. 2. Learners to watch video on living with someone with dementia (see link in Resources column). In small groups, reflect on the impact of diagnosis on the individual and families. 3. Learners to work in small groups to complete a dementia case study activity (tutor to source case study and compile a worksheet with questions on this). 4. Learners to work in pairs to find out about the role of the Admiral Nurse. 5. Learners to work in small groups to research community based services for people with dementia and their families. <p>Challenge focus: Learners could investigate how to become a Dementia Friends Champion (see link in Resources column).</p> <p>Independent learning: Learners to make notes on other degenerative conditions causing cognitive impairment, eg Parkinson's disease, congenital syphilis, motor neuron disease, tumours. Learners can also watch a mainstream film about dementia such as <i>Iris</i> or <i>Still Alice</i>, or read a novel such as <i>Elizabeth is Missing</i>.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Worksheet on dementia case study (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • Living with someone with dementia: http://www.nhs.uk/conditions/dementia-guide/pages/dementia-carers.aspx or https://www.youtube.com/watch?v=1SPEWhue4Do • Dementia 101: https://www.youtube.com/watch?v=KIRpFu1Ub8 • Admiral Nurse: https://www.youtube.com/watch?v=IQDPvRnkcFE • Dementia Friends Champion link: https://www.dementiafriends.org 	<p>Tutor to facilitate activity of choice and check learning.</p>

Unit 307 Sample scheme of learning

Key learning activity/approach	Suggested materials and resources	Skills check
	g.uk/WEBArticle?page=what-is-a-champion#.VxNdqfkrKhc <ul style="list-style-type: none"> Paper, digital or interactive resources 	

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will discuss and formulate their own values and critically analyse their own thinking. Learners can read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.</p> <p>ICT: Learners will use computers to understand the importance of PREVENT. Learners may also use computers to bring together information, plan solutions, search and select information as needed.</p>	<p>British values: Learners will understand key British values and the components of citizenship. Learners will take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.</p> <p>Employability: Learners will understand the importance of developing professional values for health and care work, understand the impact of pressures at work, experience situations and have to make decisions.</p>
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Session 8: Mental Health issues causing cognitive impairment

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Know the implications for care when working with individuals with cognitive impairment and their care networks

Topic 1.3 Signs and symptoms of cognitive disorders and impairment

Topic 2.1 Types of cognitive impairment

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to reflect on their feelings about mental illness.</p> <p>Active learning: This session could be run as a mental health awareness session.</p> <ol style="list-style-type: none"> Learners to watch the slideshow on mental illness (see link in Resources column). Learners to hear a visiting speaker from a mental health charity or service. Learners to work in small groups to research a local drop-in service or community facility for people with a mental health issue (this could include a visit) and make own notes on the range of services offered, the common conditions supported and treated and the information provided to support people with mental health issues. If different groups looked at different services then information could be shared amongst the group. <p>Challenge focus: Learners could find out what services are available within their educational environment to support young people with mental health illnesses.</p> <p>Independent learning: Learners to research one of the following identifying causes, signs and symptoms and treatment: bipolar, schizophrenia, depression.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Mental illness slideshow: http://www.slideshare.net/teenmentalhealth/understanding-mental-health-and-mental-illness-presentation?qid=0c2361fa-8ea9-4099-9371-883a38b1de1f&v=&b=&from_search=2 Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will discuss and formulate their own understanding of core behaviours. Learners will be able to read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.

ICT: Learners will use computers to understand the importance of PREVENT. Learners may also use computers to bring together information, plan solutions, search and select information as needed.

British values: Learners will understand key core behaviours which support British values in health and care work. Learners will take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.

Employability: Learners will understand the importance of developing behaviours for health and care work as part of the expected job role. They will understand the impact of pressures at work, experience situations and have to make decisions.

Session 9: Provision of care services, and roles of health and care professionals in supporting people with cognitive impairments, disorders or disabilities

Suggested Teaching Time: 3 hours

Learning Outcome: 3 – Understand services involved in supporting individuals with long-term conditions and cognitive impairments

Topic 3.1 Roles of professionals in support

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to find out about local residential and community facilities for people with a cognitive impairment and their families, for children, young people, adults and older adults.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to pair and share the results of their pre-learning activity to create their own information resource. 2. Learners to work in small groups to consider the role of health and care professionals in supporting individuals with cognitive impairments, and draw a mind map to show how the list in Topic 3.1 contributes to providing specialist support. 3. Learners to find out about the training available to the health and care professionals identified in Activity 2. 4. Learners to create a leaflet for one of the groups of people identified in the pre-learning to show types of support available. <p>Challenge focus: Learners could look at the job roles identified in Activity 2 and for each one, find out the qualifications and experience required for the role.</p> <p>Independent learning: Learners to research the life-defining conditions epilepsy and micro/hydrocephaly from Topic. 2.1.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will use writing skills and show aspects of reflection.

Learners can read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.

Maths: Learners will understand diagrammatic representation of three theories of reflection.

ICT: Learners may use computers to bring together information and complete the required forms online. They may also use computers to plan solutions, search and select information as needed.

British values: Learners will appreciate how certain values are embedded within models of reflection. Learners will take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.

Employability: Learners will understand the importance of the reflective practitioner.

Session 10: Investigating national charities project

Suggested Teaching Time: 3hours

Learning Outcome: 3 – Understand services involved in supporting individuals with long-term conditions and cognitive impairments

Topic 3.2 Role of charities in support

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to meet in their groups to plan which charity from Topic 3.2 they wish to investigate for their project for weeks 10 and 11.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to work in small groups to agree which national charity they will investigate for their project and fundraising activity from Topic 3.2. 2. Learners to work in groups to create a PowerPoint presentation for their presentation on the charity (local and national resources and services for people with cognitive impairments and their families). 3. Learners to produce a resource leaflet for their fundraising event, explaining the services provided and how these can be accessed. 4. Learners to plan and set up a small fundraising activity for the charity. <p>Challenge focus: Learners could ensure that all peers have a copy of the resources produced, and that funds are sent to the charity with a covering letter.</p> <p>Independent learning: Learners to carry out their fundraising activity.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will use writing skills to demonstrate their reflection on practice. Learners will be able to read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.

ICT: Learners may use computers to bring together information and complete the required forms online; they may also use them to plan solutions, search and select information as needed.

British values: Learners will extend their understanding of the context of reflection in improving values and behaviours in health and care practice. Learners will take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.

Employability: Learners will understand the importance of the reflective practitioner.

Session 11: Presentations of project and unit summary**Suggested Teaching Time:** 3 hours**Learning Outcome:** 3 – Understand services involved in supporting individuals with long-term conditions and cognitive impairments**Topic 3.2** Role of charities in support

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to carry out their fundraising activity.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to present their mini-projects to their peer group. 2. Learners to provide their peer group with written resources. 3. Learners to summarise learning from the unit. <p>Challenge focus: Learners could complete a mini set of accounts from the fundraising activity.</p> <p>Independent learning: Learners to ensure that their own notes on all the charities in Topic 3.2 are completed. Learners will read through all the different projects so that they have their own collection of resources.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Presentation of project and resources (learners to create) <p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English Learners will be able to read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.

Maths: Learners will take part in basic accounting and fundraising activity.

ICT: Learners will use ICT to complete the online SWOT Analysis and bring together different types of information.

British values: Learners will understand the power of practice underpinning core values and behaviours. They will take responsibility for their own behaviour.

Employability: Learners will understand the importance of the above values to a career in health or care.