

Unit 301: Introduction to health and care

Sample scheme of learning

This sample scheme of learning covers both classroom and workshop-based learning for Unit 301. It is based on three hours per session for six sessions plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

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 301: Introduction to health and care

Sample scheme of learning

Course/qualification: _____ Tutor's name: _____

Number of sessions: 6 Delivery hours: 18 Venue: _____ Group: _____

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

- understand health and care provision
- understand professional roles and career pathways within health and care
- understand sector specific organisations in health and care.

To enable learners to:

- explore how and why health and care services have developed in the UK and are currently structured
- describe the range and models of health services
- review key stages in the development of the welfare state (1843–present)
- describe the range and structure of adult care services
- assess why different groups may require health and care support
- describe the role and purpose of different settings providing health and care
- describe different job roles, associated skills and professional competencies within the health and care sector
- investigate potential career pathways in health and care
- explain how sector-specific organisations and standards support the health and care sector.

Session 1: Unit overview: Understand health and care provision

Learning Outcome: 1 – Understand health and care provision

Suggested Teaching Time: 3 hours

Topic 1.1 Health service provision

Topic 1.2 Care service provision

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research the history of health and care legislation, to include the Poor Laws, Liberal Reforms, Beveridge Report, NHS and Community Care Act, the Care Act 2014, the Children and Families Act 2014.</p> <p>Active learning:</p> <ol style="list-style-type: none"> In small groups: learners to use their pre-learning to complete a timeline chart on the development of the welfare system in the UK (up to the Children and Families Act 2014 and Care Act 2014), showing the development of the welfare system of the UK. One-minute discussion: learners to summarise the main points of their learning on the Development of the Welfare system in the UK (Topics 1.1 and 1.2). Learners to discuss own experiences of using health and welfare provision and brainstorm different types of people using services. Learners to make their own notes following this activity. Learners to prepare for their pre-learning activity for Session 2. <p>Challenge focus: Learners could consider key influences on reform – ie novelists, social reformers, power of the media, growth of railways and telephones, television.</p> <p>Independent learning: Learners to read the document explaining the structure of the NHS and review news articles and current affairs relating to issues on the NHS/care system.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Pre-learning: http://www.slideshare.net/HoudFadl/read-book-the-foundations-of-the-welfare-state-longman-social-policy-in-britain-series-online-free?qid=4b63ef10-85c7-4702-b854-418a539b5d8a&v=&b=&from_search=3 Independent learning: http://www.nhs.uk/NHSEngland/thenhs/about/Documents/simple-nhs-guide.pdf Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning – the tutor may have to provide extra information to ensure the learners have covered the relevant unit topic in sufficient detail.</p> <ul style="list-style-type: none"> Tutor may use www.slideshare.net: Managing Healthcare Britain.

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

English: Learners can read information and extract relevant material in order to complete their worksheets. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

Maths: Learners can refer to key dates in the development of the welfare system.

ICT: Learners can use computers to bring together information plan solutions, search and select information as needed.

British values: Learners can understand the key historic stages in the development of the welfare system; learners will respect public institutions and services provided.

Employability: Learners will be knowledgeable about the sector.

Session 2: This session needs to be completed prior to Session 2, Unit 302

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand health and care provision

Topic 1.1 Health service provision

Topic 1.4 Health and care settings and roles

Topic 1.3 Why different groups of people require health and care support

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to find out from immediate friends and family the different types of health and care services available in the local area used and the reason why these are used (tutor to devise a worksheet to capture this information).</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In small groups, learners to brainstorm the information from the pre-learning activity and record, linking to different life stages and different groups using services (Topic 1.3). 2. Learners to discuss any service wanted but not able to be provided. 3. Learners to join in group discussion to understand different types of service provision funding – statutory, private, voluntary, charitable – using articles for reference (see link in Resources column; tutor could print articles as handouts). 4. Learners to discuss defining of terms: acute, non-acute and community services. Learners to create a map to show how different services are arranged within their local area and which are managed at a national, regional or local level; examples should be provided for each of the above (Topic 1.2). <p>Challenge focus: Learners could identify different local third sector services which support the statutory sector and record the services offered</p> <p>Independent learning: Learners to find out about services to support young people (hostels, residential schools, nurseries and preschools).</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources • Sample article for Activity 3: http://www.bbc.co.uk/history/british/modern/field_01.shtml 	<p>Tutor to facilitate activity of choice and check learning.</p>

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

English: Learners can read and select information for relevance; use verbal skills to arrange appointments; write coherently and accurately; speak and listen in group discussions.

