

Year 12 Diploma in Health and Social Care Curriculum Sequencing Grid 2021-2022 LNI			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Unit 1: Human Lifespan Development (exam May 2022)  Unit 2: Working in Health and Social Care (exam May 2022)	Unit 1: Human Lifespan Development (exam May 2022)  Unit 2: Working in Health and Social Care (exam May 2022)	Unit 1: Human Lifespan Development (exam May 2022)  Unit 2: Working in Health and Social Care (exam May 2022)  Unit 19: Nutritional Health
Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i>	<p><b>Unit 1:</b>  <b>AO1:</b> Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing  <b>AO2</b> Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing  <b>AO3</b> Analyse and evaluate information related to human development theories/models and factors affecting human growth and development  <b>AO4</b> Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 2:</b>  <b>AO1</b> Demonstrate knowledge of service user needs, roles and responsibilities of</p>	<p><b>Unit 1:</b>  <b>AO1:</b> Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing  <b>AO2</b> Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing  <b>AO3</b> Analyse and evaluate information related to human development theories/models and factors affecting human growth and development  <b>AO4</b> Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 2:</b>  <b>AO1</b> Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector  <b>AO2</b> Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector</p>	<p><b>Unit 1:</b>  <b>AO1:</b> Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing  <b>AO2</b> Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing  <b>AO3</b> Analyse and evaluate information related to human development theories/models and factors affecting human growth and development  <b>AO4</b> Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 2:</b>  <b>AO1</b> Demonstrate knowledge of service user needs, roles and responsibilities of</p>

	<p>workers, and working practices within the health and social care sector</p> <p><b>AO2</b> Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector</p> <p><b>AO3</b> Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated</p> <p><b>AO4</b> Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs</p>	<p><b>AO3</b> Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated</p> <p><b>AO4</b> Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs</p>	<p>workers, and working practices within the health and social care sector</p> <p><b>AO2</b> Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector</p> <p><b>AO3</b> Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated</p> <p><b>AO4</b> Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs</p> <p><b>Unit 19: LAB</b> - Examine factors affecting dietary intake and nutritional health</p>
<p>Key Retainable Knowledge (required for Y12) What... How.... Why....</p>	<ul style="list-style-type: none"> <li>-Physical development across the life stages</li> <li>-Intellectual development across the life stages</li> <li>-Emotional development across the life stages</li> <li>-Social development across the life stages</li> <li>-Specific responsibilities of people who work in health and social care</li> <li>-Monitoring the work of people who work in health and social care settings.</li> </ul>	<ul style="list-style-type: none"> <li>-Physical development across the life stages</li> <li>-Intellectual development across the life stages</li> <li>-Emotional development across the life stages</li> <li>-Social development across the life stages</li> <li>-Specific responsibilities of people who work in health and social care</li> <li>-Monitoring the work of people who work in health and social care settings.</li> </ul>	<ul style="list-style-type: none"> <li>-Physical development across the life stages</li> <li>-Intellectual development across the life stages</li> <li>-Emotional development across the life stages</li> <li>-Social development across the life stages</li> <li>-Specific responsibilities of people who work in health and social care</li> <li>-Monitoring the work of people who work in health and social care settings.</li> <li>- Revision of all key retainable skills from throughout term one and term two.</li> <li>-Dietary needs of individuals</li> <li>-Factors affecting nutritional health</li> <li>-Factors affecting dietary intake</li> </ul>

