

BTEC Level 3 National Diploma in Health and Social Care Year 12 (Double Award)

| | Autumn | | | | | | | Spring | | | | | | | | | | | | | | Summer | | | | | | | | | | | | | | | | | | |
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| | 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 Unit 5 Meeting Individual Care and Support Needs - Coursework Unit 2 Working in Health and Social Care – exam Unit 12 Supporting Individuals with Additional Needs – coursework | | | | | | | Unit 1 Human Lifespan and Development – exam Unit 5 Meeting Individual Care and Support Needs - Coursework Unit 2 Working in Health and Social Care – exam Unit 12 Supporting Individuals with Additional Needs – coursework | | | | | | | Unit 1 Human Lifespan and Development – exam Unit 5 Meeting Individual Care and Support Needs - Coursework Unit 2 Working in Health and Social Care – exam Unit 12 Supporting Individuals with Additional Needs – coursework | | | | | | | Unit 1 Human Lifespan and Development – exam Unit 5 Meeting Individual Care and Support Needs - Coursework Unit 2 Working in Health and Social Care – exam Unit 12 Supporting Individuals with Additional Needs – coursework | | | | | | | Unit 1 Human Lifespan and Development – exam Unit 5 Meeting Individual Care and Support Needs - Coursework Unit 2 Working in Health and Social Care – exam Unit 12 Supporting Individuals with Additional Needs – coursework | | | | | Unit 1 Human Lifespan and Development – exam Unit 5 Meeting Individual Care and Support Needs - Coursework Unit 2 Working in the Health and Social Care Sector – exam Unit 12 Supporting Individuals with Additional Needs – coursework | | | | | | |
| 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 2 AO1 and AO2 Know the roles and responsibilities of HSC workers. Explore a range of responsibilities followed by practitioners guided by policy. Unit 12 Understand reasons why individuals may experience additional needs and prepare learners for report writing. | | | | | | | 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 2 AO2 and AO3 Understand the needs of service users and the roles and responsibilities of workers, working practices and procedures. 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 Unit 12 Explain how disability can be viewed as a social construct | | | | | | | 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 2 AO3 and AO4 Begin to make connections between roles and responsibilities of HSC workers and how they are monitored Unit 12 Examine how people with additional needs can overcome challenges to daily living and investigate current practice with respect to provision for people with additional needs | | | | | | | 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 Unit 2 AO4 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 Be prepared for the mock exam and complete lots of practice questions Unit 12 Investigate current practice with respect to provision with additional needs (know what types of support are available to individuals) | | | | | | | Unit 1 Consolidate knowledge from Learning Aim A, B and C to complete Unit 1 exam. Complete a mock exam and real exam. Unit 5 Consolidate knowledge of LA.D and work on writing up the report to meet the deadline. Unit 2 AO4 Be exam ready Unit 12 | | | | | Begin Year 13 work | | | | | | |
| Essential Knowledge | Unit 1 A1 Explain physical Development in infancy, early childhood, | | | | | | | Unit 1 A3 – emotional development across the life stages | | | | | | | Unit 1 B2 Genetic factors that affect development B3 Environmental factors that affect development | | | | | | | Unit 1 C1 The Physical Changes of ageing C2 The psychological effects of ageing | | | | | | | Unit 1 The essential content is set out under content areas. Learners must cover all specified content | | | | | Year 13 work to commence | | | | | | |