Maths: Learners can calculate.

ICT: Learners can use computers to bring together information and plan solutions, search and select information as needed.

British values: Learners will respect that they are entering a work setting providing services for people who require health or care support.

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.

Session 3**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand health and care provision**Topic 1.1** Health service provision**Topic 1.4** Health and care settings and roles**Topic 1.3** Why different groups of people require health and care support

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to visit their local GP or Health Centre and gather information on the services, eg accessibility, opening hours, how appointments are booked, numbers of GPs, nurses and other professionals offering services, different types of clinics, and any specialist services (counselling; services managing long-terms conditions; acupuncture).</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to brainstorm the different types of settings and services providing acute and ongoing health and care services (Topic 1.4). The learner will think broadly about the whole range of services offered in both hospital and community settings. 2. Learners to work in small groups to review a local NHS Trust website identifying acute and non-acute services and services managing long-term conditions. 3. Learners to work in groups to complete an information sheet on their area of research and then share their information in the larger group. <p>Challenge focus: Learners could review another Trust from a different area and critique the two sites, highlighting any differences in the services offered or the way the sites provide information to people.</p> <p>Independent learning: Learners to visit one local specialist hospital/care provision that provides specialist support and health services. Learners will visit the</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> • Tutor to ensure that all the topics in 1.4 have been covered by the learners.

Unit 301 Sample scheme of learning

Key learning activity/approach	Suggested materials and resources	Skills check
<p>service/review the website to find out about the range of services offered and specialist treatment available.</p> <p>This could include: hospice provision; a mental health service unit; a dementia care unit; a specialist hospital.</p>		

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

<p>English: Learners can read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.</p> <p>Maths: Learners can quantify their qualifications and experience, and present them in numerical order.</p> <p>ICT: Learners can use computers to search and select information as needed.</p>	<p>British values: Learners can present themselves appropriately in a formal interview (include addressing professional staff from a work setting). Learners will develop confidence and self-esteem.</p> <p>Employability: Learners have experience of completing a CV and attending an interview. Learners can communicate confidently, listen and accept feedback.</p>
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Session 4

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Understand professional roles and career pathways within health and care

Topic 2.1 Job roles in health and care

Topic 2.2 Career pathways in health and care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to identify different job roles within the healthcare services (private and statutory) and observe how the images of these roles are portrayed within the media, novels, books and films. Reflect on the impact of this on how the roles are perceived</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In small groups, learners to discuss the pre-learning activity and identify two key roles to investigate further. (Tutor to provide guidance on roles selected ensuring list in Topic 2.1 is covered). 2. In small groups, learners to use the NHS career frameworks resource to identify the skills and qualifications, training routes, career prospects and work settings (including salary) for a specific role (to be agreed with the class tutor). 3. Learners to complete a worksheet for the above task (tutor to devise) and present findings from tasks 2 and 3 to the whole group for further discussion (Topics 2.1 and 2.2). <p>Challenge focus: Learners could continue to review the NHS health career and Skills for Care websites to identify other roles of interest and the career framework information available for personal use.</p> <p>Independent learning: Learners to view video clips (see YouTube links provided) of actors working in a health care setting.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • https://www.healthcareers.nhs.uk/explore-roles • https://www.healthcareers.nhs.uk/sites/default/files/medium_spotlight_images/NHS%20career%20framework.jpg • https://www.youtube.com/watch?v=FZgzQKkCoEM • Interactive WB • Computers 	<p>Tutor to facilitate activity of choice and check learning.</p>

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

English: Learners can 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 can represent information on a chart.