<p><b>Key Technical Vocabulary</b>  <i>To be modelled and deliberately practiced in context.</i></p>	<ul style="list-style-type: none"> <li>-Growth and development</li> <li>-Infancy</li> <li>-Fine motor skills</li> <li>-Gross motor skills</li> <li>-Early Childhood</li> <li>-Adolescence</li> <li>-Puberty</li> <li>-Primary and secondary sexual characteristics</li> <li>-Early adulthood</li> <li>-Perimenopause</li> <li>-Middle adulthood</li> <li>-Menopause</li> <li>-Later adulthood</li> <li>-Ageing</li> <li>-Equality</li> <li>Diversity</li> <li>Discrimination</li> <li>Skills</li> <li>Attributes</li> <li>Empathy</li> <li>Ethical issues</li> <li>Ethical approaches</li> <li>Legislation</li> <li>Guidance</li> <li>Conflict of interest</li> <li>Balancing resources</li> <li>Minimising risk</li> <li>Doctors</li> <li>Nurses</li> <li>Midwives</li> <li>Healthcare Assistants</li> <li>Social Workers</li> <li>Occupational Therapists</li> <li>Youth Workers</li> <li>Care managers/assistants</li> <li>Support Workers</li> <li>Care Values</li> <li>Empowerment</li> <li>Anti-discriminatory practice</li> <li>Promoting anti discriminatory practice - challenging discrimination &amp; adapting care</li> </ul>	<ul style="list-style-type: none"> <li>- Growth and development</li> <li>-Infancy</li> <li>-Fine motor skills</li> <li>-Gross motor skills</li> <li>-Early Childhood</li> <li>-Adolescence</li> <li>-Puberty</li> <li>-Primary and secondary sexual characteristics</li> <li>-Early adulthood</li> <li>-Perimenopause</li> <li>-Middle adulthood</li> <li>-Menopause</li> <li>-Later adulthood</li> <li>-Ageing</li> <li>-Equality</li> <li>Diversity</li> <li>Discrimination</li> <li>Skills</li> <li>Attributes</li> <li>Empathy</li> <li>Ethical issues</li> <li>Ethical approaches</li> <li>Legislation</li> <li>Guidance</li> <li>Conflict of interest</li> <li>Balancing resources</li> <li>Minimising risk</li> <li>Doctors</li> <li>Nurses</li> <li>Midwives</li> <li>Healthcare Assistants</li> <li>Social Workers</li> <li>Occupational Therapists</li> <li>Youth Workers</li> <li>Care managers/assistants</li> <li>Support Workers</li> <li>Care Values</li> <li>Empowerment</li> <li>Anti-discriminatory practice</li> <li>Promoting anti discriminatory practice -challenging discrimination &amp; adapting care</li> <li>Public sector</li> <li>NHS</li> </ul>	<p>Revision of all key technical vocabulary from throughout term one and term two.</p> <p>Growth and development</p> <ul style="list-style-type: none"> <li>-Infancy</li> <li>-Fine motor skills</li> <li>-Gross motor skills</li> <li>-Early Childhood</li> <li>-Adolescence</li> <li>-Puberty</li> <li>-Primary and secondary sexual characteristics</li> <li>-Early adulthood</li> <li>-Perimenopause</li> <li>-Middle adulthood</li> <li>-Menopause</li> <li>-Later adulthood</li> <li>-Ageing</li> <li>-Equality</li> <li>Diversity</li> <li>Discrimination</li> <li>Skills</li> <li>Attributes</li> <li>Empathy</li> <li>Ethical issues</li> <li>Ethical approaches</li> <li>Legislation</li> <li>Guidance</li> <li>Conflict of interest</li> <li>Balancing resources</li> <li>Minimising risk</li> <li>Doctors</li> <li>Nurses</li> <li>Midwives</li> <li>Healthcare Assistants</li> <li>Social Workers</li> <li>Occupational Therapists</li> <li>Youth Workers</li> <li>Care managers/assistants</li> <li>Support Workers</li> <li>Care Values</li> <li>Empowerment</li> <li>Anti-discriminatory practice</li> </ul>
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Opportunities for reading	NHS website BTEC National Health and Social Care student textbook Revise BTEC National Health and Social Care Revision Guide and workbook <a href="https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVJ">https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVJ</a> <a href="http://www.hpc-uk.org">www.hpc-uk.org</a> <a href="http://www.hscic.gov.uk">www.hscic.gov.uk</a> <a href="http://www.cqc.org.uk/content/help-advice">www.cqc.org.uk/content/help-advice</a> <a href="http://www.gov.uk">www.gov.uk</a> <a href="https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/">https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/</a> The Health and Care Professions Council (HPC) <a href="http://www.hpc-uk.org">www.hpc-uk.org</a> NHS Digital <a href="https://digital.nhs.uk">https://digital.nhs.uk</a> Data protection Act – Policy in HSC NMC article ' What do we do?' Example OFSTED & CQC reports Article - 'Care at Rotherham Hospital' Article - 'Hospice or home care?' Leaflet 'What do the NMC do?' Example safeguarding policy in a school Article 'Winterbourne view' Panorama documentary (2014) NHS and NICE research publications Public health policies Eatwell guide		
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	Applying the essential skills and knowledge to case studies/celebrities/authentic contexts.		

<p>Authentic Connections – Cross Curricular Links</p>	<p><b>Psychology/Sociology</b> – life stage development, factors affecting development, discrimination, marginalisation, stereotyping, prejudice, empathy/ethical theories, discrimination, equality, diversity, research methods, ethical issues, research skills, demographic data, health policy  <b>IT</b> – 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>