

<p><b>Curriculum Aim:</b></p> <p>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.</p>
<p><b>Link to prior learning:</b> The subject builds on analytical skills from previous units GCSE units to enable them to become more of a critical/evaluative thinker.</p>
<p><b>Rationale of sequencing:</b> 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</p> <p>. 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 qualification can also be used to progress to Higher Apprenticeships. Historically students perform nationally, better on internal units on BTEC courses. These are arguably the most challenging units, hence they are delivered early, thus allowing students resit opportunities later in the course to ensure timely certification.</p>
<p><b>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)</b></p>

	Focus/Topic	Knowledge & skills (From NC/Programmes of study	Assessment
Autumn 1	<p>Unit 1 – Human Lifespan development</p> <ul style="list-style-type: none"> <li>• Human growth and development through the life stages</li> </ul> <p>Unit 4 - Enquiries into current research into Health and Social care-Types of issues where research is carried out in the health and social care Sector</p>	<p>Introduction to human development, creation of life, How we got here?</p> <ul style="list-style-type: none"> <li>• How important is development? <ul style="list-style-type: none"> <li>• Do you think that development is biological (it is going to happen because we are pre-programmed to be intelligent or to be badly behaved)? Or do you think that development requires external influences? If so, why?</li> </ul> </li> <li>• Introduction to research –Why is research important? The benefits of research?</li> <li>• Debate -learners will discuss what they think are the most important issues facing health and social care services.</li> </ul>	<p>Individual activity/small group activity: Keyword recall. Biology video to ascertain understanding of how the body works. Collaborative group work</p> <p>Assessment week (November) –Unit 1</p> <ul style="list-style-type: none"> <li>• Written mock exam</li> <li>• 1.5 hours.</li> <li>• 90 marks</li> </ul> <p>Assessment week (November) –Unit 4 mock paper</p> <ul style="list-style-type: none"> <li>• Focus group/collaborative learning</li> <li>• Research based skills-Looking at different research methods/reports.</li> <li>• Mini research project to try</li> </ul>

Autumn 2	<p>Unit 1-•Factors affecting human growth and development</p> <p>Unit 4-B Research methods in health and social care</p>	<ul style="list-style-type: none"> <li>• Discussion about the nature-nurture debate following an opening video clip about children who allegedly grew up in unfortunate circumstances. What types of factors have an impact? Analysing the various factors.</li> <li>• Looking at genetic factors and their effects.</li> <li>• Researching Key theorists and their studies and how to apply it to their work.</li> <li>• Looking at a variety of sources and information and evaluating whether they are reliable/unreliable.</li> <li>• The advantages/disadvantages of certain types of research</li> </ul>	<ul style="list-style-type: none"> <li>• out primary research.</li> <li>• Presentation skills –based on a specific topic.</li> <li>• Critical skills into looking at various factors and the effects.</li> <li>• Key word recall</li> <li>• Questioning</li> </ul>
Spring 1	<p>Unit 1 –Effects of ageing- Understanding the physical/ psychological effects of ageing</p> <p>Unit 4 - Carrying out and reviewing relevant secondary research into a contemporary health and social care issue</p>	<ul style="list-style-type: none"> <li>• Students watch a video ‘human body – old age’. During this documentary they will take notes on key aspects of physiological changes associated with old age.</li> <li>• Case studies of individuals in later adulthood in differing domestic environments (at home, care home, with relatives), learners will explore possible changes to an individual’s social systems in later life.</li> <li>• Guest speaker from a care home or visit to care home to gain a real insight into the elderly.</li> <li>• Students will carry out their own mini primary research on either health promotion or ill-health prevention. Given examples from local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to take an exam paper to improve grade.</li> <li>• Problem-solving skills-how they can resolve a social issue?</li> <li>• Strategic thinking</li> <li>• Independent study</li> <li>• Do now activities</li> <li>• Questioning</li> <li>• Recall</li> </ul> <p>Final exam-marked by pearson.</p>
Spring 2	<p>Unit 1 –Effects of ageing</p> <p>Unit 4- C Carrying out and reviewing relevant secondary research into a contemporary health and social care issue</p>	<ul style="list-style-type: none"> <li>• Economic effect the ageing population is having on the economy</li> <li>• Looking at the social changes and what can be done to combat the problem.</li> <li>• Students will look at patterns and trends in the local area of a social issue and analyse what changes have taken place</li> <li>• Discuss and explain the purpose of research in the health and social care sector to include to improve outcomes for people using services; informing policy and practice; extending knowledge and understanding; identifying gaps in provision.</li> <li>• How to do a literature/journal research which they will need to know for university.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving skills-how they can resolve a social issue?</li> <li>• Strategic thinking</li> <li>• Independent study</li> <li>• Do now activities</li> <li>• Questioning</li> <li>• Recall</li> </ul>
Summer 1	<p>Unit 1-Revision</p> <p>Unit 4 -Revision</p>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Peer and self-assessment of questions within the session.</li> </ul>	<p>Final exam 22</p> <p>Opportunity to do re-sit of unit 4.</p>