

YEAR 12 | HEALTH & SOCIAL CARE (BTECND)

'Becoming a Health & Social Care Practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Health & Social Care and develop students into Health & Social Care Practitioners:

This forms the first of a 2 year programme equivalent to 3 A Levels. Learners may have completed a Level 2 in H&SC, however this is not mandatory, therefore some learners will have little knowledge of the subject. Year 12 will see completion of 7 of the required 13 units, including 2 of 4 externally assessed modules. Work experience will be included in Year 12 to support development of essential skills & enable learners to apply theory to practice, which is an essential focus of the qualification. Units delivered to ensure at least 1 A level can be awarded at the end of year 12 if necessary.

HALF TERM 1 HUMAN DEVELOPMENT, WORKING IN HEALTH & SOCIAL CARE, WORK EXPERIENCE, SOCIOLOGY, PSYCHOLOGY

All students will know:

- » Development through the life stages, including relevant theories. The impact of ageing on individuals & society.
- » The roles & responsibilities of people who work in the health & social care sector.
- » Skills & attributes, purpose of WEX, expectations for employment, career options.
- » Sociological concepts & perspectives that are applied to health & social care. How approaches support models & concepts of health.
- » Psychological principles applied to the understanding of behaviour

All students will be assessed:

- » Past paper questions, Life stages mock exam.
- » Past paper questions.
- » Presentations & teamwork challenges, reflective practice.
- » Scenarios & case study practice assessments.

Reading skills needed for this unit:

- » Key terminology.
- » Reading for meaning.

Key vocabulary:

P.I.E.S, Holistic health, Allied health professionals, Reflective practice, skills attributes, Concepts of health, perspectives.

HALF TERM 2 HUMAN DEVELOPMENT, WORKING IN HEALTH & SOCIAL CARE, WORK EXPERIENCE, SOCIOLOGY, PSYCHOLOGY

All students will know:

- » Factors which affect development, including genetic, biological, environmental, socio-economic, plus others.
- » The roles & responsibilities of people who work in the health & social care sector.
- » How to prepare for work experience, how to set goals & targets for placement.
- » Models and concepts of health
- » Application of psychological perspectives to health & social care practice

All students will be assessed:

- » Past paper questions, Development mock exam.
- » Past paper questions, case studies.
- » 1st assessed coursework.
- » 1st assessed coursework LA A/B.

Reading skills needed for this unit:

- » Extracting information from various sources.
- » Interpreting information for a range of purposes.

Key vocabulary:

Nature / Nurture, SMART, Empowerment, advocate, professional bodies.

Trips to local universities offering related HE courses.
Placements, Virtual work experience, online learning courses.

HALF TERM 3 MEETING INDIVIDUAL NEEDS, WORKING IN HEALTH & SOCIAL CARE, SOCIOLOGY, WORK EXPERIENCE, PSYCHOLOGY

All students will know:

- » Importance of promoting equality & diversity & preventing discrimination, Skills & attributes for H&SC. Ethical issues in the provision of care.
- » The role of organisations in the health & social care sector.
- » Social inequalities & their impact.
The contribution of psychological perspectives to the management and treatment of service users specific behaviours.

All students will be assessed:

- » Short essay tasks.
- » 1st assessed coursework for Meeting individual needs.
- » Placement and reflective practice.
- » Past paper questions, case studies.

Reading skills needed for this unit:

- » Research & interpreting data.

Key vocabulary:

6C's, Empathy Theories, Demography, Action planning, Public, voluntary & private sector, Eligibility criteria.

HALF TERM 4 MEETING INDIVIDUAL NEEDS, WORKING IN HEALTH & SOCIAL CARE, WORK EXPERIENCE, SOCIOLOGY, PSYCHOLOGY

All students will know:

- » How to enable individuals to overcome challenges.
- » The role of organisations in the health & social care sector.
Trends & patterns in health & ill health which affect care delivery.
The contribution of psychological perspectives to the management and treatment of service users specific behaviours.

