

# BTEC Health and Social Care - Diploma

**LINK TO EXAM BOARD SPECIFICATION**

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html>

**Level 2 and Health and Social Care share the same Assessment terminology so students will have a sound understanding prior to KS5**

# YEAR 12

SMSC		SPIRITUAL = SP “Explore beliefs & experience, respect values, discover oneself and the surrounding world, use imagination & creativity, reflect” A SENSE OF AWE & WONDER		MORAL = M “Recognise right and wrong, understand consequence, investigate moral and ethical issues, offer reasoned views” CARE & VALUE THE ENVIRONMENT		SOCIAL = SO “Use social skills in different contexts, work well with others, resolve conflict, understand how communities work” WORKING AS PART OF A TEAM		CULTURAL = C “Appreciate cultural influences, participate in culture opportunities, understand, accept, respect and celebrate diversity” UNDERSTANDING DIFFERENCES	
WHEN	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)			New skill = NS Revisit = R Revision = RV	STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge, skills & provide experience to support KS5 new knowledge & skills?	SMSC	
TERM PLAN	KNOWLEDGE & SKILLS		ASSESSMENT OBJECTIVE		BAND 5 = INFORMED BAND 6 = MATURE				
Term 1 (SEPT)	Unit 8 The origins and aims of public health policy Strategies for developing public health policy Monitoring the health status of the population Groups that influence public health policy Factors affecting health The socio-economic impact of improving health of individuals and the population ASSIGNMENT 1		A1 A2 A3 A4 B1 B2	NS          RV	Informed: Argue concisely and professionally to evaluate how far public health policy has met its aims in a specific demographic area.  Mature: Show in-depth understanding of strategies used to develop policy and how these, and population health status monitoring, are used to create public health policy.  Informed: Use their research to deepen their understanding and arrive at valid conclusions on the socio-economic impact of improving the health of the population.  Mature: Refer to local demographic data and compare this to national data	Local data collection and analysis.  Health care assistant guest speaker	Level 2 Tech Award Factors affecting health	SP = Students are encouraged to explore with ideas, trusting in their own opinions, being given the freedom to use research that is available to show their awareness. They reflect on those experiences by annotating and assessing their own work.  M= Exploring inequalities in public health access and service use.  M = meeting deadlines and respecting others whilst exploring on case	

				to make suitable justifications and recommendations.			studies in groups in a shared space.
<b>Term 2</b>	<p>The role of health promoters</p> <p>Approaches to promoting public health and wellbeing</p> <p>Approaches to protecting public health and wellbeing</p> <p>Disease prevention and control methods</p> <p>Features of health promotion campaigns</p> <p>Barriers to participation and challenging indifference</p> <p>Models and theories that justify health behaviour change</p> <p>Approaches to increasing public awareness of health promotion</p> <p><b>ASSIGNMENT 2</b></p>	<p>C1</p> <p>C2</p> <p>C3</p> <p>C4</p> <p>D1</p> <p>D2</p> <p>D3</p> <p>D4</p>	<p>NS</p> <p>RV</p>	<p>Informed: Draw on and bring together understanding illustrate how far a specific health promotion campaign meets the aims of the related public health policy.</p> <p>Informed: Make suitable justifications and recommendations for the approaches used, and include a full evaluation of how successfully a health campaign meets its objectives</p> <p>Mature: Analysis and research to justify the validity of their conclusions. Justifications must be backed up by relevant research</p> <p>Mature: Articulate their arguments concisely and professionally.</p>	<p>Charity organisations- Breast cancer awareness- Crazy Hats</p> <p>Change for life local</p> <p>Northamptonshire Sport- Guest speaker overcoming barriers to participation.</p>	<p>Tech Award Component 3 overcoming barriers to health and wellbeing.</p>	<p>M = meeting deadlines and respecting others whilst exploring on case studies in groups in a shared space.</p> <p>SP: Develop awareness of individual differences in social groups and demographics and the impact of the factors that affect health and wellbeing.</p>
<b>Term 3</b>	<p><b>Unit 7</b></p> <p>Duty of care</p> <p>Complaints procedures</p> <p>Types and signs of abuse and neglect</p> <p>Factors that could contribute to individuals being vulnerable to abuse and neglect</p> <p>Responding to suspected abuse and neglect</p> <p>Reducing the likelihood of abuse and neglect</p> <p><b>ASSIGNMENT 1</b></p>	<p>A1</p> <p>A2</p> <p>B1</p> <p>B2</p> <p>B3</p> <p>B4</p>	<p>NS</p> <p>RV</p>	<p>Apply their understanding to more complex situations where they will recognise and respond to evidence or concerns about abuse and neglect.</p> <p>Reach reasoned and valid judgements on the significance of a duty of care and safeguarding procedures in promoting safe practice in health and social care.</p>	<p>Care home duty manager- guest speaker</p>	<p>PSHE- supporting others, Spotting the signs of abuse, bullying and neglect.</p>	<p>M= exploring code of practice and policies within the workplace to include discrimination, health and safety and risk assessment.</p> <p>M = meeting deadlines and respecting others whilst exploring on case studies in groups in a shared space.</p>



	Revision and Exam			<p>of the research against the principles of validity and reliability, and demonstrate a thorough understanding of ethical research</p> <p>Mature: Form conclusions linked to the implications of the research for future practice/provision in the sector.</p>			
Term 2	<p>Unit 19</p> <p>Concepts of nutritional health</p> <p>Nutritional measures and recommended dietary intakes</p> <p>Characteristics of essential nutrients</p> <p>Dietary needs of individuals</p> <p>Factors affecting nutritional health</p> <p>Factors affecting dietary intake</p> <p>Assignment 1</p>	<p>A1</p> <p>A2</p> <p>A3</p> <p>B1</p> <p>B2</p> <p>B3</p>	<p>NS</p> <p>RV</p> <p>NS</p> <p>RV</p>	<p>Informed: Articulate their arguments and views concisely and professionally to justify their conclusions.</p> <p>Mature: Detailed analysis of their research to show that they have considered how nutritional health influences the overall health and wellbeing of the two individuals, and the impact of influencing factors on the nutritional health of both.</p>	NHS Dietician, Nutritionist, Slimming World consultant.	PSHE- Living a healthy lifestyle to cover diet and nutrition.	
Term 3	<p>Assessment of nutrient intake</p> <p>Nutritional health improvement plan</p> <p>Assignment 2</p>	<p>C1</p> <p>C3</p>	<p>NS</p> <p>RV</p>	<p>Make suitable justifications and recommendations to support their ideas about the concepts of nutritional health.</p> <p>Demonstrate understanding of how improvements to nutrition can also improve overall health and wellbeing.</p> <p>Articulate their arguments and views concisely and professionally, and demonstrate their understanding through applying valid knowledge to less-familiar situations.</p>	Visit to University of Northamptonshire health and social care services and occupational therapist role in supporting healthy lifestyle	<p>My Fitness Pal</p> <p>Unit 8 Health eating- obesity and exercise</p>	