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| (What students must master) | <p>A2 Intellectual development across the life stages: adolescence, adulthood, middle adulthood and older adulthood</p> <p>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</p> <p>Unit 2 A1 Know the roles of people who work in health and social care settings A2 Explain some responsibilities of people who work in health and social care settings A3 Explain specific responsibilities of people who work in HSC settings</p> <p>Unit 12 Give examples of why two individuals in a given case study have additional needs and how their needs have been diagnosed Cover the following content for part 1 of the report to write up A1 Diagnosing or determining additional needs A2 Cognitive and learning needs A3 Physical and health needs A4 Social and emotional needs</p> | <p>A4 – social development across the life stages B1 – The nature/nurture debate</p> <p>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</p> <p>Unit 2 A3 Specific responsibilities of people who work in HSC settings A4 Multi-disciplinary working A5 Monitoring the work of people in HSC settings</p> <p>Unit 12 A.P1 Explain diagnostic procedures to determine additional needs A.M1 Assess the requirements of one child and one adult with additional needs A.D1 Evaluate the significance of a diagnosis of additional needs B1 Be able to define disability B2 Give examples of how to minimise environment and social challenges B3 Minimising personal challenges</p> | <p>B4 Social factors that affect development B5 Economic Factors B6 Major life events that affect development</p> <p>Unit 5 B.P3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs</p> <p>C.P4 Explain the strategies and communication techniques used with individuals different needs to overcome different challenges</p> <p>C.P5 Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs</p> <p>Unit 2 B1 The roles of organisations in the health and social care sector 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</p> <p>Unit 12 P2 Explain how disability can be viewed as a social construct P3 Describe how health or social care workers can help one child and one adult with additional needs overcome challenges to daily living M2 Assess the impact of challenges to daily living experience by one adult and one child with additional needs and how they can be overcome 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</p> | <p>C3 The societal effects of an ageing population</p> <p>Unit 5 D.P6 Explain why meeting the needs of the individuals requires the involvement of different agencies</p> <p>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</p> <p>Unit 2 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 12 P4 Explain the benefits of adaptations and support provided to one child and one adult with additional needs P5 Explain the impact of statutory provision on the support provided for one child and one adult with different additional needs M3 Analyse how the provision and support provided for one child and one adult with different additional needs have benefitted them M4 Analyse how statutory provision has impacted on current practice in caring for one child and one adult with different additional needs D2 Justify the support and adaptations provided for two individuals with different additional needs to help them overcome challenges to daily living. D3 Evaluate the impact of providing support for two individuals diagnosed with additional needs in improving their wellbeing and life chances</p> | <p>before the final exam based assessment.</p> <p>Unit 5 Produce coursework report and meet the requirements of LA.D</p> <p>Unit 2 Meet the following learning outcomes: AO1, AO2, AO3, AO4 – be exam ready</p> <p>Unit 12 Submit report covering the following P4 Explain the benefits of adaptations and support provided to one child and one adult with additional needs P5 Explain the impact of statutory provision on the support provided for one child and one adult with different additional needs M3 Analyse how the provision and support provided for one child and one adult with different additional needs have benefitted them M4 Analyse how statutory provision has impacted on current practice in caring for one child and one adult with different additional needs D2 Justify the support and adaptations provided for two individuals with different additional needs to help them overcome challenges to daily living. D3 Evaluate the impact of providing support for two individuals diagnosed with additional needs in improving their wellbeing and life chances</p> | |
| Cultural Capital | Guest speaker – trainee midwife and former student to talk about the role of a midwife and the skills and qualities needed. | <p>Intergenerational activities – the use of case studies at different life stages</p> <p>Guest speaker – Managing Director, Mark Glade from Home Instead care agency.</p> | <p>Embedding Employability skills when completing group & independent research and assignments.</p> <p>Through cognitive and problem-solving skills: use critical thinking, approach non-routine</p> | <p>Trip to Bristol careers and apprenticeship fair.</p> <p>Intergenerational activities</p> <p>Exploring The societal effects of an ageing population</p> | This units will provide a vocational context in which learners can develop the knowledge and skills required | <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 |

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| | <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.</p> <p>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>Health and social care provision for the aged.</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>Units 1 and 2 mini weekly retrieval activities on key content a</p> <p>Sample assessment materials and quizzes will be used regularly to prepare learners for assessment.</p> <p>Unit 5 and Unit 12 P1, M1 draft coursework write-up</p> | <p>Mini weekly retrieval activities on key content for Units 1 and 2.</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>Unit 12 P1, M1 official deadline</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>Unit 1 and 2 mini mock assessment</p> <p>Unit 5 P3, M3, P4, P5, M4 draft coursework write-up</p> <p>Unit 12 P2, P2, M2 coursework submission</p> | <p>Mini weekly retrieval activities on key content Aim C</p> <p>Units 1 and 2 full mock</p> <p>Unit 5 Learning Aims A, B and C official formative deadline</p> <p>Unit 12 draft coursework write up of Learning Aims A and B</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 12 Learning Aims B and C official deadline</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 12 Draft coursework report writing</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 and 12, research and 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</p> <p>Holmes-Rahe rating scale Essay</p> <p>Unit 5 and 12 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 and 12 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> | |
| 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> | |
| Connection to future learning (When is this developed / revisited)? | <p>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 an other initiatives.</p> | <p>The nature of the units mean 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.</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> | |

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| Links with other subjects | <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.</p> <p>For Unit 1 there are big links with psychology and CPLD and reference is made to both subjects when covering the theorists Chomsky, Bandura, Sinner, 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> <p>Unit 2 focuses on HSC careers and responsibilities which ties in with the Colleges termly focus on careers. Students will be encouraged to reflect on some of the careers that has been spoken about in other subjects, for example a doctor, speech and language therapist or midwife in science or a physiotherapist in PE.</p> | |
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