

BTEC Health and Social Care - Extended 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?) 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)	<p>Unit 3</p> <p>A The structure and organisation of the human body</p> <ul style="list-style-type: none"> How cells work Characteristics of tissues The structure and function of body organs. Energy in the body Human genetics <p>Homeostatic mechanisms. The structure, function and main disorders of the cardiovascular system</p> <ul style="list-style-type: none"> The structure, function and main disorders of the respiratory system. The structure, function and main disorders of the skeletal system The structure, function and main disorders of the muscular system <p>The structure, function and main disorders of the digestive system</p>	<p>A1</p> <p>A2</p> <p>A3</p> <p>A4</p> <p>A5</p> <p>B1</p> <p>B2</p> <p>B3</p> <p>B4</p> <p>B5</p> <p>B6</p>	<p>NAK</p> <p>NAK</p> <p>NAK</p>	<p>Informed: recall knowledge and show understanding of human anatomy and physiology.</p> <p>Informed: explore familiar applications of knowledge to demonstrate understanding of the structure and functions of different body systems, how these systems interrelate and the effect of disorders on human anatomy and physiology.</p> <p>Mature: articulate arguments and views concisely and professionally to justify the conclusions they reach in relation to the functioning of different body systems.</p> <p>Mature: show a depth of understanding of how the knowledge applies to detailed situations in relation to human anatomy and physiology.</p>	<p>University of Northampton/ Bedfordshire Labs- Movement Analysis/ Planes of movement. Biomechanics lecturer.</p> <p>Guest speaker – Occupational Therapist: arrange for a guest speaker to discuss all aspects of their role, the importance of Understanding anatomy.</p>	<p>PSHE- Living a healthy lifestyle to cover diet and nutrition.</p>	<p>C Exploring disease and infection control across communities and countries with regard to sanity and hygiene.</p> <p>M = meeting deadlines and respecting others whilst researching and presenting information in groups</p>

Term 2	<ul style="list-style-type: none"> The structure, function and main disorders of the nervous system The structure, function and main disorders of the endocrine system Structure, function and disorders of the lymphatic and immune systems Structure, function and disorders of the renal system Structure, function and disorders of the reproductive system <p>C Medical research How data is collected and used</p> <ul style="list-style-type: none"> Clinical trials – double blind, placebo. Epidemiological studies. Mortality and morbidity statistics. Data analysis skills to evaluate the efficacy of medical procedures and effects of lifestyle choices. 	B7 B8 B9 B10 B11 C1	NAK NAK NAK	<p>Informed: Select and organise information using appropriate knowledge and concepts of physiological systems and common disorders.</p> <p>Mature: evaluate concepts to reach reasoned and valid judgements.</p> <p>Mature: draw on and show a synthesis of knowledge and understanding of the different body systems.</p>	<p>Visit - Use a museum or educational trip (Museum of Anatomy and Pathology, Science Museum – the sport section, Museum of Medicine and Health) Visit to a UoN, UoB or Loughborough to investigate effects of ATP and energy systems, Wingate tests and VO 2 max test. Science Lab- Hear dissections and labelling. Biologist to support where necessary.</p>	<p>PSHE- supporting others, Spotting the signs of abuse, bullying and neglect.</p>	<p>M-Ethical consideration when collecting data in medical trials and research.</p>
Term 3	<p>Learning aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care</p> <p>Concepts and terminology used within sociology The key sociological perspectives</p> <p>Learning aim B: Examine how sociological approaches support understanding of models and concepts of health The biomedical model of health and alternatives The concepts of health, ill health and disability ASSIGNMENT 1</p> <p>Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</p> <p>Inequalities within society Demographic change and data</p>	A1 A2 B1 B2 C1 C2 C3	NAK NAK NS NAK NS NAK RV NS	<p>Informed: Make reasoned, analytical judgements involving comparison, discussion or justification of concepts and terminology used within sociology.</p> <p>Informed: Use research to extend understanding of the key sociological perspectives.</p> <p>Informed: interrelate facts, theories, concepts and contexts of the biomedical model of health and alternatives, drawing suitable conclusions.</p> <p>Informed: Discussion on the concepts of health, ill health and disability.</p> <p>Mature: Evaluate and reach reasoned and valid judgements on concepts and terminology used in sociology.</p> <p>Mature: Use research to justify the validity of the key sociological perspectives.</p>	<p>Local data collection and analysis.</p> <p>Health care assistant guest speaker</p>	<p>Unit 7 and 8 year 12- Understanding how to access research and importance in the sector</p>	<p>SO- Discussions surrounding equality and diversity across social class and groups- access to health care</p> <p>C Exploring communities and inequalities across social groups.</p> <p>M = meeting deadlines and respecting others whilst exploring on case studies in groups in a shared space.</p> <p>SP- Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery and thus access to social care services</p>