All students will be assessed:

- » Short essay tasks, 2nd assessed coursework for Meeting Individual Needs.
- » Placement feedback and reflective practice.
- » Past paper questions, case studies, mock exam.
- » Scenarios & case study practice assessments.

Reading skills needed for this unit:

- » Key terminology.

Key vocabulary:

Multi-disciplinary working, Whistle blowing, CQC, Ofsted.

HALF TERM 5 WORKING IN HEALTH & SOCIAL CARE, PSYCHOLOGY, WORK EXPERIENCE, INFECTION CONTROL, SOCIOLOGY, MEETING INDIVIDUAL CARE & SUPPORT NEEDS

All students will know:

- » Examining social inequalities and demographic change
The role of professionals in meeting care needs
- » How to work with people with specific needs in the health & social care sector.
Pathogens and the chain of infection
- » How psychological perspectives are applied in health & social care.

All students will be assessed:

- » External Exam.
- » Assessed coursework for psychological perspectives.
- » Placement feedback and reflection.
- » Written assessment on pathogens.

Reading skills needed for this unit:

- » Interpreting information from a range of texts.
- » Research & interpreting data.

Key vocabulary:

Behaviouralist, CBT, Specific needs, working practices.

HALF TERM 6 PSYCHOLOGY, INFECTION CONTROL, WORK EXPERIENCE, MEETING INDIVIDUAL CARE NEEDS, SOCIOLOGY

All students will know:

- » How psychological perspectives are applied in health & social care.
- » The cause & transmission of infections. How to prevent & control transmission of infections. Multidisciplinary working and information governance. Social inequalities

All students will be assessed:

- » Quiz tasks, for infection control.
- » Placement feedback and completion of portfolio.
- » Assessed coursework for psychological perspectives.
- » Policy and practice assessment regarding infection control.

Reading skills needed for this unit:

- » Interpreting information from a range of texts.

Key vocabulary:

Pathogen, Universal precautions, Conformity.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Encourage students to watch the news & particularly consider factors affecting health & well being - poverty, environmental issues, medical advance, health campaigns, issues surrounding social care including ageing, particular services for those with specific needs.
- » Documentaries such as Panorama can provide a real life account of issues addressed in class.
- » Read about life changing experiences, either biographical accounts or fiction.
- » NHS Choices, Health careers, SCIE website, UK based charity websites for specific conditions or life events.
- » Support to complete DBS requirements may include providing birth certificates, passport, address history & any other key documentation.
- » Encourage attendance in revision classes.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students will usually only study health & social care, however there are key links within the units of the qualification. Links to Maths & English are required to research & interpret written & numerical data & use this to support their own ideas in assessed coursework.

YEAR 13 | A LEVEL HEALTH & SOCIAL CARE

'Becoming a Health & Social Care Practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Health & Social Care and develop students into Health & Social Care Practitioners:

This continues the 2nd year of a 2 year course equivalent to 3 A Levels.

Students will continue to develop knowledge & skills from year 12 & apply their own experiences from placement to inform their work.

2 externally examined units will be completed alongside the remaining 4 coursework units.

HALF TERM 1 ANATOMY & PHYSIOLOGY, ENQUIRIES INTO RESEARCH, SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS

All students will know:

- » Structure & organisation of the human body.
- » Structure & function of the body systems.
- » Role & purpose of research, research methodology, ethics.
Diagnosing or determining additional needs

All students will be assessed:

- » Body systems quizzes.
- » Past exam questions.
- » Discussion, review of articles, mock questions.
Discussions based on additional needs.

Reading skills needed for this unit:

- » Secondary research interpretation.

Key vocabulary:

RIDDOR, PPE, Qualitative, Quantitative, Secondary research, Ethics, BMI, nutritional health, Nutrients.

HALF TERM 2 ANATOMY & PHYSIOLOGY, ENQUIRIES INTO RESEARCH, SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS

All students will know:

- » Disorders of the body systems. Impact of medical research.
- » Role & purpose of research, research methodology, ethics.
- » How to prepare for assessment.
Types of additional need, including cognitive, physical health needs and social and emotional needs

All students will be assessed:

- » Past paper questions, Anatomy & Physiology mock exam.
- » Preparation for assessment, timed secondary research period & notes.

