

Health and social care Department

Long-term sequencing Year 13 Level 3 National Extended Certificate

Broad introduction that gives learners transferable knowledge and skills. The curriculum for this stage of students' education has been designed to allow students to have access to a broad and balanced curriculum which is differentiated to meet students' learning needs and style. Students are taught topics allowing them to draw links between subjects. Students will explore a variety of internal and external assessed topics, academically challenging them through the broadness of the curriculum. Students will face a wide range of real life scenarios that will help to prepare them for future careers. The Health and Social care curriculum is designed to develop and build new skills and subject knowledge. The curriculum plans for lots of opportunities for repetition in order to fully embed knowledge, increasing the chance of information recall.

<p>TERM 1: (September till October)</p> <p>STUDENTS MUST KNOW:</p> <p><u>Working in Health and Social Care (External assessment)</u></p> <ul style="list-style-type: none"> ● The roles of organisations in the health and social care sector <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ In England, Wales and Northern Ireland. ○ The roles of organisations which regulate or inspect health and social care services in England, Wales and Northern Ireland. ● Responsibilities of organisation towards people who work in health and social care settings <ul style="list-style-type: none"> ○ Understand how to implement the organisation's codes of practices ○ Meet National Occupational Standards (NOS) ○ Undertake continuing professional development (CPD) ○ Safeguarding ● Working with people with specific needs in the health and social care sector <ul style="list-style-type: none"> ○ Ill health ○ Learning disabilities ○ Physical and sensory disabilities ● Working practices <ul style="list-style-type: none"> ○ Skills, policies and procedures, regulation, working practices and examples. <p>How this will be assessed:</p> <p>Knowledge tests, exam questions (short and long extended questions), scenario-based questions, data (graphs and tables), and reports will be given to analyse.</p> <p>Knowledge tests, scenario-based questions, and journal articles will be given to analyse.</p>	<p>TERM 2: (October till December)</p> <p>STUDENTS MUST KNOW:</p> <p><u>Working in Health and Social care (External Assessment)</u></p> <p>Students will practise exam questions and exam papers during this term</p> <p>How this will be assessed:</p> <p>Knowledge tests, exam questions (short and long extended questions), scenario-based questions, data (graphs and tables), and reports will be given to analyse.</p>	<p>TERM 3: (January till February)</p> <p>STUDENTS MUST KNOW:</p> <p><u>Meeting Individuals care and Support Needs (Internal Assessment)</u></p> <ul style="list-style-type: none"> ● Principles, values and skills which underpin meeting the care and support needs of individuals <ul style="list-style-type: none"> ○ Promoting equality, diversity and preventing discrimination ○ Skills and personal attributes required for developing relationships with individuals ○ Empathy and establishing trust with individuals. <p>HOW THIS WILL BE ASSESSED:</p> <p>Knowledge tests, exam questions (short and long extended questions), scenario-based questions, data (graphs and tables), and reports will be given to analyse.</p> <p>Students will complete their internal assessment for Learning Aim A. Using Pearson assignment brief.</p>
<p>TERM 4: (February till April)</p>	<p>TERM 5: (April till May)</p>	

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<p>STUDENTS MUST KNOW: <u>Meeting Individual Care and Support Needs (Internal Assessment)</u></p> <ul style="list-style-type: none"> • Ethical issues involved when providing care and support to meet the individual needs <ul style="list-style-type: none"> ○ Ethical issues and approaches ○ Legislation and guidance on conflict of interest, balancing resources and minimising risk • The principles behind enabling individuals with care and support needs to overcome challenges. <ul style="list-style-type: none"> ○ Enabling individuals to overcome challenges ○ Promoting personalisation ○ Communication techniques <p><u>Key theories or laws/ legislations</u></p> <ul style="list-style-type: none"> • Attachment theory • Emotional resilience theory (Johannes Volkelt, Robert Vischer, Martin Hoffman, Max Scheler) • Ethical theories • Theories of communication (Argyle, Tuckman and Berne) • Mental health Act 2007 • Human Rights Act 1998 • Mental capacity Act 2005 • National Health Service Act 2006 • Equality Act 2010 • Care Act 2014 • Data protection legislation • Freedom of information legislation • Mental health legislation • Mental capacity legislation • Care Quality Commission codes of Practice • The Health and Care Professions Council codes of Practice <p>How this will be assessed: Knowledge tests, scenario-based questions, and journal articles will be given to analyse.</p> <p>Students will complete their internal assessment for Learning Aim B and C. Using Pearson assignment brief.</p>	<p>STUDENTS MUST KNOW: <u>Meeting Individual Care and Support Needs (Internal Assessment)</u></p> <ul style="list-style-type: none"> • The roles of professionals and how they work together to provide the care and support necessary to meet individual needs. <ul style="list-style-type: none"> ○ How agencies work together to meet individual care and support needs ○ Roles and responsibilities of key professionals on multidisciplinary teams ○ Maintaining confidentiality ○ Managing Information <p><u>Key theories or laws/ legislations</u></p> <ul style="list-style-type: none"> • Attachment theory • Emotional resilience theory (Johannes Volkelt, Robert Vischer, Martin Hoffman, Max Scheler) • Ethical theories • Theories of communication (Argyle, Tuckman and Berne) • Mental health Act 2007 • Human Rights Act 1998 • Mental capacity Act 2005 • National Health Service Act 2006 • Equality Act 2010 • Care Act 2014 • Data protection legislation • Freedom of information legislation • Mental health legislation • Mental capacity legislation • Care Quality Commission codes of Practice • The Health and Care Professions Council codes of Practice <p>How this will be assessed: Knowledge tests, scenario-based questions, and journal articles will be given to analyse.</p> <p>Students will complete their internal assessment for Learning Aim D. Using Pearson assignment brief.</p>	
<p>Home learning set will consist of a combination of: Exam question, analysing journal articles, wider reading and completing theory sheets, academic reading and completing internal assessment.</p>		