	Patterns and trends in health and ill health within social groups			<p>Mature: Draw on knowledge and understanding of the biomedical model of health and alternatives.</p> <p>Mature: Evaluate the concepts of health, ill health and disability to reach reasoned and valid judgements.</p> <p>Informed: Record information effectively from a wide range of sources or sources of particular relevance, to inequalities within society.</p> <p>Mature: use detailed analysis and research to make recommendations and proposals on patterns and trends in health and ill health within at least two social groups.</p>			
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YEAR 13

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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 20 Learning aim A: Understand different views on the nature of mental wellbeing and mental health Ways in which mental wellbeing and mental health are Factors that affect mental wellbeing and mental health across the life span Learning aim B: Examine how the main forms of mental ill health are classified Recognised mental ill-health conditions and their symptoms Strengths and limitations of classification systems Assignment 1 Learning aim C: Examine the impact of mental ill health on individuals and others in their social networks The impact of mental ill health on individuals Mental ill health and relationships Learning aim D: Examine strategies which promote mental wellbeing and mental health Legislation, policies and codes of practice Assessment and treatment Assignment 2		A1 A2 B1 B2 C1 C2 D1 D2	NAK NAK NAK NS RV NAK NAK NAK NAK NS RV	Informed: make reasoned, analytical judgements involving comparison, discussion or justification of the ways in which mental wellbeing and mental health are understood Mature: evaluate and reach reasoned and valid judgements on the ways in which mental wellbeing and mental health are understood. Informed: select and apply knowledge to demonstrate the impact of mental ill health on a selected individual and their relationships with others in their social networks. Informed: show that they understand how knowledge is applied to detailed situations, in relation to relevant sections of legislation, policies and practice relating to strategies for mental wellbeing and mental health promotion. Informed: interrelate facts, theories, concepts and contexts of assessment and treatment strategies for the mental ill-health condition of the selected individual, drawing suitable conclusions. Mature: articulate arguments and views concisely and professionally to justify	Local charities guest speakers- Mind, Young Minds Online Training, CAMHS	Unit 7 and 8 year 12- Understanding how to access research and importance in the sector	SP = Students are encouraged to explore with ideas, trusting in their own opinions, being given the freedom to use research that are available to show their awareness. They reflect on those experiences by annotating and assessing their own work. M= Exploring discrimination and stereotyping with respect to mental health. Understanding the laws surrounding discrimination towards others. M = meeting deadlines and respecting others whilst exploring on case studies in groups in a shared space.

