

Curriculum vg1 healthcare, child and youth development

This is a translation from Norwegian Nynorsk of the official Norwegian subject curriculum text.

Established as regulation by the Norwegian Directorate for Education and Training on 26 May, 2020 as delegated in letter on 13 September, 2013 from the Ministry of Education and Research, pursuant to the Act of 17 July, 1998 no. 61 relating to primary and secondary education (Education Act) Section 3-4, first paragraph.

Valid from 01.08.2020

About the subject

Relevance and central values

Vg1 healthcare, child and youth development shall contribute to ensuring that society has sufficient competence in the healthcare, child and youth development sector. The programme subjects shall help ensure that mastery, development and health promotion activities are used in occupational practice. The programme subjects shall also contribute to the development of practical skills, ability and will to continuously improve quality and knowledge about professional work and providing a service. The programme subjects shall provide a foundation for health promotion encompassing people in various life situations in a changing society.

All subjects are designed to help give pupils a strong foundation for learning. Vg1 healthcare, child and youth development shall contribute to an inclusive society where occupational practice builds on empathy and care, respect of individual differences, and peaceful conflict resolution. The programme subjects shall also help develop social competence and respect for people, cultures and traditions. The development of engagement, good judgement and professional discretion forms a main part of the subject. Vg1 healthcare, child and youth development shall contribute to knowledge of how social partners cooperate to develop a better workplace.

Core elements

Health and lifestyle

The core element health and lifestyle involves promoting physical and mental health. It involves knowledge of how a professional can contribute to promoting an active and healthy lifestyle. This includes the value of a healthy diet and physical exercise, and the prevention of lifestyle diseases and infection. The core element also involves knowledge about how the body is built up and functions using a healthy human being as a starting point. Ergonomics, first aid and systematic observation are also covered by this core element.

Care, relationships and interdisciplinary cooperation

The core element care, relationships and interdisciplinary cooperation involves caregiving, and communication and interaction with people of various ages in different life situations and from different cultural backgrounds. User impact and service is central. Further, it involves reflecting on the impact of one's own behaviour when meeting other people. It also

involves knowledge on how the healthcare, child and youth development sector is structured, and the value of interdisciplinary cooperation.

Ethics and technology

The core element ethics and technology involves meeting people in different life situations with tolerance and respect. It also involves using technical aids, welfare technology and other technology, and following ethical guidelines on occupational practice. Further, it concerns professional practice and relevant laws and regulations.

Interdisciplinary topics

Health and life skills

In vg1 healthcare and child and youth development, the interdisciplinary topic of health and life skills involves demonstrating understanding, respect and tolerance for other people. It also addresses how a person can live healthily, and how a professional can advise users to make good health choices. Health and life skills shall also contribute to knowledge about people in different life phases.

Democracy and citizenship

Vg1 healthcare, child and youth development addresses the interdisciplinary topic of democracy and citizenship through critical thinking, conflict management and respect for different opinions. The topic shall also contribute to user impact, and ensuring that individual rights and obligations in occupational practice are safeguarded.

Sustainability

Vg1 healthcare, child and youth development addresses the interdisciplinary topic of sustainable development through the impact of consumption and activities on the environment. It also involves making environmentally friendly choices in occupational practice.

Basic skills

Oral skills

Oral skills in vg1 healthcare, child and youth development involve the ability to communicate in a comprehensible manner with colleagues and people from different cultures and in different life situations. It also involves adapting language to the recipient, content and purpose, and listening to and showing respect for the person one is conversing with. Further, it involves the ability to

use appropriate technical terms and to express one's own observations in a systematic manner.

Writing

Writing in vg1 healthcare, child and youth development involves the ability to speak about healthcare, child and youth development topics in a comprehensible manner. It also involves using accurate technical terminology and adapting texts for various purposes, recipients and media. Further, it involves planning and documenting professional activities, and using and combining various forms of expression, such as texts, images and symbols in an appropriate way.

Reading

Reading in vg1 healthcare, child and youth development involves being able to acquire new knowledge and insight. It also involves finding relevant information, understanding technical terms and assessing the content of texts based on subject knowledge, and understanding what is read in specialist literature, statistics, law texts and plans.

