

BTEC Level 3 National Extended Certificate in Health and Social Care Year 13

	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 12 Supporting Individuals with additional needs, Learning Aim A coursework Unit 2 Working in Health and Social Care – exam							Unit 12 Supporting Individuals with additional needs, Learning Aim B coursework Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs. Unit 2 Working in Health and Social Care – exam							Unit 12 Supporting Individuals with additional needs, Learning Aim C coursework Learning aim C: Investigate current practice with respect to provision for individuals with additional needs Unit 2 Working in Health and Social Care – exam							Unit 12 Supporting Individuals with additional needs, Learning Aims A, B, C coursework Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs. Learning aim C: Investigate current practice with respect to provision for individuals with additional needs Unit 2 Working in Health and Social Care – exam				Unit 12 Supporting Individuals with additional needs, Learning Aim A, B, C coursework Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs. Learning aim C: Investigate current practice with respect to provision for individuals with additional needs Unit 2 Working in Health and Social Care – exam					All units completed								
Critical Prior Knowledge	Knowledge of PIES and growth and development through the life stages from Unit 1. Knowledge of report writing, research skills and Harvard referencing from Year 12. Unit 2 – roles and responsibilities of HSC workers. Care values and multi-disciplinary teams taught in unit 5. Essay writing skills developed as part of Unit 1.							Knowledge of applying case studies to a range of theories and concepts learned in units 1 and 5. Knowledge of report writing, research skills and Harvard referencing							Having a sound understanding of the two case studies and being able to build on the support that they can receive							To be able to apply knowledge from Learning Aim A, B and C to complete the coursework. Research skills, report writing and Harvard referencing skills.				To be able to apply knowledge from Learning Aim A, B and C to complete the coursework, report writing, research and Harvard referencing skills.													
Overall Intent (Big ideas and key concepts)	Unit 12 Recap on previous learning from last term. Understand reasons why individuals may experience additional needs through independent research and classwork. Prepare learners for report writing and meeting their deadline Unit 2 AO1 and AO2 Recap on previous learning from the final half term in year 12 – test knowledge of roles and responsibilities of HSC workers. Explore a range of care values that underpin good practice and should be demonstrated by practitioners. Explore multi-disciplinary team working and how organisations are monitored.							Unit 12 Explore definitions of disability and theories of disability looking at the social and medical models of disability. Learn about environmental and social challenges and personal challenges and how to minimise the challenges for people with additional needs. Unit 2 AO3 and AO4 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated. Make connections between roles and responsibilities of HSC workers and organisations and how they are monitored and regulated and how multi-disciplinary teams work together to meet service users needs							Unit 12 Carry out research to explore a range of professionals who can support people with additional needs. Learn about different adaptations that can support people with additional needs, learn about financial support and statutory provision for adults and children with additional needs. Unit 2 Be prepared for the exam and sit the exam in January – date tbc							Unit 12 Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs Learning aim C: Investigate current practice with respect to provision for individuals with additional needs Unit 2 Revise for any retakes for Unit 2				Unit 12 Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs Learning aim C: Investigate current practice with respect to provision for individuals with additional needs Course completion in May 2022													