Reading skills needed for this unit:

- » Analysing information from a secondary source, interpreting research articles, reading for meaning.

Key vocabulary:

Qualitative, Quantitative, Secondary research, Ethics.

- » Trips to local universities offering related HE courses.
- » Online learning courses and opportunities.
- » Community Engagement roles.

HALF TERM 3 PROMOTING PUBLIC HEALTH, PRINCIPLES OF SAFE PRACTICE, NUTRITION, SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS

All students will know:

- » Origins of public health and the public health needs of the local area.
- » Duty of care, complaints procedures & types & signs of abuse & neglect.
- » Understand concepts of nutritional health and characteristics of essential nutrients.
- » Examine factors affecting dietary intake and nutritional health.
Overcoming challenges to daily living faced by those with additional needs

All students will be assessed:

- » Short essay tasks, 1st assessed coursework for Promoting public health.
- » Anatomy and physiology exam.
- » External assessment for Enquiries.
- » Short essay tasks & questions.

Reading skills needed for this unit:

- » Interpreting information from various sources
- » Reading for meaning.

Key vocabulary:

Abuse, Neglect, Vulnerable individuals, Duty of care, negligence, procedures, BMI , nutritional health, Nutrients NGT / PEG/ TPN.

HALF TERM 4 PROMOTING PUBLIC HEALTH, PRINCIPLES OF SAFE PRACTICE, NUTRITION, SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS

All students will know:

- » Health promotion models and theories.
- » Health & Safety legislation, procedures & responsibilities to maintain health & safety.
- » How to respond to accidents & emergencies in care settings.
- » Examine factors affecting dietary intake and nutritional health.
Investigating current practices with respect to provision for individuals with additional needs.

All students will be assessed:

- » Short essay tasks, 2nd assessed coursework for Promoting public health.
- » Homework tasks, 1st assessed coursework Principles of safe practice.

Reading skills needed for this unit:

- » Application of information from secondary sources into practice.

Key vocabulary:

Behaviour change models, NGT / PEG/ TPN.

HALF TERM 5 SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS, PRINCIPLES OF SAFE PRACTICE, NUTRITION

All students will know:

- » Why individuals may experience additional needs, how to overcome challenges & current practice & provision for individuals.
- » Health & Safety legislation, procedures & responsibilities to maintain health & safety. How to respond to accidents & emergencies in care settings.
- » Plan nutrition to improve individuals' nutritional health.

All students will be assessed:

- » Assessed coursework.
- » Homework tasks, 2nd assessed coursework.

Reading skills needed for this unit:

- » Reading for meaning.
- » Research from various types of sources.

Key vocabulary:

EHCP, Diagnostic, Diet plans.

HALF TERM 6
SUPPORTING
INDIVIDUALS WITH
ADDITIONAL NEEDS,
PRINCIPLES OF SAFE
PRACTICE,
PSYCHOLOGY,
NUTRITION

All students will know:

All content will have been delivered, final assessments undertaken. Course ends June 2025.

All students will be assessed:

Resubmission of coursework for additional needs, Principles of safe practices, exam results for Anatomy & Physiology and Research.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch the news and particularly consider factors affecting health & well being - poverty, environmental issues, medical advance, health campaigns, issues surrounding social care including ageing, particular services for those with specific needs.

Documentaries such as Panorama can provide a real life account of issues addressed in class.

Read about life changing experiences, either biographical accounts or fiction.

NHS Choices, Health careers, SCIE website, UK based charity websites for specific conditions or life events.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students will usually only study health & social care at this level, however there are key links within the units of the qualification.

Links to Math & English are required to research & interpret written & numerical data & use this to support their own ideas in assessed coursework. Assessment work must be presented in an informative & logical manner, using literacy skills to express & justify ideas & opinions. Use of key specialist terminology is required for higher grades.