Numeracy

Numeracy in vg1 healthcare, child and youth development involves the ability to reason, use calculation tools and make financial estimates, and gather information from tables, statistics and diagrams. It also involves using various calculators and units of measure when working with health, nutrition and diet.

Digital skills

Digital skills in vg1 healthcare, child and youth development involves the ability to use digital resources in an appropriate and responsible manner, i.e. by using digital resources creatively when communicating and interacting with others, and by being able to critically assess information from digital sources, and use netiquette and develop digital judgement.

Competence aims and assessment

Competence aims and assessment health promotion

Competence aims after health promotion

The pupil is expected to be able to

- describe how the body is built up and how it functions
- assess what promotes physical and mental health, and how lifestyle diseases and infection can be prevented
- plan, execute and assess activities that contribute to mastery, development and good health
- assemble and cook simple meals and assess the energy and nutritional content according to the dietary advice of the health authorities
- use hygiene principles to promote good health
- carry out basic first aid
- discuss and give examples of what each person and society can do to improve their own health and public health
- explain how consumption and activities impact the environment and reflect on how one can make environmentally friendly choices in occupational practice
- use correct work techniques and good working positions, and explain how ergonomics and health are related

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in health promotion when they use knowledge, skills and critical thinking to solve assignments in the programme subjects.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of assignments. The teacher can give assignments that cover multiple or all the programme subjects. The teacher shall have conversations with the pupil regarding their development within health promotion. The pupils shall have the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance provided to develop their competence in the programme subject.

Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in health promotion at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in health

promotion based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

Competence aims and assessment communication and interaction

Competence aims after communication and interaction

The pupil is expected to be able to

- communicate and interact with people from different cultures, of different ages and in different life situations
- demonstrate relationship skills and reflect on their own behaviour
- demonstrate care and provide a service that promotes wellbeing and mastery
- explain what social and cultural competence is, and give examples of how attitudes, values and different views on humanity impact occupational practice
- discuss how conflicting opinions can be handled and test various conflict management models
- use digital resources in communication and interaction
- reflect on what digital judgement involves, critically assess sources and demonstrate the use of netiquette in their work
- use observations and communication skills in their own work

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Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in communication and interaction at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in communication and interaction based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

Competence aims and assessment professional healthcare, child and youth development

Competence aims after professional healthcare, child and youth development

The pupil is expected to be able to

- explain how the healthcare, child and youth development sector is organised and reflect on their own career choice
- demonstrate how user impact can be exercised in the healthcare, child and youth development sector
- describe what is required and expected of a professional and reflect on their own practice
- describe applicable health, safety and environment regulations
- assess how technical aids, welfare technology and other technology can be used in occupational practice
- discuss how social changes may impact occupational practice, and point out the possibilities and challenges of the changes
- explain and give examples of ethical dilemmas in occupational practice and how they can be managed
- explain why interdisciplinary cooperation is important and give examples of the involved occupational groups
- explain the main regulations governing work in the healthcare, child and youth development sector, as well as general workplace rules
- plan, carry out, assess and document their own work
- explain and assess how social partners cooperate to develop a better workplace

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop

competence in professional healthcare, child and youth development when they use knowledge, skills and critical thinking to solve assignments in the programme subjects.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of assignments. The teacher can give assignments that cover multiple or all the programme subjects. The teacher shall have conversations with the pupil regarding their development within professional healthcare, child and youth development. The pupils shall have the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance provided to develop their competence in the programme subject.

Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in professional healthcare, child and youth development at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in professional healthcare, child and youth development based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

Type of assessment

Assessment of coursework

Health promotion: The pupils shall have one grade awarded for coursework.

Communication and interaction: The pupils shall have one grade awarded for coursework.

Professional healthcare, child and youth development: The pupils shall have one grade awarded for coursework.

Examination for pupils

Health promotion: The pupils shall not sit for an examination.

Communication and interaction: The pupils shall not sit for an examination.

Professional healthcare, child and youth development: The pupils shall not sit for an examination.

Examination for external candidates

Health promotion: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Communication and interaction: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Professional healthcare, child and youth development: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Health promotion, communication and interaction, and professional healthcare, child and youth development: External candidates shall take an interdisciplinary practical examination in these programme subjects. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will include a preparatory part.