

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 B)	Unit 2: Working in Health and Social Care (Learning aim C)	Unit 14: Physiological Disorders and their Care (Assignment 1)
Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i>	The roles of organisations in the health and social care sector	Working with people with specific needs in the health and social care sector	A.P1 Explain the causes, signs and symptoms of different types of physiological disorder on service users. B.P2 Compare investigative and diagnostic procedures for different physiological disorders. A.M1 Analyse the changes in body systems and functions resulting from different types of physiological disorder on service users. B.M2 Assess the importance of specific procedures in confirming the diagnosis of physiological disorders. A.D1 Evaluate the impact of physiological disorders on the health and wellbeing of service users. BC.D2 Justify the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders.
Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i>	The roles of organisations in providing health and social care services Issues that affect access to services Ways organisations represent interests of service users The roles of organisations that regulate and inspect health and social care services Responsibilities of organisations towards people who work in health and social care	People with specific needs Working practices	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

<p>Key Technical Vocabulary To be modelled and deliberately practiced in context.</p>	<p>settings Private sector Public sector Voluntary sector Referrals Eligibility Assessments Barriers Advocacy Complaints procedure Whistleblowing CQC OFSTED NMC HCPC GMC CPD</p>	<p>Ill health Learning disabilities Physical disabilities Sensory disabilities Age categories Skills Attributes Policies Procedures Poor working practices</p>	<p>Endocrine system disorders Nervous system disorders Musculo-skeletal system disorders Respiratory system disorders Circulatory system disorders Cancers PIES Inherited Lifestyle Diet Environment Signs and symptoms</p>
<p>Opportunities for reading</p>	<p>Article - 'Care at Rotherham Hospital' Article - 'Hospice or home care?' Article 'poor practice in HSC' Example OFSTED report Example CQC report Leaflet 'What do the NMC do?' Example safeguarding policy in a school Article 'Winterbourne view' Signs and symptoms of variety of physiological disorders Blood pressure: https://www.nhs.uk/common-health-questions/lifestyle/what-is-blood-pressure/ Body temperature: https://www.nhs.uk/conditions/fever-in-adults/ Blood tests: https://www.nhs.uk/conditions/blood-tests/ Medical history: https://www.britannica.com/science/diagnosis/Medical-history</p>		
<p>Developing Cultural Capital Essential knowledge and skills of educated citizens.</p>	<p>Students exposed to real life experiences within the H&SC sector. Students understanding the different sectors of the NHS. Students understanding how poor practice can be highlighted and dealt with. Students understanding how professionals and settings are monitored to ensure they are providing best care for service users. Students understanding the signs and symptoms of disorders and where they can access help from for investigative and diagnostic procedures. Students being aware as to how these disorders can impact health and wellbeing.</p>		

<p>Authentic Connections – Cross Curricular Links</p>	<p>Science/PE – Body systems, lifestyle, diet</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>