ICT: Learners can use computers to bring together information and plan solutions, search and select information as needed.

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

Employability: Learners 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: Services provided within care settings and different roles

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Understand professional roles and career pathways within health and care

Topic 1.3 Why different groups of people require health and care support

Topic 1.4 Health and care settings and roles

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to identify four different job roles within their local community providing different types of care and support for children and young people, including early years educators, play therapists, etc.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to brainstorm the different types of residential care settings, day care services, community services and support services available to people in the local community, and complete a mind map as part of a group. Learners to identify career structures for key roles in care. In small groups, learners will use the Skills for Care careers resource to identify the skills and qualifications, training routes, career prospects and work settings, including salary, for a specific role (to be agreed with the class tutor – examples include personal assistants, personal and informal carers, care managers, support workers). Tutor to devise a worksheet to guide this task. Learners to watch video on the skills involved in care work and, in pairs, identify effective and poor practice (Topic 1.4) and then present feedback in a whole group discussion. <p>Challenge focus: In small groups, learners could visit/contact a local drop-in service/community health setting or service setting of their choice and identify services provided for local people requiring care and support. Possible examples include lunch club; memory clinic; activity day centre; needle exchange; mental health drop-in service.</p> <p>Independent learning: Learners to watch video clips (see YouTube links provided) relating to a day in the life of a care worker.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> http://www.skillsforcare.org.uk/Care-careers/Think-Care-Careers/Jobs/Job-types-available.aspx http://skillselector.skillsforcare.org.uk/ https://www.youtube.com/watch?v=GVD0PMMEVrA https://www.youtube.com/watch?v=edqmrxaQhSc 	<p>Tutor to facilitate activity of choice and check learning.</p>

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

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

Maths: Learners can review plans in a linear way.

ICT: Learners can use computers to bring together information and plan solutions, search and select information as needed.

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

Employability: Learners are informed about career choices; negotiation and explanation in communicating with their mentor; ways to communicate confidently; planning and organising their own work.

Session 6: Support and regulation within health and care

Suggested teaching time: 3 hours

Learning Outcome: 3 – Understand sector specific organisations in health and care

Topic 3.1 Sector specific organisations in health and care

Topic 2.1 Job roles in health and care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research different types of local complementary health and care services used to improve wellbeing. These may directly support people with life-changing conditions and their families. The learner will find out about support for informal carers within their local community.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In small groups, learners to discuss the role of specialist and affiliated services within care and health and how they can support wellbeing. 2. Learners to pool pre-learning activity findings to create a comprehensive list and put this into an information sheet to share (tutor could devise a worksheet to guide the format of this information capture). 3. In pairs, learners to consider the role of the informal carer, and the specialist services available to support them in local community. (Tutor to provide a scenario/case study and learners to produce an information leaflet that could be given to an informal carer to explain the support and services available for that person/care need.) 4. Learners to work in small groups to choose one charity or local voluntary service and find out how the charity provides support and information for people using the relevant website (Topic 3.1). <p>Challenge focus: Learners could visit a local charity providing services for young people with mental health problems.</p> <p>Independent learning: Learners to review the Skills for Care and Skills for Health websites and the services/information offered, and make notes on sector-specific organisations to include</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
Nursing and Midwifery Council, National Institute for Health and Care Excellence (NICE), Skills for Care and Skills for Health.		

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

<p>English: Learners can formulate and respond to questions. Learners can read and select information for relevance, write coherently and accurately, and speak and listen in group discussions.</p> <p>Maths: Learners can sort and prioritise.</p> <p>ICT: Learners can use computers to update their online CV so that it is ready for an employer to view; plan solutions; search and select information about jobs and further training.</p>	<p>British values: Learners understand the importance of a PDP as it is underpinned by values and individual opportunities. Learners can take responsibility for their own behaviour.</p> <p>Employability: Learners understand the importance of a development plan and how to identify the next step towards a career in health or care.</p>
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