

Year 12 Extended Certificate in Health and Social Care Curriculum Sequencing Grid 2021-2022 <b>Mrs Jones</b>			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Unit 5: Meeting individuals care and support needs	Unit 5: Meeting individuals care and support needs	Unit 5: Meeting individuals care and support needs
Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i>	<p><b>LAA</b> Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p><b>LAB</b> Examine the ethical issues involved when providing care and support to meet individual needs</p>	<p><b>LAC</b> Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>	<p><b>LAD</b> Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p>
Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i>	<ul style="list-style-type: none"> <li>- Principles, values and skills underpinning meeting the care and support needs of individuals</li> <li>- Ethical issues involved when providing care and support needs to meet individuals needs</li> </ul>	<ul style="list-style-type: none"> <li>- Principles behind enabling individuals with care and support needs to overcome challenges</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all key retainable skills from throughout term one and term two.</li> <li>- Roles of professionals and how they work together to provide care to meet individual needs</li> <li>-How agencies work together to meet individual care and support needs</li> <li>-The roles of people who work in health and social care settings</li> <li>-The responsibilities of people who work in health and social care settings</li> </ul>
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>Overcoming challenges</li> <li>Personalisation</li> <li>Communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all key technical vocabulary from throughout term one and term two.</li> <li>Care Values</li> <li>Dignity</li> <li>Respect</li> <li>Privacy</li> <li>Independence</li> <li>Choice</li> <li>Empowerment</li> <li>Confidentiality</li> <li>Anti-discriminatory practice</li> </ul>

	Minimising risk		Promoting anti discriminatory practice - challenging discrimination & adapting care
Opportunities for reading	<p>NHS website Simply Psychology BTEC National Health and Social Care student textbook</p> <p>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>  Job description for role of professional 'day in the life of'  Article 'Values of Care'</p>		
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	Applying the essential skills and knowledge to case studies/celebrities/authentic contexts.		
Authentic Connections – Cross Curricular Links	<p><b>Psychology/Sociology</b> – empathy/ethical theories, discrimination, equality, diversity  <b>IT</b> – Confidentiality</p>		
Key Assessment	<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>		