



PASSPORT TO HEALTH AND SOCIAL CARE

TEACHER PROJECT BRIEF



Passport to Health and Social Care has been designed with the student's progression at the forefront. This brilliant project will take the students on a tour around the Health and Social Care industry, learning about the sector and what careers and entry level roles are available within the sector. The students will dive into the following topics, Introduction to Care, Health and Safety in Care, Dignity in Care and introduction to Mental Health.

Within each unit the student will learn, test and progress in the hard and soft skills needed for each role.

The project will be very hands on however, there is classroom-based learning. The project can be as realistic as your school's facilities will allow, please don't worry if you don't have big and wonderful resources to utilise, there are plenty of suggestions on how you can create the settings in other ways.

Project Aim:

The aim of the project is to educate and upskill the students to be ready for their next steps either into further education within the sector or employment/ volunteering. The students will work through 4 units covering 4 areas of retail, along the way the students will collect stars on their passport, signing off the units as they collect all the stars in that section. The passport cannot only be shown as skills and knowledge achieved but can also be used to shape a CV and evidence experience for job interviews.

Key Stage focus:

KS3 - Depending on your students' abilities and needs you could start the project within KS3, this can also be an option for mainstream and middle schools.

KS4 or 5 - The option to complete the bulk of the project can either be completed in YR11 or sixth from depending on your school sixth form and student ability.

KS5 - The extension task to this project would be to link internal or external work experience for real-life work practice, giving a clear on the job experience and continuing their development of work and sector skills.

Gatsby Benchmarks Covered: **BM2, BM3, BM4, BM5, and BM6**

As the project is so broad and is achieved over a large span of time covering vast content it enables many of the Gatsby Benchmarks to be covered. You will see from the lesson plans when and how they are achieved.

NOCN Qualification:

By following Passport to Health and Social Care, students will be able to use their skills and knowledge gained to achieve a recognised qualification from NOCN. Passport to Health and Social Care provides a range of skills that are linked with the NOCN Entry Level Certificate in Preparing for Further Learning or Employment (Entry Level 3) (Health and Social Care) qualification. The lesson plans will include how it meets the Regulated Qualifications Framework (RQF) to allow you to gather the evidence required. The lesson plans will also include links to the associated NOCN assessment booklets.



Target Audience:

Initially the project will be working with sixth form students (YR 12,13 and 14), with the hope to expand it further if successful. The project, however, covers KS3,4 and 5. The bulk of the project can be delivered with YR11 if you don't have a sixth form or feel the students have the capacity to undergo the project at that time.

The project is aimed at SEND students however, the learning and lesson plans can be adjusted to meet the needs of a wider audience. Please get in touch if you need any support on this.

Project Outlined:

Passport to Health and Social Care:

The content of the project is designed to plug and play, with session plans and resources to accompany. The term session will be used instead of lesson, allowing the school to interpret the content into their time frames, the sessions have been given no timings due to the fact each class will work at different speeds, therefore this will be down to the school to finalise ready for teaching in a lesson.

Units have been written in a progressive order however, they can be completed in an order that is most appropriate for the needs of the students, overlapping of units can also be achieved if the schools wish.

Please note: Sensitive topics such as mental health problems, suicide and eating disorders are discussed in unit 4. It is therefore suggested that teacher's read through the lesson plan and resources before teaching and adjust the content to suit their learners.

Unit 1 - introduction to care

Element 1: What is care?

Element 2: Jobs in care

Element 3: Personal skills

Element 4: Workplace visit

Unit 2 - Health and Safety

Element 1: What is health and safety?

Element 2: Emergencies

Element 3: Practical activities

Element 4: Workplace visit

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Unit 3 - Dignity in care

Element 1: What is dignity?

Element 2: Communication skills

Element 3: Assisting with mealtimes

Element 4: Workplace visit

Unit 4 - Introduction to mental health

Element 1: What is mental health?

Element 2: Causes, signs and symptoms

Element 3: Positive mental health

Element 4: Workplace visit



Suggestive project time frame

TERM	UNIT	VISIT TOPIC
Term 1	1 - Introduction to care	Students to visit care settings to observe and experience different care roles. This could be residential care homes, nurseries, hospital wards.
Term 2	2 - Health and Safety	Students to observe and experience roles such as maintenance staff, porters, caretakers, ideally in a care setting.
Term 3	3 - Dignity in care	Students to visit care settings to observe and experience different care roles for both adults and children. This may be in care homes, schools, nurseries, supported living houses.
Term 4	4 - Introduction to Mental Health	Workplace visits to mental health units may be difficult. Students to visit care settings and observe and experience how mental health is supported in different settings.

Project completion: This could be a reward/ celebration style event.

Post project KS5: Internal or external work experience organised by the school (supported by EC if required). Extended interactions giving a real life on the job experience. This can be supported by The Inspiring Worcestershire BM6 document.

Each unit will have job descriptions for the students to look through and see if their skills meet or whether they understand what skills they have to gain.

Note: current videos with the lesson plans are from YouTube.

Teaching tools:

The project has been designed in a way that should enable you to pick it up and go, including lesson plans, flash cards and additional resources. You will need a classroom and a computer for some parts of the project. Each lesson plan defines what resources you will require to proceed with that lesson.

Please ensure you read through the lesson plans and split them into timings and chunks that work for your students.

The Passport:

Each of the 4 units, including the break down of each topic will be found on the passport under the relevant header.

As the students progress through their classes achieving the skills required you can give a star for the completion of the section, once the student has collected all the corresponding stars for the section, they can be signed off with a stamp to show they achieved the unit.

The idea is to collect the 4 stamps for the 4 units, showing that the students have had a full rounded experience of the retail world. To celebrate the achievement of completing the project we would encourage a celebration or presentation event including the businesses you visited along the way.