

Chapelton Academy Y12 Curriculum Intent Plan Health & Social Care

Unit: Unit 5 followed by Unit 2 – Extended Diploma (Triples)

<p>PERSONAL DEVELOPMENT Achievement</p> <p>HSC Y12 units give learners an externally assessed qualification</p> <p>Opportunity</p> <p>The completion of individual units will give learners the opportunity to move onto the second year of the diploma. It is essential for progression</p> <p>Inspiration</p> <p>HSC units will show learners that hard work pays off. It is important as their teacher we inspire them with lesson planning and criteria content so our learners can fulfil their aspirations and their potential.</p>	<p>EMBEDDING MATHS/ENGLISH</p> <p>Maths</p> <ul style="list-style-type: none"> • Time Keeping • Starters / energisers / plenaries • Assessment Criteria • Number of Weeks • Assessment Dates (Issue, submission, resubmission) • Timed Tasks • Learner Time Management <p>English</p> <p>Speaking & Listening - make a range of contributions to discussions in a wide range of contexts.</p> <p>Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Researching challenging behaviour and how to deal with it.</p> <p>Writing - write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively. Producing extended written documents as evidence of learning, reflecting on skills including strengths and weaknesses.</p> <p>Comprehension - demonstrated throughout correct completion of tasks, assignment achievement, targeted Q&A.</p>	<p>AfL Differentiation</p> <p>Seating Plan</p> <p>Choice of Task/Varied Activities</p> <p>Stretch and Challenge of Tasks/Activities</p> <p>Forming & Framing Questions</p> <p>Think, Pair, Share</p> <p>Know Learning Styles of Each Learner</p> <p>Adaptive Assessment (P/M/D)</p> <p>Small Groups/Peer Learning & Support</p> <p>AFL</p> <p>Group work and feedback</p> <p>Peer / self assessment</p> <p>Independent work</p> <p>QA</p> <p>Written work</p> <p>Case studies</p> <p>Plenaries</p> <p>In class activities</p> <p>Quizzes</p> <p>Observation</p> <p>Homework</p> <p>Assignments</p>
<p>British Values</p> <p>Democracy - tutor and learners treating each other as equals. Ensuring equal opportunities for all learners through differentiated tasks and resources</p> <p>The Rule of Law - classroom expectations, appropriate, respectful behaviour /language use</p> <p>Individual Liberty - encouraging and developing confidence and self-esteem. Encouraging quieter learners to communicate/contribute to discussion</p> <p>Mutual Respect & Tolerance - inclusivity, cultural differences in communicating and interpersonal interactions</p>		

LEARNING OUTCOMES – UNIT 5

- A: Examine principles, values and skills which underpin meeting the care and support needs of individuals
- B: Examine the ethical issues involved when providing care and support needs.
- C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges
- D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs

LEARNING OUTCOMES – UNIT 2

- LO1: The roles of people who work in health and social care settings
- LO2: The roles of organisations in the health and social care sector
- LO3: Working with people with specific needs in the health and social care sector

Procedural knowledge (exam technique, skills etc):

- Answering extended exam questions (8 & 10 markers)*
- Analysing case studies*
- Communication and presentation skills*
- Collaborative skills*
- Research and referencing skills*
- Understanding the key command words.*
- Report writing*
- Summary note-taking skills*
- Organisation and time-management*
- Self-evaluation skills*
- Revision techniques*
- University and employment pathways*
- Literacy, numeracy & IT skills*

