## **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											
WHEN	SPIRITUAL = SP  "Explore beliefs & experience, respect values, discover oneself and the surrounding world, use imagination & creativity, reflect" A SENSE OF AWE & WONDER  WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)			MORAL = M  "Recognise right and wrong, understand consequence, investigate moral and ethical issues, offer reasoned views"  CARE & VALUE THE ENVIRONMENT  STRETCH & CHALLE  (Differentiation — how your stretch the most		w will CIEAG		culture opportunities, understand, accept, respect and celebrate diversity" UNDERSTANDING DIFFERENCES  KS4 PRIOR LEARNING How will GCSE			
TERM PLAN	KNIOWIEDGE X. SKILIS		ASSESSMENT OBJECTIVE		to achieve top grade BAND 5 = INFORM BAND 6 = MATU	Sp Sp RE	peakers <mark>, local</mark> vironment and experiences	knowledge, skills & provide experience to support KS5 <u>new</u> knowledge & skills?	SMSC		
Term 1 (SEPT)	Unit 8 The origins and aims of public Strategies for developing pub Monitoring the health status Groups that influence public Factors affecting health The socio-economic impact or individuals and the population ASSIGNME	lic health policy of the population nealth policy f improving health of n	A1 A2 A3 A4 B1 B2	RV	Informed: Argue concise and professionally to evaluate how far public health policy has met its in a specific demographi area.  Mature: Show in-depth understanding of strateg used to develop policy a how these, and populati health status monitoring used to create public he policy.  Informed: Use their reset to deepen their understanding and arriv valid conclusions on the socio-economic impact of improving the health of population.  Mature: Refer to local demographic data and compare this to national	analysis. Health congies Indicate and Indica	. A	evel 2 Tech award Factors ffecting 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.
Term 2	The role of health promoters Approaches to promoting public health and wellbeing Approaches to protecting public health and wellbeing Disease prevention and control methods Features of health promotion campaigns Barriers to participation and challenging indifference Models and theories that justify health behaviour change Approaches to increasing public awareness of health promotion ASSIGNMENT 2	C1 C2 C3 C4 D1 D2 D3 D4	NS RV	Informed: Draw on and bring together understanding illustrate how far a specific health promotion campaign meets the aims of the related public health policy.  Informed: Make suitable justifications and recommendations for the approaches used, and include a full evaluation of how successfully a health campaign meets its objectives  Mature: Analysis and research to justify the validity of their conclusions. Justifications must be backed up by relevant research Mature: Articulate their arguments concisely and professionally.	Charity organisations- Breast cancer awareness- Crazy Hats  Change for life local  Northamptonshire Sport- Guest speaker overcoming barriers to participation.	Tech Award Component 3 overcoming barriers to health and wellbeing.	M = meeting deadlines and respecting others whilst exploring on case studies in groups in a shared space.  SP: Develop awareness of individual differences in social groups and demographics and the impact of the factors that affect health and wellbeing.
Term 3	Unit 7 Duty of care Complaints procedures Types and signs of abuse and neglect Factors that could contribute to individuals being vulnerable to abuse and neglect Responding to suspected abuse and neglect Reducing the likelihood of abuse and neglect	A1 A2 B1 B2 B3 B4	NS RV	Apply their understanding to more complex situations where they will recognise and respond to evidence or concerns about abuse and neglect.  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.	Care home duty manager guest speaker	PSHE- supporting others, Spotting the signs of abuse, bullying and neglect.	M= exploring code of practice and policies within the workplace to include discrimination, health and safety and risk assessment.  M = meeting deadlines and respecting others whilst exploring on case studies in groups in a shared space.

Health and safety legislation and policies in health and social care Influence of legislation and policies on health and social care practice Procedures to maintain health and safety Procedures for responding to accidents and emergencies Health and safety responsibilities  ASSIGNMENT 2	C1 C2 C3 D1 D2 D3 D4	NS RV	Learners will articulate arguments and views concisely to justify conclusions about the effectiveness of health and safety legislation, policies and procedures in maintaining health and safety in a health and social care setting.	n and cies and ning health	SO- Debate Factors that could contribute to individuals being vulnerable to abuse and neglect
			Relate their knowledge to more complex situations that are affected by different health and safety laws or procedures.		

	YEAR 13										
SMSC  "Explore beliefs & expe values, discover oneself an world, use imagination & o A SENSE OF AWE 8		perience, respect and the surrounding & creativity, reflect"	. , ,		SOCIAL = SO  "Use social skills in different contexts, worl well with others, resolve conflict, understan how communities work"  WORKING AS PART OF A TEAM		ork "Appreciate cul culture opport respect a	cultural = C tural influences, participate in cunities, understand, accept, nd celebrate diversity"			
WHEN			New skill = NS Revisit = R	STRETCH & CHALLE (Differentiation – how you stretch the most to achieve top grad	w will t able	CIEAG Trips, workshops,	KS4 PRIOR LEARNING How will GCSE knowledge, skills	SMSC			
TERM PLAN	KNOWLEDGE (	& SKILLS	ASSESSMENT OBJECTIVE	Revision = RV	BAND 5 = INFORM BAND 6 = MATU		speakers <mark>, local</mark> environment and experiences	& provide experience to support KS5 <u>new</u> knowledge & skills?			
Term 1 (SEPT)	Unit 4 Purpose of research in the hea sector	alth and social care	A1 A2 B1	RV NS	Informed: Learners will rationalised judgements about the techniques ar skills within research.	S	Local charities guest speakers- Diabetes UK, Breast Cancer awareness, British Heart foundation (importance of research)	Unit 7 and 8 year 12- Understanding how to access research and			
	Issues Research methodologies Planning Research Ethical issues Research skills		B2 B3 B4	RV	Informed: Use of second research techniques and will demonstrate their understanding of the wi	d skills		importance in the sector			
	Selecting appropriate seconda Evaluation of research Wider applications of research	•	C1 C2	RV	issue in context.  Mature: Evaluate the purpose, actions and re	sults					

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