

| Year 13 Extended Certificate in Health and Social Care Curriculum Sequencing Grid 2021-2022 | | | |
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| Subject: Health and Social Care | Term One | Term Two | Term Three |
| Unit <i>(Tablet in 39 week plan)</i> | Unit 2: Working in Health and Social Care (Learning aim A) | Unit 14: Physiological Disorders and their Care (Learning aim A, B and C) | |
| Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i> | The roles and responsibilities of people who work in the health and social care sector | Investigate the causes and effects of physiological disorders Examine the investigation and diagnosis of physiological disorders Examine treatment and support for service users with physiological disorders | |
| Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i> | The responsibilities of people who work in health and social care settings Specific responsibilities of people who work in health and social care settings Multidisciplinary working in the health and social care sector Monitoring the work of people in health and social care settings | Types of physiological disorders and effects on body systems and functions Causes of physiological disorders Signs and symptoms of physiological disorders Investigative procedures for physiological disorders Diagnostic procedures for physiological disorders Provision of treatment and support | |

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| | | Types of carers and care settings |
| <p>Key Technical Vocabulary</p> <p><i>To be modelled and deliberately practiced in context.</i></p> | <p>Responsibilities of workers</p> <p>Care values</p> <p>Anti-discriminatory practice</p> <p>Empowerment</p> <p>Safety</p> <p>Information management and communication</p> <p>Accountability</p> <p>Multidisciplinary working</p> <p>Professional bodies</p> <p>Monitoring</p> | <p>Endocrine system disorders</p> <p>Nervous system disorders</p> <p>Musculo-skeletal system disorders</p> <p>Respiratory system disorders</p> <p>Circulatory system disorders</p> <p>Cancer</p> <p>Inherited trait</p> <p>Lifestyle choices</p> <p>Diet</p> <p>Environment</p> <p>Signs</p> <p>Symptoms</p> <p>Investigations</p> <p>Diagnostic procedures</p> <p>Medication</p> <p>Surgery</p> <p>Rehabilitation programmes</p> <p>Complementary therapies</p> <p>Advice on lifestyle changes</p> <p>Carers</p> <p>Care settings</p> |
| <p>Opportunities for reading</p> | <p>Individual rights document</p> <p>Mind.org.uk - advocacy support guide</p> <p>Case studies</p> <p>Lone worker policy</p> <p>NHS managing conflict document</p> <p>Risk assessment document</p> <p>News articles on safeguarding</p> | |

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| | <p>COSHH regulations – hazardous waste disposal HSE.gov.uk - RIDDOR document Data Protection Act (1998) GDPR information General Medical Council information Nursing and Midwifery Council information Health and Care Professions Council information Baby 'P' / Victoria Climbe cases OFSTED / CQC information</p> | |
| <p>Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i></p> | <p>Applying the essential skills and knowledge to case studies and authentic contexts. Understanding how care values are maintained and fostering these / understanding the impact of the failure of this</p> | |
| <p>Authentic Connections – Cross Curricular Links</p> | <p>Science/PE – COSHH, system disorders, lifestyle choices Psychology/Sociology –discrimination IT – Confidentiality</p> | |
| <p>Key Assessment</p> | <p>Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long-term memory. Each assessment is standardised with another member of staff in department.</p> | <p>Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS5 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p> |