		Be prepared for the mock exam and complete lots of practice questions.				
Essential Knowledge (What students must master)	<p>Unit 1 A1 Diagnose or determine additional needs A2 Cognitive and learning needs A3 Physical and health needs A4 Social and emotional needs</p> <p>Can give examples of why two individuals in a given case study have additional needs and how their needs have been diagnosed</p> <p>Unit 2 A1 The roles of people who work in health and social care settings A2 The responsibilities of people who work in health and social care settings A3 Specific responsibilities of people who work in HSC settings A4 Multi-disciplinary working A5 Monitoring the work of people in HSC settings B1 The roles of organisations in the health and social care sector</p>	<p>Unit 1 B1 Definitions of disability B2 Minimising environmental and social challenges B3 Minimising personal challenges</p> <p>Unit 2 B2 Issues that affect access to services B3 Ways organisations represent the interests of service users B4 The roles of organisations that regulate and inspect HSC services B5 Responsibilities of organisations towards people who work in HSC settings C1 People with specific needs C2 Working practices</p>	<p>Unit 1 C1 Professionals involved in supporting individuals with additional needs. C2 Support and adaptations for individuals with additional needs C3 Financial support for individuals with additional needs C4 Statutory provision for children with additional needs C5 Statutory provision for adults with additional needs C6 Person-centred care for all individuals with additional needs</p> <p>Unit 2 Meet the following learning outcomes: AO1, AO2, AO3, AO4</p>	<p>Unit 1 Consolidation of Learning Aims A, B & C</p> <p>Unit 2 Exam practice, consolidation of knowledge of whole unit</p>	<p>Unit 1 Consolidation of Learning Aims A, B & C</p>	
Cultural Capital	<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 actively and methodically to be able to give presentations and be active group members <p>Discussing future careers and areas of study when researching Professional background, qualifications and experience of those undertaking the diagnosis and assessment</p> <p>Topics around intergenerational activities -Understanding needs of older people</p> <p>Guest speak - former ECC student studying a Masters in nursing to discuss skills, qualities and knowledge needed for nursing and other healthcare careers.</p>	<p>Intergenerational activities – the use of two case studies at different life stages with different additional needs</p> <ul style="list-style-type: none"> Learning Aim B content will be exploring stereotyping and judgemental assumptions marginalisation, such as failure to include, avoidance discrimination, including failure to make adjustments or modifications disempowerment, including not allowing individuals to make decisions, removing choice labelling. <p>Person-centred care for all individuals with special needs Involving patients as equal partners in decision making about their care including self-management support, access to personal health records, personal health budgets, care planning and shared treatment decisions. Involving communities in decisions about the design and delivery of service</p> <p>Guest speaker, Mark McGlade from Home Instead Care agency.</p>	<p>Embedding Employability skills when completing group & independent research and assignments. Through cognitive and problem-solving skills: use critical thinking, approach non-routine 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 different health and social care roles – occupational therapy, physiotherapy, counselling, mental health workers</p>	<p>Intergenerational activities: Investigating Statutory provision for children and adults with additional needs Develop knowledge of health and social care roles – nurse roles, dietician, audiologist, social worker, care worker, domiciliary care worker, radiographer</p>	<p>This unit will provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:</p> <ul style="list-style-type: none"> reading technical texts effective writing & analytical skills preparation for assessment methods used in degrees - <p>Reading articles to support assignment writing, develop inference skills and draw conclusions. Develop Harvard referencing skills</p>	