				conclusions on the impact of mental ill health on a selected individual and their relationships with others in their social networks.			
Term 2	<p>Unit 18</p> <p>Learning aim A: Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years</p> <ul style="list-style-type: none"> • Patterns of growth and development • Principles of growth and development • Theories of development <p>Learning aim B: Examine factors that may impact on children's growth and development</p> <ul style="list-style-type: none"> • Factors • The impact of factors on growth and development <p>Assignment 1</p> <p>Learning aim C: Explore how assessment is used to identify children's stages of growth and development and their support needs</p> <ul style="list-style-type: none"> • Assessment methods growth, to include centile charts. • The contribution of assessment to the promotion of children's growth and development <p>Assignment 2</p>	A1 A2 A3 B1 B2 C1 C2	NAK NAK NAK NAK NS RV NAK NS RV	<p>Informed: demonstrate the relevance of each selected theory, making analytical judgements on the value of each in explaining each child's stage of growth and development</p> <p>Informed: show awareness of the suitability of the selected theories in identifying stages of development and any limitations to their usefulness.</p> <p>Mature: Draw together their understanding of theories that explain patterns of growth and development.</p> <p>Mature: evaluate the extent to which these theories can be applied in practice to support children at different stages of growth and development.</p> <p>Informed: consider each area of development that has been affected by the selected factors, and draw conclusions about how each may impact on the other areas of development and the possible level of that impact.</p> <p>Mature: consider the different approaches they used for the assessments, evaluating the strengths and weakness of each in identifying children's differing needs and any signs of atypical development.</p> <p>Mature: suggest forms of intervention and support that can be put into place as a result of assessment and arrive at a justified conclusion of how this can have a positive impact on the outcomes for children.</p>	<p>Health visitor Job Specification, Guest Speaker to discuss using centile charts to show and compare growth and development.</p> <p>Midwives Nursery manager SENCO Pre School Primary School Transition Support S. Finney</p> <p>Visit to University of Northamptonshire Child development department</p>	<p>PSHE- Living a healthy lifestyle to cover diet and nutrition.</p> <p>SP: Develop awareness of individual differences in children to include special educational needs and the impact of the factors that affect developmental areas.</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 children to include special educational needs and the impact of the factors that affect developmental areas.</p>
Term 3	<p>Unit 6</p> <p>Learning aim A: Examine the benefits of work experience in health and social care for own learning and development</p> <ul style="list-style-type: none"> • Developing skills and attributes 	A1 A2	NAK	<p>Informed: make reasoned, analytical judgements involving comparison and discussion.</p>	<p>Each student has individual work experience placement to</p>	<p>Skills preparing for Work experience, Skills week, Careers Fair</p>	<p>SP = Students are encouraged to explore with careers, trusting in their own interests and path ways, being given</p>

	<ul style="list-style-type: none"> • Clarifying expectations for employment in health and social care • Exploring career options <p>Learning aim B: Develop a work experience plan to support own learning and development</p> <ul style="list-style-type: none"> • Preparation for work experience • Setting goals and learning objectives <p>Learning aim C: Carry out work experience tasks to meet set objectives</p> <p>Work experience tasks Work shadowing and observation</p> <p>Learning aim D: Reflect on how work experience influences own personal and professional development</p> <ul style="list-style-type: none"> • Reviewing personal and professional development • Using feedback and action planning 	<p>A3</p> <p>B1 B2</p> <p>C1 C2</p> <p>D1 D2</p>	<p>NS RV</p>	<p>Informed: use research to extend their understanding about the expectations of work experience placements.</p> <p>Informed: select and apply knowledge to demonstrate the relevance and purpose of their work experience plan to support their learning and development.</p> <p>Mature: reach valid judgements about the benefits of preparation for work experience placements. Mature: research to justify the expectations of work experience and articulate their views concisely.</p> <p>Informed: use the knowledge, skills and understanding gained from across their learning to select and justify solutions regarding how work experience tasks can support their personal and professional development.</p> <p>Informed: monitor their achievement against their work experience plan to ensure the relevance of targets, and must reflect actively on evidence of their performance using feedback from others.</p> <p>Mature: make valid judgements about the risks and limitations of techniques and processes used in their work experience setting and how this can impact the desired outcomes and development of skills.</p>	<p>complete 120 hrs in sector</p>		<p>the freedom to use research opportunities that are available to them. They reflect on those experiences by annotating and assessing their own work experience.</p> <p>M= exploring code of practice and policies within the workplace to include discrimination and work place bullying and harassment.</p> <p>M = meeting deadlines and respecting others whilst carrying out work experience.</p>
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