

BTEC Level 3 National Extended Certificate in Health and Social Care Year 12 (single award)

	Autumn							Spring							Summer																											
	Autumn 1 (Sept-Oct)			Autumn 2 (Nov-Dec)				Spring 1 (Jan-Feb)			Spring 2 (March-April)				Summer 1 (April-May)			Summer 2 (June-July)																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
Topic	Unit 1 Human Lifespan and Development – exam NL Unit 5 Meeting Individual Care and Support Needs - Coursework AR							Unit 1 Human Lifespan and Development – exam NL Unit 5 Meeting Individual Care and Support Needs - Coursework AR							Unit 1 Human Lifespan and Development – exam NL Unit 5 Meeting Individual Care and Support Needs - Coursework AR							Unit 1 Human Lifespan and Development – exam NL Unit 5 Meeting Individual Care and Support Needs - Coursework AR							Unit 12 Supporting Individuals with Additional Needs – coursework NL Unit 2 Working in the Health and Social Care Sector – exam AR													
Critical Prior Knowledge	If studied in KS4 – PIES and life stages, growth and development through the life stages, life events, care values.							Knowledge of the different life stages, the meaning of key terminology and physical development across the human lifespan							Knowledge of physical, intellectual, emotional and social development across the human lifespan, relevant theories/models.							Knowledge of physical, intellectual, emotional and social development across the human lifespan, the different factors affecting human growth and development and relevant theories/models.							Knowledge of the theories/models in relation to human development and factors affecting human growth and development and the effects of ageing													
Overall Intent (Big ideas and key concepts)	Unit 1 – develop knowledge of physical development through 6 life stages Unit 5 – develop knowledge of equality, diversity and discrimination and initiatives aimed at preventing discrimination. Begin to apply knowledge to 2 case studies and real life situations. Learn about the 6Cs and the role of interpersonal skills in care. Develop essay writing skills							Unit 1 – develop knowledge of intellectual, emotional and social development through the life stages and develop knowledge of theories that support the areas of development. Begin to explore the nature/nurture debate. Unit 5 – learn about empathy theories and examine ethical issues involved when providing care and support needs. Apply the theories to case studies and real life situations. Guidance on report writing and referencing.							Unit 1 – explore genetic, biological, environmental and social factors that affect development and life events. Look at the physical effects of ageing. Be able to analyse and evaluate information related to human development and factors affecting development. Unit 5 – learn about types of legislation that can support people with care and support needs and learn about the different challenges that people with care and support needs can experience. Explore different methods that HSC workers can use to help people overcome their challenges. Work on coursework submission							Unit 1 – explore psychological effects of ageing and the societal effects of an ageing population. Consolidate knowledge in preparation for the mock exam and real exam. Practice exam technique and complete practice papers Unit 5 – move onto Learning aim D task 2 of coursework. Learn about multi-agency and multi-disciplinary working and how agencies work together. Explore the concept of confidentiality and how to manage people’s personal information safely. Work on coursework submission							Consolidate knowledge from Learning Aim A, B and C to complete Unit 1 exam. Complete a mock exam and real exam. Consolidate knowledge of LA.D and work on writing up the report to meet the deadline.							Begin Year 13 work and move onto Unit 12 and start to examine reasons why people may experience additional needs Begin Year 13 work and move onto Unit 2 LA.A1 & A2 learn about the roles and responsibilities of people who work in health and social care						
Essential Knowledge (What students must master)	Unit 1 A1 Physical Development in infancy, early childhood, adolescence, adulthood, middle adulthood and older adulthood Unit 5 A.P1 Be able to explain the importance of promoting equality and diversity for individuals with different needs. A. M1 Analyse the impact of preventing discrimination							Unit 1 A2 Intellectual development across the life stages: A3 – emotional development across the life stages A4 – social development across the life stages B1 – The nature/nurture debate Unit 5 A.P2 Explain the skills and personal attributes necessary for professionals who care for individuals with different needs. A.M2 Assess methods used by professionals when building relationships and establishing trust A.D1 Evaluate the success of promoting anti-discriminatory practice for individuals with different needs							Unit 1 B2 Genetic factors that affect development B3 Environmental factors that affect development B4 Social factors