



YEAR 12 Summer Term + YEAR 13 Autumn Term

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Unit 2

Curriculum Intent	<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>
<p>Skills/National Curriculum Links</p>	<p>Why do we teach this to students? An exploration and analysis of how we can provide the best care for people with different needs in health and social care and meet national and occupational standards as health and social care professionals</p> <p>Why do we teach this now? 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 5 so it makes sense to complete it after the Unit 5 coursework period. This topic is assessed in January of Year 13, so we begin in Summer Term Year 12 to ensure it is completed within time.</p> <p>Learning aim A: The roles and responsibilities of people who work in the health and social care sector</p> <p>Learning aim B: The roles of organisations in the health and social care sector</p> <p>Learning aim C: Working with people with specific needs in the health and social care sector</p>
<p>Cross Curricular Links</p>	<p>SMSC: understanding the best way to support a diverse population (including; different ages, genders, cultures and religions) in health and social care services</p> <p>British Values: Mutual respect – 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 Democracy- through knowing the role of trade unions Tolerance – through understanding how a lack of diversity and equality can impact health and wellbeing Rule of Law- through understanding how various laws such as GDPR and the Equality Act (2010), and how they relate to the care of service users. Also, through understanding the consequences of breaking these laws. Literacy: Level 3 terminology including; regulation, inspection, CPD, NOS, whistleblowing, trade union Numeracy: Analysis of descriptive statistics in some sessions Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p>
<p>Becoming future ready</p>	<p>Personal Skills: 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. Careers/Employability: 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>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</p>	<p>By product: differential outcomes using must, could, should. By resource: each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability. By Intervention: by providing different levels of supervision and support, drop ins, catch up sessions. By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<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>

<p>Learning Outcomes (Knowledge)</p>	<p>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.</p> <p>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.</p> <p>A1 I can describe the role of people who work in health and social care including; doctors, nurses, midwives, healthcare assistants, social workers, occupational therapists, youth workers, care managers/assistants, support workers.</p> <p>A2 I can explain how people who work in health and social care follow policies and procedures in place in the health and social care setting in which they work</p> <p>A3 I can explain how people who work in health and social care heal and support recovery for people who are ill</p> <p>A4 I can explain how people who work in health and social care enable rehabilitation</p> <p>A5 I can explain how people who work in health and social care provide equipment and adaptations to support people to be more independent</p> <p>A6 I can explain how people who work in health and social care provide personal care, to include washing, feeding, toileting</p> <p>A7 I can explain how people who work in health and social care support routines of service users, to include day-to-day family life, education, employment, leisure activities</p> <p>A8 I can explain how people who work in health and social care assess and plan for care and support involving service users and their families.</p> <p>A9 I can explain how people who work in health and social care promote antidiscriminatory practice</p> <p>A10 I can explain how people who work in health and social care empower individuals</p> <p>A11 I can explain how people who work in health and social care ensure safety for individuals and staff</p> <p>A12 I can explain people who work in health and social care promote effective communication and ensure confidentiality</p> <p>A13 I can explain how employees are accountable to professional bodies</p> <p>A14 I can explain what is meant by partnership working and why it is needed</p> <p>A15 I can I can explain how the work of people within health and social care settings is monitored</p> <p>B1 I can explain how services are provided by the public sector (NHS foundation trusts, adult social care, children's services and GP practices)</p> <p>B2 I can explain how services are provided by the private and voluntary sector</p> <p>B4 I can explain how hospitals, hospices, day care units, residential care, domiciliary care and the workplace provide services to meet different needs</p> <p>B5 I can explain issues that affect access to services (including referral, assessment, eligibility criteria, barriers to access.)</p> <p>B6 I can explain how charities/patient groups, advocacy, complaints policies, whistleblowing policies represent the interests of service users</p> <p>B7 I can explain how the Care Quality Commission, NICE, Public Health England and OFSTED regulate or inspect health and social care services</p> <p>B8 I can explain how the NMC, RCN, HCPC and GMC regulate professions in Health and Social Care services</p> <p>B9 I can explain the responsibilities of organisations that provide Health and Social Care services; including ensuring that all employees understand how to implement the organisation's code of practice, meet National Occupational Standards, undertake CPD and are safeguarded</p> <p>C1 I can explain what is meant by ill health (both physical and mental)</p> <p>C2 I can explain what is meant by learning disabilities</p>
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Current learning to be developed in the future within:	<p>Knowledge from this Unit will be developed during the Unit 14 Physiological Disorders and their Care unit- understanding the roles and responsibilities of those who care for patients with particular disorders, understanding the barriers to accessing care and knowing the role of different sectors in the provision of care.</p> <p>The analysis of case studies will also be developed during Unit 14.</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.