

KS5 CURRICULUM: Health and Social care (YEAR 13) BTEC L3: Diploma 2023-2024

<p>Curriculum aim: In BTEC L3 Health and Social care national diploma (2A Level equivalent) we aim to continue securing outstanding outcomes by delivering high quality teaching to enthuse, expand our young people. This part of the course consists of exam and coursework and further enhances their skills to prepare for the working world.</p>
<p>Link to prior learning: The subject builds on analytical skills from previous units from year 12 to enable them to become more of a critical thinker and further enhanced their knowledge in the Health and social care sector.</p>
<p>Rationale of sequencing: The extended certificate is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in various other subjects as it is cross-curricular with many expanding elements to go in conjunction with many routes to differing careers. We have started with the challenging units in year 12 to allow students to be given a re-sit opportunity, these units envisage the fundamentals of Health and Social care by equipping them with tools and skills needed to understand individuals behaviour and looking at various policies, laws in the workplace to give them that awareness.</p>
<p>Overview: In BTEC Health and Social care L3 Diploma you will learn about: Unit 1 (Human Lifespan development: Exam), Unit 2 (Working in Health and Social care: Exam), Unit 4 (Enquiries into Health and Social care: Controlled Assessment), Unit 5 (Meeting individual needs: CW), Unit 6 (Work experience's), Unit 7 (Principles in care: CW), Unit 8 (Promoting Public Health: CW), Unit 14 (Psychological perspectives: CW)</p>

	Focus / Topic	Knowledge & Skills <u>Knowledge/ skills (from NC/ programmes of study):</u> Students will develop skills and knowledge in:	Assessment
Autumn 1	<p>U2: Working in Health and Social care Introduction to unit</p> <p>U5: Meeting individual needs Introduction to unit. P1, P2, M1, M2, D1</p> <p>U7: Principles in Care Introduction to unit. P1, P2, M1, D1</p> <p>U8: Promoting public Health Introduction to unit P1, P2, M1, D1</p>	<p>UNIT 2: A1 The roles and responsibilities of people who work in the health and social care sector. A2 The responsibilities of people who work in health and social care settings. A3 Specific responsibilities of people who work in health and social care settings. A4 Multidisciplinary working in the health and social care sector. A5 Monitoring the work of people in health and social care settings. B1 The roles of organisations in providing health and social care services. B2 Issues that affect access to services. B3 Ways organisations represent interests of service users. B4 The roles of organisations that regulate and inspect health and social care services B5 Responsibilities of organisations towards people who work in health and social care settings.</p> <p>Unit 5: P1 Explain the importance of promoting equality and diversity for individuals with different needs. P2: Explain the skills and personal attributes necessary for professionals who care for individuals with different needs. M1: Analyse the impact of preventing discrimination for individuals with different needs. M2: Assess different methods professionals might use when building relationships and establishing trust with individuals with needs. D1: Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.</p> <p>Unit 7: P1: Explain the implications of a duty of care in a selected health or social care setting. P2: Discuss ways in which complaints and appeals procedures address failure in a duty of care in a selected health or social care setting. M1: Assess the importance of balancing individual rights with a duty of care in a selected health or social care setting. D1: Evaluate the significance of a duty of care and complaints procedures in promoting safe practice in a selected health or social care setting.</p> <p>Unit 8: P1: Explain the strategies used to develop public health policy in order for it to meet its aims. P2: Explain how monitoring information to determine patterns of health and ill health is used by government to inform the creation of public health policy. M1 Analyse how public health policy is influenced by strategies and patterns of health and ill health. D1 Evaluate how far the use of strategies and monitoring the health status of the population helps public health policy to meet its aims in reducing the factors that influence public health, with reference to a specific demographic area.</p>	<p>U2: Asst A -B U5: Asst A U7: Asst A U8: Asst A</p>
Autumn 2	<p>U2: C1, C2 U5: P3, M3, D2</p> <p>U7: P3, P4, P5, M2</p>	<p>Unit 2: C1 People with specific needs C2 Working practices</p> <p>Unit 5: P3: Explain how to incorporate ethical principles into the provision of support for individuals with different needs.</p> <p>M3: Analyse how an ethical approach to providing support would benefit specific individuals with different needs.</p> <p>D2: Justify the strategies and techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care.</p> <p>Unit 7: P3 Describe the types and signs of abuse and neglect that may be experienced by different individuals. P4 Explain the factors that may contribute to and reduce the likelihood of abuse and neglect for service users in health and social care. P5 Explain how to respond to concerns about abuse and neglect in the selected health or social care setting. M2 Assess the importance of recognising and responding to evidence or concerns about different types of abuse and neglect in health and social care.</p>	<p>U2: Mock exam U5: Asst B U7: Asst B U8: Asst B</p>

