Maltby Academy

Year 13 Diploma in Health and Social Care Curriculum Sequencing Grid 2021-2022

Subject: Health and Social Care	Term One	Term Two	Term Three
Unit *(Tablet in 39 week plan)*	Unit 4: Enquiries into Current Research in Health and Social Care (Learning aim B & C)	Unit 7: Principles of Safe Practice in Health and Social Care (Assignment 1 and 2)	
Key Retainable Skills *(required for Y12) What… How… Why…*	Research methods in health and social care Carrying out and reviewing relevant secondary research into a contemporary health and social care issue	A.P1 Explain the implications of a duty of care in a selected health or social care setting. A.P2 Discuss ways in which complaints and appeals procedures address failure in a duty of care in a selected health or social care setting. B.P3 Describe the types and signs of abuse and neglect that may be experienced by different individuals. B.P4 Explain the factors that may contribute to and reduce the likelihood of abuse and neglect for service users in health and social care. B.P5 Explain how to respond to concerns about abuse and neglect in the selected health or social care setting. A.M1 Assess the importance of balancing individual rights with a duty of care in a selected health or social care setting. B.M2 Assess the importance of recognising and responding to evidence or concerns about different types of abuse and neglect in health and social care. A.D1 Evaluate the significance of a duty of care and complaints procedures in promoting safe practice in a selected health or social care setting. B.D2 Justify procedures for responding to concerns about abuse and neglect in the selected health or social care setting.

C.P6 Compare the influence of different health and safety laws or policies on health and social care practice in a selected setting. D.P7 Explain how different procedures maintain health and safety in a selected health or social care setting. D.P8 Explain the health and safety responsibilities of employers, employees and others in a selected health or social care setting. C.M3 Analyse how health and safety legislation or policies influence safe practice in a selected health or social care setting. D.M4 Analyse how individual responsibilities and health, safety and emergency procedures contribute to safe practice in a selected health or social care setting. CD.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. | |

		CD.D4 Evaluate the importance of safe practice procedures and responsibilities iin maintaining and promoting the health, safety and welfare of service users in a selected health or social care setting.
Key Retainable Knowledge *(required for Y12)* *What… How…. Why….*	Research methodologies Planning Research Ethical issues Research skills Selecting appropriate secondary sources Evaluation of research Wider applications of research	Duty of care Complaints procedures Types and signs of abuse and neglect Factors that could contribute to individuals being vulnerable to abuse and neglect Responding to suspected abuse and neglect Reducing the likelihood of abuse and neglect Health and safety legislation and policies in health and social care Influence of legislation and policies on health and social care practice Procedures to maintain health and safety Procedures for responding to accidents and emergencies Health and safety responsibilities
Key Technical Vocabulary *To be modelled and deliberately practiced in context.*	ONS Questionnaires Interviews Data Qualitative Quantitative Rationale Objectives Timescales Ethical principles Legislation Statistics Skimming/scanning Secondary research Bias Validity Reliability Recommendations	Wellbeing Harm Abuse Neglect Safe practice Complaints Failures Signs Vulnerability PIES Policies Procedures Disclosure Legislation Multi-agency working Safeguarding Risk assessments DBS Infection control and prevention Reporting Responsibilities

Opportunities for reading	https://www.rcn.org.uk/get-help/rcn-advice/duty-of-care https://www.nmc.org.uk/standards/code/read-the-code-online/ https://www.scie.org.uk/workforce/induction/standards/cis05_dutyofcare.asp https://www.unison.org.uk/content/uploads/2013/06/On-line-Catalogue197863.pdf Key legislation Health and Safety at Work Act 1974 Management of Health and Safety at Work Regulations 1999 Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) Provision and Use of Work Equipment Regulations 1998 (PUWER) Workplace (Health, Safety and Welfare) Regulations 1992 https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/ to Read Telegraph article on why homeless shelters are closing (2017) Oxford City Council Women's Aid News articles on financial and psychological abuse CQC Health and Safety Executive Adult Safeguarding Boards Child Safeguarding Boards https://www.equalityhumanrights.com/en/advice-and-guidance/ https://www.cqc.org.uk/guidance-providers/regulations-enforcement/regulation-16-receiving-acting-complaints https://www.citizensadvice.org.uk/law-and-courts/discrimination/mental-health https://www.cqc.org.uk/guidance-providers/regulations-enforcement/regulation-13-safeguarding-service-users-abuse-improper https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/what-rights-are-protected-under-the-human-rights-act/your-right-not-to-be-tortured-or-treated-in-an-inhuman-way/ https://www.cqc.org.uk/guidance-providers/regulations-enforcement/regulation-13-safeguarding-service-users-abuse-improper https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/taking-action-about-human-rights/ Health and Safety at Work etc Act 1974 https://www.britsafe.org/training-and-learning/find-the-right-course-for-you/health-and-safety-legislation-what-you-need-to-know/ The Food Safety & Hygiene (England) Regulations 2013 http://www.wrap.org.uk/content/legal-and-regulatory-links-food-redistribution The Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance#overview https://www.citizensadvice.org.uk/law-and-courts/discrimination/about-discrimination/equality-act-2010-discrimination-and-your-rights/ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 http://www.hse.gov.uk/RIDDOR/index.htm Cancer/Dementia/MIND websites to support academic reading into research on current issues within health or social issues.

	BMJ medical journals Joseph Rowntree Foundation NHS website Scholarly articles to support further/wider reading – Google scholar	
Developing Cultural Capital *Essential knowledge and skills of educated citizens.*	In Unit 4, students are considering the necessity for research activity in a range of health and social issues. Topics studied to explore this further are cervical cancer screenings, childhood obesity, domestic abuse and vulnerable individuals, schizophrenia and alternative treatments. Students are developing their understanding of complex problems within the health sector which practitioners and institutions needs to address. This unit enlightens the importance and identifying gaps in provisions, implementing policies and new practices and the development of new knowledge and treatments. Unit 7 considers safe practice in a social care setting of Beeches drop in centre. This scenario is set up to encourage students to affiliate with health and safety guidance and consider the impact this has on service users who may be suffering abuse or neglect when a duty of care is not maintained.	
Authentic Connections – Cross Curricular Links	**Psychology/Sociology** – research methods, validity, reliability, qualitative data, quantitative data, questionnaires, interviews, ethical issues	
Key Assessment	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.	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.