that affect development B5 Economic Factors B6 Major life events that affect development Unit 5 B.P3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs C.P4 Explain the strategies and communication techniques used with individuals different needs to overcome different challenges C.P5 Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs							Unit 1 C1 The Physical Changes of ageing C2 The psychological effects of ageing C3 The societal effects of an ageing population Unit 5 D.P6 Explain why meeting the needs of the individuals requires the involvement of different agencies D.P7 Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals D.P8 Explain the arrangements for managing information							Unit 1 The essential content is set out under content areas. Learners must cover all specified content before the final exam based assessment. Unit 5 Produce coursework report and meet the requirements of LA.D							Unit 12 A1 diagnose or determine additional needs Unit 2 A1 Roles of people who work in the health and social care sector A2 The responsibilities of people who work in health and social care settings						
Cultural Capital	Guest speaker – trainee midwife and former student to talk about the role of a midwife and the skills and qualities needed.							Intergenerational activities – the use of case studies at different life stages Guest speaker – Managing Director, Mark Glade from Home Instead care agency.							Embedding Employability skills when completing group & independent research and assignments. Through cognitive and problem-solving skills: use critical thinking, approach non-routine							Intergenerational activities Exploring The societal effects of an ageing population Health and social care provision for the aged.							This units will provide a vocational context in which learners can develop the knowledge and skills required							Broadening learning by providing transferable knowledge and skills that prepare learners for progression to university. • the ability to learn independently						

	<p>Guest speaker – trainee nurse and former student to talk about the role of a nurse and skills and qualities needed.</p> <p>Broadening learning by providing transferable knowledge and skills that prepare learners for progression to university.</p> <ul style="list-style-type: none"> the ability to learn independently the ability to research and revise actively and methodically for exam based assessments to be able to give presentations and be active group members <p>Lifespan and PIES developmental topics around intergenerational activities -Understanding needs of older people</p> <p>Guest speaker – visit from a former student studying a Masters in nursing at Exeter Uni.</p>	<p>Discuss the skills and qualities needed to be an outstanding carer – links to content. Discuss job options.</p>	<p>problems applying expert and creative solutions, use systems and technology</p> <ul style="list-style-type: none"> intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. <p>Develop knowledge of Social factors that affect development</p> <p>Family dysfunction, bullying, effects of culture, religion and beliefs</p> <p>Environmental factors that affect development</p> <p>Pollution, poor housing, access to HSC services</p>	<p>Economic effects of an ageing population</p>	<p>for particular degree courses, including:</p> <ul style="list-style-type: none"> reading technical texts/exam questions and case studies effective writing & analytical skills preparation for assessment methods used in degrees - Reading articles to support assignment writing, develop inference skills and draw conclusions. <p>Harvard referencing</p>	<ul style="list-style-type: none"> the ability to research and revise actively and methodically for exam based assessments
Mode of Retrieval	<p>Mini weekly retrieval activities on key content aim A</p> <p>Sample assessment materials and quizzes will be used regularly to prepare learners for assessment.</p> <p>Unit 5 P1, M1 draft coursework write-up</p>	<p>Mini weekly retrieval activities on key content Aim A</p> <p>Sample assessment materials and quizzes will be used regularly to prepare learners for assessment.</p> <p>Unit 5 P2, M2, D1 draft coursework write-up</p>	<p>Mini weekly retrieval activities on key content Aim B</p> <p>Sample assessment materials and quizzes will be used regularly to prepare learners for assessment.</p> <p>Mini mock exam on Learning Aim A</p> <p>Mini mock exam on Learning Aim B</p> <p>Unit 5 P3, M3, P4, P5, M4 draft coursework write-up</p>	<p>Mini weekly retrieval activities on key content Aim C</p> <p>Mini mock exam on Learning Aim C</p> <p>Unit 1 Full paper Revision workshop each week</p> <p>Unit 5 Learning Aims A, B and C official formative deadline</p>	<p>Consolidation activities</p> <p>Mock exam for outcome A,B,C full past paper</p> <p>Unit 1 Externally assessed Exam May</p> <p>Unit 5 LA.D official coursework deadline</p>	<p>Unit 1 P1 coursework draft submission</p> <p>Unit 5 Flashcards outlining the roles and responsibilities of HSC workers, role and responsibilities bingo, worksheets.</p>