WC	Disciplinary Knowledge sequence	Criteria	Disciplinary knowledge, that this interleaves with	Procedural knowledge progression SKILLS TAUGHT	RS	HW	Assessment
1	<p>Inset Monday 4th Y12 12 start Tues Year 13 start Weds</p> <p>Ice breaker activities and expectations</p> <p>Introduction to topic and assessment- unit 5</p> <p>Breakdown of criteria to be covered</p> <p>What is health care?</p> <p>What is social care?</p>	ALL OF UNIT 5	Any past knowledge from KS4 HSC and Science	<p>SKILLS</p> <p>Communication</p> <p>Commitment</p> <p>Competence</p> <p>Courage</p> <p>Care</p> <p>Compassion</p>	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Class notes	QA Feedback Discussion
2	<p>What is equality? What is diversity?</p> <p>Link the topics to ourselves How does CA promote E&D?</p> <p>What is discrimination? Explore different types of discrimination Introduction to service users</p> <p>Link discrimination to service users</p>	P1 M1 D1	<p>Linking the notion of equality and diversity to discrimination (The Law)</p> <p>Apply to individuals</p>	<p>BCDEHIM</p> <p>SKILLS</p> <p>Respect</p>	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Class notes Equality and Diversity Poster	<p>Verbal</p> <p>Learner presents work to rest of class</p> <p>Independent written work</p> <p>QA</p>
3	<p>Personal skills and qualities The 6 Cs Observational skills and monitoring service users Triangle of care</p> <p>Empathy theories</p>	P2 M2	Linking the 6Cs of HSC from induction week to real life settings	<p>BEHIM</p> <p>SKILLS</p> <p>Communication</p> <p>Commitment</p> <p>Competence</p> <p>Resilience</p> <p>Patience</p> <p>Responsibility</p> <p>Empathy</p>	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Class notes Watch videos	<p>Verbal and written work</p> <p>IWB and worksheet</p>

4	<p>Ethical theories and principles</p> <p>How to apply them to service users and decisions in care</p>	<p>P3 M3 D2</p>	<p>Introduction to research methods.</p> <p>How to apply theoretical knowledge to an individual</p>	<p>BCDJM SKILLS Integrity</p>	<p>RS to focus on Unit 1</p> <p>Unit 5 – notetaking and coursework where applicable</p>	<p>Class notes Watch videos</p>	<p>Flip chart paper</p> <p>Class discussion and debate</p>
5	<p>Personalisation of care Overcoming challenges Promoting choice and independence</p> <p>Communication WHAT IS IT? BARRIERS STRATEGIES TO OVERCOME Theories of communication</p> <p>Policy frameworks and national initiatives How do they help to overcome challenges of individuals in our care?</p> <p>Introduce brief Understanding of command words for BTEC assessment EXPECTATIONS OF ASSESSMENT Assignment workshop</p>	<p>P4 M4 D2</p>	<p>Linking equality to care</p> <p>Using the law to assist individuals</p> <p>Applying strategies to aid service users</p> <p>Introducing command words and how to understand them and apply them to a question / criteria</p>	<p>BCDFHIM SKILLS Communication Competence Commitment Courage Practical Skills Independence Confidence Resilience Adaptability</p>	<p>RS to focus on Unit 1</p> <p>Unit 5 – notetaking and coursework where applicable</p>	<p>Class notes Watch videos</p> <p>Coursework</p>	<p>QA</p> <p>Discussion</p> <p>Written answers</p>
6	<p>Inset Tues 10th Progress Day Thurs 13th Assignment workshop and support</p>	<p>P1-4 M1-4 D1-2</p>	<p>Applying all teaching and learning to coursework</p>	<p>BCEFGIJLM SKILLS Communication Competence Commitment Courage Practical Skills Independence Confidence Resilience Adaptability</p>	<p>RS to focus on Unit 1</p> <p>Unit 5 – notetaking and coursework where applicable</p>	<p>Coursework</p>	<p>Feedback and support</p> <p>HAND OUT A1</p>
7	<p>Roles and responsibilities What are staff roles and responsibilities?</p> <p>How does this link to individuals?</p> <p>Can we link these to our service users using key words?</p>	<p>P7</p>	<p>Strong links with A1 but looking deeper into the roles of professionals in HSC</p>	<p>CDEFHIJM</p>	<p>RS to focus on Unit 1</p> <p>Unit 5 – notetaking and coursework where applicable</p>	<p>Class notes Watch videos</p>	<p>Learner presentations Written work</p> <p>Groupwork</p>

