



# YEAR 12 SPRING TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Unit 5 Meeting Individual Care and Support Needs

<b>Curriculum Intent</b>	<p>Pupils will be taught the following this half term with both teachers sharing the topic (schedule to be created each year by the Program Lead- currently SWA)</p>
<b>Skills/National Curriculum Links</b>	<p><b>Why do we teach this to students?</b> An exploration and analysis of how we can provide the best care for people with different needs in health and social care</p> <p><b>Why do we teach this now?</b> It is a mandatory topic; this means it must be completed before the optional Unit 14 topic. The knowledge in this topic builds on their work in Unit 1, so it makes sense to complete it directly after the Unit 1 January exam This is a large piece of NEA work, therefore we have chosen to place it where it can comfortably meet the external moderation deadline and fit well with the dates of Year 12 end of year assessments.</p> <p>Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs.</p> <p>Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> understanding the impact of social issues such as; bullying, intolerance, crime, and poverty on development</p> <p><b>British Values:</b> <b>Mutual respect</b> – through understanding the importance of respect for each other in a professional, working relationship and in the care of a service user with additional needs <b>Tolerance</b> – through understanding how a lack of diversity and equality can impact health and wellbeing <b>Rule of Law</b>- through understanding laws such as GDPR and the Equality Act (2010), and how they relate to the care of service users. <b>Literacy:</b> Extended, analytical writing throughout the NEA piece <b>Numeracy:</b> Use of national and local statistics in support of analysis comments <b>Skills Builder:</b> Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Health and Social Care student you will develop an in-depth understanding of factors impacting the health and wellbeing of yourself and others. This leads to the understanding and empathy needed to work closely with a diverse population of people in any setting.</p> <p><b>Careers/Employability:</b> As well as the above personal skills leading to employability, Health and Social Care at BTEC level 3, delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. More specifically, this subject provides the core knowledge needed to work within the Health and Social Care industry e.g., as a nurse, midwife, social worker or teacher.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>Collaborative, detailed and thorough curriculum planning lies at the heart of this department. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going</p>

**Learning  
Outcomes  
(Knowledge)**

beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focused on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.

In Health and Social Care we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice.

Task 1:

Pass	Merit	Distinction
A.P1 Explain the importance of promoting equality and diversity for individuals with different needs	A.M1 Analyse the impact of preventing discrimination for individuals with different needs	A.D1 Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs
A.P2 Explain the skills and personal attributes necessary for professionals who care for individuals with different needs	A.M2 Assess different methods professionals might use when building relationships and establishing trust with individuals with needs	
B.P3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs	B.M3 Analyse how an ethical approach to providing support would benefit specific individuals with different needs	BC.D2 Justify the strategies and techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care
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.	C.M4 Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs.	

Task 2:

Pass	Merit	Distinction
D.P6 Explain why meeting the needs of individuals require the involvement of different agencies  D.P7 Explain the roles and responsibilities of different members of the multidisciplinary team in	D.M5 Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs.  D.M6 Analyse the impact of legislation and codes of practice relating to	D.D3 Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality

	meeting the needs of specific individuals  D.P8 Explain the arrangements for managing information between professionals	information management on multi-disciplinary working	D.D4 Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals
<b>Current learning to be developed in the future within:</b>	Knowledge from this Unit will be developed during the Unit 2 Working in Health and Social Care module; for example, understanding key legislation which protects the rights of individuals with specific needs. The analysis of case studies will also be developed during Unit 2 and Unit 14.		
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.		
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.		