

BTEC Health and Social care -Year 12-Unit 12-Supporting individual with additional needs

Curriculum Aim: In BTEC L3 Health and Social care national Diploma (2 A Level equivalent) we aim to prepare students to be lifelong, effective learners within the Health and Social care sector, allowing students to gain deeper specialist knowledge and transferable skills with an evaluative view of work practices, policies to prepare them for university and employment. The course has a work experience unit to give the students the opportunity to apply what they have learnt in the real world.

Link to prior learning: The subject builds on analytical skills from previous units GCSE units to enable them to become more of a critical/evaluative thinker.

Rationale of sequencing: Students completing their BTEC Nationals in Health and Social Care will be aiming to go on to employment, often via the stepping stone of higher education. We begin this unit with an introduction into Health and Social care, this sets the foundation

The Diploma 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 business areas before entering employment. The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject. This unit has been designed with a focus on the individual uniqueness of people with additional needs and to introduce the students to the benefits of equality and respecting diversity for wider society. The emphasis is on inclusion, promoting independence and understanding the policies and procedures that help health and social care workers provide appropriate support.

Students will benefit from visits to supported living establishments, guest speakers such as social workers, care workers and individuals with additional needs and gain a deeper understanding to their needs and what support is available to them.

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	Focus/Topic	Knowledge & skills (From NC/Programmes of study	Assessment
Autumn 1	Examine reasons why individuals may experience additional needs	<ul style="list-style-type: none"> Looking at the reasons why individuals may have additional needs, what are the causes? Looking at different diagnosis for specific additional needs causation, severity and stability over time, and prognosis of the condition. 	Individual activity/small group activity: Keyword recall. Collaborative group work
Autumn 2	Cognitive and learning needs	<ul style="list-style-type: none"> Autism-spectrum disorders, to include Asperger syndrome, pervasive developmental disorder not otherwise specified (PDD-NOS) and childhood disintegrative disorder. Inherited conditions, to include Down's syndrome, Huntington's disease, dementia, Alzheimer's. Needs of older people, to include memory loss, slower cognitive speed, life-long learning 	<ul style="list-style-type: none"> Focus group/collaborative learning Research based skills- Looking at different research methods/reports.

BTEC Health and Social care -Year 12-Unit 12-Supporting individual with additional needs

Spring 1	Definitions of disability	<ul style="list-style-type: none"> •Models of disability, to include medical and social models. •Understanding of disability and dependency as social constructs. •Definitions of disability, disablement, discrimination and impairment 	<p>Problem solving skills</p> <p>Independent study</p> <p>Questioning</p> <p>Recall on the different disabilities and effects.</p>
Spring 2	Attitudes of others	<ul style="list-style-type: none"> •Stereotyping and judgemental assumptions • marginalisation, such as failure to include, avoidance • discrimination, including failure to make adjustments or modifications • disempowerment, including not allowing individuals to make decisions, removing choice • labelling. 	<p>Collaborative working on what it's like to experience discrimination</p>
Summer 1	Professionals involved in supporting individuals with additional needs	<p>The basic job roles regarding caring for individuals with additional needs, to include</p> <ul style="list-style-type: none"> •community learning disability nurses •occupational therapists •physiotherapists •psychiatrists, •psychologists 	<p>Research skills</p>

BTEC Health and Social care -Year 12-Unit 12-Supporting individual with additional needs

Summer 2	Statutory provision for children with additional needs	<ul style="list-style-type: none"> •social workers •speech and language therapists •special needs teachers. <p>Common Assessment Framework (CAF).</p> <ul style="list-style-type: none"> • The requirements on health, colleges, schools and early years providers to co-produce the local offer from 1 September 2014. • Education, Health and Care Plans from 1 September 2014. • Codes of practice, legislation and policies relating to provision for children with additional needs. 	Final draft submission
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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?

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- 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