Homework	<p>Unit 1 Set revision work on completion of Learning Aim A</p> <p>Completion of worksheets</p> <p>Chomsky Essay task and Exam related questions for Retrieval Practice</p> <p>Unit 5 research tasks and report write up.</p>	<p>Unit 1 Set revision work on completion of Learning Aim A</p> <p>Set homework</p> <p>Completion of worksheets</p> <p>Piaget and Bowlby Attachment Essay task and Exam related questions for Retrieval Practice</p> <p>Unit 5, report write-up</p>	<p>Unit 1 Set revision work on completion of Learning Aim B</p> <p>Completion of worksheets</p> <p>Exam related questions Genetic and biological factors, Nature/Nurture debate, Housing essay Holmes-Rahe rating scale Essay</p> <p>Unit 5, report write-up</p>	<p>Unit 1 Set revision work on completion of Learning Aim C</p> <p>Unit 1 Full paper Revision workshop each week</p> <p>Exam revision and practice/ quiz /Q and A/ past papers</p> <p>Unit 5, report write-up</p>	<p>Unit 1 Set revision work on completion of Learning Aim A, B & C</p> <p>Unit 1 Full paper Revision workshop each week</p> <p>Exam revision and practice/ quiz /Q and A/ past papers</p> <p>Unit 5, report write-up and final submission</p>	<p>Unit 1 research task and coursework write up</p> <p>Unit 2 research of HSC roles and completion of flashcards</p>
ECC Student Characteristics	<p>Mutual tolerance, empathy, confidence and communication , application of knowledge, knowledge of careers</p>	<p>Empathy, respect for members in the community, being health and safe.</p>	<p>Empathy, resilience, keeping safe, skilled in applying knowledge, confidence, effective communication, know about career options</p>	<p>Empathy, resilience, keeping healthy and safe, know about career option</p>	<p>Resilience, tolerance and respect, empathy, application of knowledge in a range of circumstances</p>	<ol style="list-style-type: none"> Be health and safe Always endeavour to show resilience to be the best they can be. Be aspirational and understand their career options. Know how to behave well and respect other members of our community. Have confidence and communicate effectively. Be mutually tolerant and empathetic individuals. Be knowledgeable and able to deeply understand and recall information easily. Be skilled in applying this knowledge in a range of circumstances.

<p>Connection to future learning (When is this developed / revisited)?</p>	<p>This unit draws on knowledge taught in years 10 and 11. Equality, diversity and methods used to prevent discrimination are embedded throughout the whole unit and further developed through a wider knowledge base of legislation and other initiatives.</p>	<p>The nature of this unit means that learners are continually building on prior knowledge. Key terms are revisited regularly and learners are encouraged to make continued links between theory and practice in health and social care settings. Learning in this unit is also revisited in Unit 12 and Unit 2 (Year 13)</p>	<p>Embedding Employability skills when developing good communication and presentation skills, completing group & independent research, revision techniques and organisational skills and self-management to prepare for exams.</p>	<p>This unit will provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses. It also links with Units 2 and 12 which will commence next term and will be studied in year 13.</p>	<p>Preparation for assessment methods used in degrees - Reading articles to support essay writing for the exam based questions, develop analytical and evaluative skills and draw conclusions.</p>	<p>Preparation for assessment methods used in degrees - Reading articles to support essay writing for the exam based questions, develop analytical and evaluative skills and draw conclusions. Knowledge of careers</p>
<p>Links with other subjects</p>	<p>There are big links with religion and philosophy for Unit 5 in relation to equality and diversity and reasons why people can experience discrimination. Religion is touched on and students will be asked to think back to their religion lessons and discuss what they can remember, for example dietary requirements and places of worship. Links are also made to philosophy due to covering ethical principles. For Unit 1 there are big links with psychology and CPLD and reference is made to both subjects when covering the theorists Chomsky, Bandura, Skinner, Piaget, Maslow, Bowlby and Ainsworth, Gesell, genetic influences and the nature and nurture debate. Bandura and Skinner are also covered in criminology. There is also an overlap with PE in relation to healthy growth and development and the impact of a healthy diet and exercise. Topics such as the effects of smoking on the body also has links to biology and students are encouraged to think about when they have covered this in biology. ICT and English lessons are referred to throughout due to writing a report for Unit 5, the coursework unit – good English writing skills are needed as well as ICT skills for laying out work correctly and organising and storing documents securely so they can be accessed in College and from home.</p>					