

BTEC Health and Social Care - Extended Certificate

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?) BAND 5 = INFORMED BAND 6 = MATURE		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							
Term 1 (SEPT)	Development across the life stages MOCK AND REVISION Environmental factors / Social factors and economic that affect development. Major life events that affect development MOCK AND REVISION The physical and psychological changes of ageing. The societal effects of an ageing population MOCK AND REVISION			A1 A2 A3 A4 B3 B4 B5 B6 C1 C2 C3	NAK RV NAK RV NAK RV	Application of Theory into case study scenarios. Explanation and analysis of individual differences and genetics		Guest speaker from first Friends Nursery Care home manager guest speaker Plan Christmas Party for Elderly		Level 2 Component 1 Growth and Development- basic concepts to which to build in theory and practical examples Unit 9 Level two build on Lifestyle factors effecting development. Science /PSHE Sexual health, menstrual cycle, reproduction, Relationships		M = meeting deadlines and respecting others whilst exploring on case studies in groups in a shared space. SP: Develop awareness of individual differences in case studies to include special educational needs, medical conditions and the impact of these in reference to access to services.

Term 2	<p>Promoting equality, diversity and preventing discrimination</p> <p>Skills and personal attributes required for developing relationships Empathy and establishing trust with individuals</p> <p>Ethical issues and approaches</p> <p>Assessment of A</p> <p>Legislation and guidance on conflicts of interest balancing resources and minimising risk</p> <p>Assessment of B</p>	<p>A1 A2 A3</p> <p>B1</p>	<p>NAK</p> <p>RV/ NS</p> <p>NAK</p> <p>RV/ NS</p>	<p>Select material from the provided case studies which allows</p> <p>Exploration of the issues surrounding equality and diversity, and preventing discrimination</p> <p>Draw together their understanding of the empathy theories and how they are applied, together with personal skills and attributes, to successfully promote anti-discriminatory practice.</p> <p>Consider the advantages and disadvantages of theories and use detailed analysis and research to reach reasoned and valid</p> <p>Conclusions and recommendations.</p>	<p>University of Northamptonshire Trip</p> <p>HR Manager / Head Teacher / Mad for Life company for NCOP. People skills and what we look for in employees</p> <p>HR Manager Complaints procedure and handling disciplinary</p>	<p>British Values and PSHE Equality and Diversity Religious Education and Ethical issues.</p>	<p>SP: Develop awareness of individual differences in case studies to include special educational needs, medical conditions and the impact of these in reference to access to services.</p> <p>M Promoting equality, diversity and preventing discrimination in health and social care provision with reference to specific case studies.</p>
Term 3	<p>Enabling individuals to overcome challenges</p> <p>Promoting personalisation/ Communication techniques</p> <p>How agencies work together to meet individual care and support needs</p> <p>Assessment of B</p> <p>Roles and responsibilities of key professionals on multidisciplinary teams</p> <p>Maintaining confidentiality</p> <p>Managing information</p> <p>Assessment of D</p>	<p>C1 C2 C3</p> <p>D1 D2 D3 D4</p>	<p>NAK</p> <p>RV</p> <p>NAK</p> <p>RV</p>	<p>Draw on and bring together knowledge and understanding across learning aims to make suitable judgements on how successful multi-agency and multidisciplinary working meets individual needs.</p> <p>Evaluate how an individual's right to equality and independence can be promoted by multi-agency and multidisciplinary teams through enabling individuals to overcome challenges, but that this must be balanced with overcoming ethical issues.</p>	<p>SEND/ Heads of Year working with multi agencies in the support of children.</p>	<p>Relate to triangle of Care from unit 1 RV</p>	<p>M = meeting deadlines and respecting others whilst in a shared space.</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 service users to include special educational needs, medical conditions and the impact of the factors that affect access to care.</p>

YEAR 13

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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	
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?) BAND 5 = INFORMED BAND 6 = MATURE	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					
Term 1 (SEPT)	Understand the roles of people who work in health and social care settings, to include	A1	NAK	Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs	Local care home visit Care home manager to visit with job descriptions	Unit 5 Working with additional needs equality and diversity. Level 2 Unit 3 communication skills	M = meeting deadlines and respecting others whilst working on group photo-shoots in a shared space. SP = Students are encouraged to explore with careers, trusting in their own interests and path ways, being given the freedom to use research opportunities that are available to them. They reflect on those experiences by annotating and assessing their own work experience. M= exploring code of practice and policies within the workplace to include discrimination
	Understand the day-to-day responsibilities of people who work in health and social care settings Specific responsibilities of people who work in health and social care settings	A2 A3 A4 A5					
	MOCK AND REVISION						
	Multidisciplinary working in the health and social care sector The roles of organisations in the health and social care sector Issues that affect access to services Ways organisations represent interests of service users	B1 B2 B3 B4 B5	RV NAK				
	Responsibilities of organisations towards people who work in health and social care settings Working with people with specific needs in the health and social care sector	C1 C2	RV NAK				

							and work place bullying and harassment.
Term 2	Unit 12 Diagnosing or determining additional (Cognitive and learning Physical and health Social and emotional) Assignment 1 Definitions of disability Minimising environmental and social challenges Minimising personal challenges Attitudes of others	A1 A2 A3 A4 B1 B2 B3 B4	RV NAK RV NAK	Articulate arguments and views concisely to make Judgements about the impact the diagnosis of additional needs has on each of the individuals. Evaluate the possible long-term effects on the individual, the family and society, reaching reasoned and valid judgements. Analysis and research from recognised sources, consider the emotional, physical, social, intellectual and financial impact on the individual, the family.	SEND/ SENCO talk on identifying and working with learning difficulties	PSHE/ Skills Accepting other differences and supporting those that need additional help.	SP: Develop awareness of individual differences in service users to include special educational needs, medical conditions and the impact of the factors that affect access to care. M- Explore Discrimination and others beliefs in reference to additional learning needs. Understanding everyone's right to education and employment
Term 3	Professionals involved in supporting individuals with additional needs Support and adaptations for individuals with additional needs Financial support for individuals with additional needs Statutory provision for children with additional needs. Statutory provision for adults with additional needs Person-centred care for all individuals with special needs. MOCK AND REVISION	C1 C2 C3 C4 C5 C6	NAK RV	Evaluate the advantages or otherwise of the support provided to the two individuals. Reach justified conclusions about how effective the support was for improving the individuals' wellbeing.	Visit to Friars School in Wellingborough. Rowan gate open event planned for student delivery	Component 3 level 2 HSC the development of lifestyle improvement plans and the professional involved in support plans	C- Appreciate adiitonal needs and respect indivudal difference in support of the delivery of equal access health care. M = meeting deadlines and respecting others whilst in a shared space.