

Year 13 Extended Certificate 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 C)	Unit 5: Meeting individuals care and support needs (Learning aim A, B and C)	
Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i>	Working with people with specific needs in the health and social care sector	LAA Examine principles, values and skills which underpin meeting the care and support needs of individuals LAB Examine the ethical issues involved when providing care and support to meet individual needs LAC Investigate the principles behind enabling individuals with care and support needs to overcome challenges LAD Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.	
Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i>	C1 People with specific needs • Ill health, both physical and mental. • Learning disabilities. • Physical and sensory disabilities. • Age categories to include: o early years o later adulthood. C2 Working practices • Relevant skills required to work in these areas. • How policies and procedures affect people working in these areas. • How regulation affects people working in these areas. • How working practices affect people who use services in these areas. • Recent examples of how poor working	- 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 - Principles behind enabling individuals with care and support needs to overcome challenges Revision of all key retainable skills from throughout term one and term two. - Roles of professionals and how they work together to provide care to meet individual needs -How agencies work together to meet individual care and support needs -The roles of people who work in health and social care settings -The responsibilities of people who work in health and social care settings	

	practices have been identified and addressed.	
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Ill health Mental health Stress Formal/informal care Disability Discrimination Act (1995) Working practices Policies and procedures	Equality Diversity Discrimination Skills Attributes Empathy Ethical issues Ethical approaches Legislation Guidance Conflict of interest Balancing resources Minimising risk Care Values Dignity Respect Privacy Independence Choice Empowerment Confidentiality Anti-discriminatory practice Promoting anti discriminatory practice -challenging discrimination & adapting care
Opportunities for reading	Disability Discrimination Act (1995) EYFS curriculum Care Certificate CQC Cases of abuse NHS website Simply Psychology BTEC National Health and Social Care student textbook Revise BTEC National Health and Social Care Revision Guide and workbook https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVJ www.hpc-uk.org www.hscic.gov.uk www.cqc.org.uk/content/help-advice	

	www.gov.uk https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/ The Health and Care Professions Council (HPC) www.hpc-uk.org NHS Digital https://digital.nhs.uk Job description for role of professional 'day in the life of' Article 'Values of Care'	
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	Applying the essential skills and knowledge to case studies and authentic contexts. Understanding how care values are maintained and fostering these / understanding the impact of the failure of this	
Authentic Connections – Cross Curricular Links	Psychology/Sociology –discrimination/ empathy/ethical theories, discrimination, equality, diversity IT – Confidentiality	
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.