	U8:P3, P4, M2, M3	Unit 8: P3 ● Explain factors affecting current patterns of health and ill health in a specific demographic area. P4 ● Explain the impact of public health policy in minimising these factors in relation to a specific demographic area. M2 ● Assess the extent to which factors affect current patterns of health and ill health, with reference to a specific demographic area. M3 ● Assess how minimising the factors affecting health can contribute to improving the health of the population in relation to the area.	
Spring 1	U2 U5: P4, P5, M4 U7: P6.M3,D3 U8:P5, P6, M4,D2, D3	Unit 2: Revision Unit 5: P4 ● Explain the strategies and communication techniques used with individuals different needs to overcome different challenges. P5 ● Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs. M4 ● Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs. Unit 7: P6 ● Compare the influence of different health and safety laws or policies on health and social care practice in a selected setting. M3 ● Analyse how health and safety legislation or policies influence safe practice in a selected health or social care setting. D3 ●Justify the effectiveness of health and safety legislation, policies and procedures in maintaining health and safety in a selected health or social care setting. Unit 8: P5: ● Explain how approaches to health promotion and protection have been applied in a selected health promotion campaign. P6 ● Explain how approaches to prevention and control have been applied in a selected campaign. M4 ● Assess the success of approaches used to promote and protect health and prevent disease in a selected health promotion campaign. D2 ● Justify the approaches used to promote and protect health and prevent disease in a selected health promotion campaign.: D3 ● Evaluate the success of a specific public health campaign in encouraging behaviour change in relation to health.	U2: Exam U5:Asst C U7: Asst C U8: Asst C
Spring 2	U2 U5: P6, P7, P8, M5 U7:P7,P8 U8: P7, P8,	Unit 2: Revision Unit 5: P6 ●Explain why meeting the needs of the individuals requires the involvement of different agencies. P7: ●Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals. P8: ● Explain the arrangements for managing information between professionals. M5: ● Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs. Unit 7: P7 ● Explain how different procedures maintain health and safety in a selected health or social care setting. P8 ● Explain the health and safety responsibilities of employers, employees and others in a selected health or social care setting. Unit 8 P7: ● Explain how models or theories that justify behaviour change can be used to overcome barriers in relation to a selected health promotion campaign. P8 ● Explain the features of a selected health promotion campaign and the approaches used to increase public awareness.	U2:Mock exam U5: Asst D U7: Asst D U8: Asst D
Summer 1	U2 U5: M6, D3, D4 U7:M4, D4 U8: M5,D4	Unit 2: Revision Unit 5: M6 ● Analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working. D3 ●Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality. D4 ● Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals. Unit 7: M4 ●Analyse how individual responsibilities and health, safety and emergency procedures contribute to safe practice in a selected health or social care setting D4 ● Evaluate the importance of safe practice procedures and responsibilities in maintaining and promoting the health, safety and welfare of service users in a selected health or social care setting. Unit 8: ● M5 ●Analyse how theories or models and approaches have been used in a selected health promotion campaign to overcome barriers and increase public awareness. D4 ● Evaluate how far a recent health promotion campaign met the aims of public health policy through the strategies and approaches used to improve the health of a demographic area.	U2: Final exam U5:Asst ABCD U7:Asst ABCD U8:Asst ABCD :
Summer 2	U2: A1-5,B1-5,C1-2 U5: P1-8, M1-6, D1-4 U7:P1-8, M1-4, D1-4 U8: P1-6, M1-3, D1-3	Unit 2: Completion of unit. Early finish at end of course. N/A Unit 5: Completion of unit. Early finish at end of course. N/A Unit 7: Completion of unit. Early finish at end of course. N/A Unit 8: Completion of unit. Early finish at end of course. N/A	BTEC Final verification All units

Skills required include:

- Ability to write up the findings of their own research
- Using case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills using appropriate workplace values and practices

Employability skills

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Transferable knowledge and skills for higher education?

- The ability to learn independently
- The ability to research actively and methodically
- To be able to give presentations and be active group members.
- Effective writing
- Analytical skills