Mode of Retrieval	<p>Mini weekly retrieval activities on key content aim A & linked to the case studies. A1 Diagnosing or determining additional needs A2 Cognitive and learning needs A3 Physical and health needs A4 Social and emotional needs Learning Aim A Formative coursework assignment</p> <p>Launch the assignment 1: Examine reasons why individuals may experience additional needs P1/M1 D1 A report that demonstrates a clear understanding of how additional needs are determined and diagnosed, with examples of the additional needs that individuals can experience.</p> <p>Unit 2 Retrieval activity based on last terms work – mind map of roles and responsibilities Practice paper exam questions</p>	<p>Submission of Assignment 1Task 1:: Examine reasons why individuals may experience additional needs P1/M1/D1</p> <p>Mini weekly retrieval activities on key content aim & linked to the case studies. B1 Definitions of disability B2 Minimising environmental and social challenges B3 Minimising personal challenges</p> <p>Unit 2 Practice exam questions and papers Mock paper</p>	<p>Mini weekly retrieval activities on key content aim B & C linked to the case studies. Learning Aim B & C Formative coursework assignment</p> <p>Launch the assignment 1 task 2: P2, P3, P4, P5,M2, M3, M4. D2, D3 B: Examine how to overcome the challenges to daily living faced by people with additional needs C: Investigate current practice with respect to provision for individuals with additional needs</p> <p>A report that demonstrates current practices and procedures for providing care for children and adults with additional needs, including the support given to overcome challenges to daily living</p> <p>Unit 2 Real exam Exam January</p>	<p>Submission of Assignment 1Task 2 Summative assignment submission</p>	<p>Summative assignment submission date – May</p>	
Homework	<p>A1 Retrieval Practice Booklet to complete set prior to assignment Homework Task A1: Related to both case studies Diagnostic procedures, tools and standards used to diagnose a disability. Professional background, qualifications and experience of those undertaking the diagnosis and assessment. Retrieval practice research tasks set each week for each topic covered A2/A3/A4 make notes Linking to case studies Set assignment work on completion of Learning Aim A</p>	<p>Set assignment work on completion of Learning Aim A Retrieval practice research tasks set each week for each topic covered B1/B2/B3 make notes Linking to case studies</p> <p>Unit 2 Exam practice questions, papers and worksheet tasks.</p>	<p>Retrieval practice research tasks set each week for each topic covered C1/C2/C3?C4/C5 make notes Linking to case studies</p> <p>Assignment work on completion of Learning Aim B & C</p> <p>Unit 2 Exam questions</p>	<p>Set assignment work on completion of Learning Aim B & C</p>	<p>Complete summative assignment coursework</p>	
ECC Student Characteristics	<p>2. Endeavour to show resilience to be the best they can be. 3. Be aspirational and understand their career options. 4. Know how to behave well and respect other members of our community. 5. Have confidence and communicate effectively. 6. Be mutually tolerant and empathetic individuals.</p>	<p>1. Know how to be healthy and stay safe. 2. Endeavour to show resilience to be the best they can be. 3. Be aspirational and understand their career options. 4. Know how to behave well and respect other members of our community. 5. Have confidence and communicate effectively. 6. Be mutually tolerant and empathetic individuals.</p>	<p>1. Know how to be healthy and stay safe. 2. Endeavour to show resilience to be the best they can be. 3. Be aspirational and understand their career options. 4. Know how to behave well and respect other members of our community. 5. Have confidence and communicate effectively. 6. Be mutually tolerant and empathetic individuals.</p>		<p>Resilience, tolerance and respect, empathy, application of knowledge in a range of circumstances</p>	

	<p>7. Be knowledgeable and able to deeply understand and recall information easily.</p> <p>8. Be skilled in applying this knowledge in a range of circumstances.</p>	<p>7. Be knowledgeable and able to deeply understand and recall information easily.</p> <p>8. Be skilled in applying this knowledge in a range of circumstances.</p>	<p>7. Be knowledgeable and able to deeply understand and recall information easily.</p> <p>8. Be skilled in applying this knowledge in a range of circumstances.</p>			
<p>Connection to future learning (When is this developed / revisited)?</p>	<p>This unit draws on knowledge taught in year 12 Unit 1: Human Lifespan Development And Unit 2: Working in Health and Social Care delivered at the same time in year 13</p>	<p>Learners will draw together their knowledge and understanding across the learning aims to evaluate the advantages or otherwise of the support provided to the two individuals. Evidence could be from research or from interviews with relevant professionals and will link strongly with Unit 2. For unit 2, learners will draw on learning from Year 12 Units 1 and 5 and from Unit 12 in Year 13 as there are lots of links.</p>	<p>Embedding Employability skills when completing group & independent research and assignments.</p> <p>For unit 2, learners will use their exam writing skills developed in Year 12 for their unit 1 exam to help them. All units interlink and learners will be encouraged to make the links, specifically with PIES.</p>	<p>This unit will provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses</p>	<p>Preparation for assessment methods used in degrees -Reading articles to support assignment writing, develop inference skills and draw conclusions. Develop Harvard referencing skills</p>	