

Year 12 Diploma in Health and Social Care Curriculum Sequencing Grid 2021-2022			
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 5: Meeting individuals care and support needs (Learning aim A)	Unit 2: Working in Health and Social Care (Learning aim A) Unit 5: Meeting individuals care and support needs (Learning aim B)	Unit 14: Physiological Disorders and their Care (Learning aim C) Unit 5: Meeting individuals care and support needs (Learning aim 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 Examine principles, values and skills which underpin meeting the care and support needs of individuals	The roles and responsibilities of people who work in the health and social care sector Examine the ethical issues involved when providing care and support to meet individual needs	Examine treatment and support for service users with physiological disorders Investigate the principles behind enabling individuals with care and support needs to overcome challenges
Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i>	The roles of people who work in health and social care settings Specific responsibilities of people who work in health and social care settings	The roles 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	Provision of treatment and support Types of carers and care settings Principles behind enabling individuals with care and

	Principles, values and skills underpinning meeting the care and support needs of individuals	Ethical issues involved when providing care and support needs to meet individuals needs	support needs to overcome challenges
<p>Key Technical Vocabulary</p> <p><i>To be modelled and deliberately practiced in context.</i></p>	<p>Roles of workers</p> <p>Responsibilities of workers</p> <p>Doctors</p> <p>Nurses</p> <p>Midwives</p> <p>Occupational therapists</p> <p>Healthcare assistants</p> <p>Social worker</p> <p>Equality</p> <p>Diversity</p> <p>Discrimination</p> <p>Skills</p> <p>Attributes</p> <p>Empathy</p>	<p>Roles of workers</p> <p>Responsibilities of workers</p> <p>Youth workers</p> <p>Care assistants/managers</p> <p>Support workers</p> <p>Accountability</p> <p>Policies</p> <p>Procedures</p> <p>Codes of conduct</p> <p>Multi-disciplinary teams</p> <p>Holistic</p> <p>Ethical issues</p> <p>Ethical approaches</p> <p>Legislation</p> <p>Guidance</p> <p>Conflict of interest</p> <p>Balancing resources</p> <p>Minimising risk</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>Overcoming challenges</p> <p>Personalisation</p> <p>Communication techniques</p>
Opportunities for reading	<p>Job descriptions for role of professional 'day in the life of'</p> <p>Cases of Baby P and Victoria Climbe</p> <p>NHS website</p>		

	<p>Simply Psychology</p> <p>Revise BTEC National Health and Social Care Revision Guide and workbook</p> <p>BTEC National Health and Social Care student textbook</p> <p>Local health care needs of a demographic area</p>
<p>Developing Cultural Capital</p> <p><i>Essential knowledge and skills of educated citizens.</i></p>	<p>Applying the essential skills and knowledge to case studies and authentic contexts.</p> <p>Understanding the roles and responsibilities of health and social care professionals and how/where they can be accessed and how they work together to provide care</p> <p>Informative for post-18 education/career progression</p> <p>Understanding how to apply equality and diversity to individuals</p> <p>Understanding the skills and attributes required to work within specific HSC professions/reflection upon self for future career</p> <p>Understanding how professionals come to decision on care treatment based upon using different theories to come to the best decision for the service user</p> <p>Exposing to legislations/organisations which advise on ethical issues in service user care</p> <p>Understanding how professionals help service users to overcome their challenges and the importance of communication</p> <p>Understanding physiological disorders and where to access support from in terms of treatment.</p>
<p>Authentic Connections – Cross Curricular Links</p>	<p>Life skills through tutor time – post-18 progression</p> <p>Sociology – equality and diversity and ethical issues</p> <p>Psychology – theories and ethical issues</p>

Key Assessment	<p>Unit 2 - 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>Unit 5 & 14 - 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>
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