October Half term

8	Codes of practice Individual professionals code of conduct THE WIDER PICTURE Link to service users	P6 M5 D4	Looking at context – How something nationally can link to one individual	BCFHJM SKILLS Global Mindedness	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Class notes Watch videos	QA Verbal and written feedback HAND IN A1
9	MANAGING INFORMATION How can we protect our service user's data? Historical failures	P8	Digital research	EFHJM SKILLS Integrity Reflection Communication	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Class notes Watch videos Example of service user failure – wider context (real life news)	Verbal and Written feedback throughout
10	The impact of legislation What is the law and how does it affect professionals and service users? What is the hierarchy and where do practitioners fit in?	P8 M6 D3	Bringing knowledge of legislation and looking at the impact of its implementation	BFGM	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Class notes Watch videos	Observations Written work
11	Inset Fri 24th Introduce brief Understanding of command words for BTEC assessment EXPECTATIONS OF ASSESSMENT Assignment workshop	P6-8 M5-6 D3-4	Introducing further command words and how to understand them and apply them to a question / criteria	BCEFGIJM SKILLS Communication Competence Commitment Courage Practical Skills Independence Confidence Resilience Adaptability	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Class notes Watch videos Coursework	QA Discussion HAND OUT A2
12	Assignment Workshop and Support	P6-8 M5-6 D3-4	Applying all teaching and learning to coursework	BCEFGIJM SKILLS Communication Competence Commitment Courage Practical Skills Independence Confidence	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Coursework	Feedback and support

				Resilience Adaptability			
13	Assignment Workshop and Support	P6-8 M5-6 D3-4	Applying all teaching and learning to coursework	BCEFGIJM SKILLS Communication Competence Commitment Courage Practical Skills Independence Confidence Resilience Adaptability	RS to focus on Unit 1 Unit 5 – notetaking and coursework where applicable	Coursework	Feedback and support HAND IN A2
14	Lend time this week to Exam Revision for Unit 1						
15	Elf and Social Care	ALL	Applying all teaching and learning to REAL LIFE experience.	CDIM SKILLS Communication Competence Commitment Courage Practical Skills Independence Confidence Resilience Adaptability	N/A	N/A	N/A
Christmas Break							
WC	Disciplinary Knowledge sequence	Criteria	Disciplinary knowledge, that this interleaves with	Procedural knowledge progression SKILLS TAUGHT	RS	HW	Assessment

16	<p>What is a role? What is a responsibility?</p> <p>Roles within HSC – Each pair to be given a role to research and create a mind map.</p> <p>Stretch and Challenge – learners to pick and additional role in HSC and create a mind map.</p>	ALL of UNIT 2	Roles of people who work in health care settings	ABFHKM	N/A	Qualifications table and case studies linking relevant roles to the service user	Assessment question
17	<p>Progress Day 2 Tues 16th</p> <p>Focus firstly on the generic responsibilities of all HSC staff across the sector.</p> <ul style="list-style-type: none"> ▶ Following policies and procedures (what is a policy? What is a procedure? Why are they necessary? How do P&Ps differ throughout the range of services?) ▶ Healing and supporting recovery for people who are ill (Activities based on how various roles heal and support) ▶ Enabling rehabilitation (conventionally and complementary) ▶ Providing equipment (Purpose of it? Heavy focus her on Occupational Therapy) ▶ Providing personal care (respecting diversity and equality) ▶ Supporting routines of service users (promoting choice and independence) ▶ Assessment, care and support planning (the care planning cycle) 	A1/A2	Responsibilities of people who work in health and social care settings	ABFHKM	Roles in HSC	<p>Poster of the EXAM BUZZ WORDS</p> <ul style="list-style-type: none"> ▶ Privacy and Dignity ▶ Independence ▶ Safeguarding ▶ Abuse ▶ Choice ▶ PIES ▶ Empowerment ▶ Empathy ▶ The 6 Cs <p>These are our moral responsibilities and values!</p> <p>*Always link back to these words wherever possible and encourage learners to be using these words verbally and in their activity answers every session</p>	Assessment question
18	<p>RECAP on values (exam buzzwords!)</p> <p>Main learning episode on discrimination and prejudice (linking values throughout)</p> <p>Applying legislation to anti discriminatory practices showing how equality, prejudice, discrimination and human rights are all linked and underpin core values of the Health and Social Care sector.</p> <p>Activities include:</p> <ul style="list-style-type: none"> - What are the protected characteristics of the Equality Act 2010? - How can we as the professional can help eliminate prejudice and discrimination in a health and social care setting? - Adapting health and social care provision for different types of 	A3	<p>Specific Responsibilities of people who work in health and social care settings</p> <p>Applying care values and principles – introduction</p> <p>Applying values and principles – empowerment</p>	ABFHKM	Responsibilities in HSC	Homework - Dealing with conflict and assessing risk	Assessment question

	<p>service users.</p> <ul style="list-style-type: none"> - Empowering Individuals 						
19	<p>What is multi disciplinary work? What is a multi disciplinary team?</p> <p>Class activity – strengths and weaknesses of MD</p> <p>Involving service users in the process (linking back to PIES and holistic practices)</p>	A4	Multi-disciplinary working in the health and social care sector	ABFHIKM	Specific Responsibilities of people who work in health and social care settings	Failures in MD – Baby P mini project	Assessment question
20	<p>Inset Thurs 8th</p> <p>Internal and external monitoring</p> <p>Activities relating to:</p> <ul style="list-style-type: none"> - Internal – What is line management? (exploring the hierarchy system in HSC) - External - CQC and OFSTED – their role - Service user feedback – importance of - Whistleblowing – policy and protection <p>Extension work – Aziz case study on page 112 of Russian doll text book</p>	A5	Monitoring the work of people in health and social care settings	ABFIJKM	MDT	LAA TEST	LAA TEST

February Half term

21	<p>Breakdown of, and activities relating to:</p> <ul style="list-style-type: none"> - Public sector organisations (Funded by Govt) - Private (companies and organisations) - Voluntary sector within HSC (charities) - Trusts (NHS/ Mental Health and Community) <p>Breakdown of, and activities relating to:</p> <ul style="list-style-type: none"> - Primary, Secondary and Tertiary care 	B1	<p>The roles of organisations in providing health and social care services</p> <p>Ways health and social care services are provided</p>	ABFHIKM	Monitoring the work of people in health and social care settings	Leaflet on UK Sectors	Assessment question
22	<p>Learners to be involved in a market place activity (or pair work if covid restrictions are still imposed) exploring and researching one of the following</p> <ul style="list-style-type: none"> ▶ Hospitals 	B1	Settings where health and social care services are provided	ABFHIKM	roles of organisations in providing health	Homework – use PowerPoint from teacher (notes on all of the above) and presentations on TEAMS to make notes on ALL settings in HSC	Assessment question

	<ul style="list-style-type: none"> ▶ In patient and out patients ▶ A & E ▶ Clinical departments ▶ Specialist Care and departments (oncology, cardiology etc) ▶ Hospice care ▶ Day care centres ▶ Residential care ▶ Domiciliary care ▶ The workplace 				and social care services Ways health and social care services are provided		
23	<p>Teacher led PowerPoint highlighting:</p> <ul style="list-style-type: none"> - The referral process - Assessment - Eligibility - Additional inability declaration - Financial issues <p>Documentary to highlight the process (to be confirmed – possibly <i>Benefit Street case study</i>)</p>	B2	Issues which affect access to services	ABFHIKM	Settings where health and social care services are provided	Activities relating to documentary to cement knowledge	Assessment question
24	<p>Breakdown of, and activities relating to:</p> <ul style="list-style-type: none"> - Charities and patient groups - Advocacy - Whistleblowing - Complaints 	B3	Ways organisations represent interests of service users	ABFHIKM	Issues which affect access to services	Learners to research, find real life examples of the above (case studies will be provided for students as an alternative) and create a mini presentation / academic poster to share on TEAMS	Assessment question
25	<p>Exploring the following in todays lesson:</p> <ul style="list-style-type: none"> ▶ The Care Quality Commission (CQC) ▶ The National Institute for Health and Care Excellence (NICE) ▶ Public Health England (PHE) ▶ The Office for Standards in Education (OFSTED) <p>Activity:</p> <ul style="list-style-type: none"> ▶ Learners to be split into groups ▶ Each group will take one of the organisations ▶ Learners to work together to produce an information booklet using extensive knowledge to highlight details including the following: <ul style="list-style-type: none"> ▶ <i>What is the organisation?</i> ▶ <i>What do they do</i> ▶ <i>What is the history of it?</i> ▶ <i>How does it work?</i> ▶ <i>What are the consequences of its investigations?</i> 	B4	Roles of organisations that regulate and inspect health and social care services	ABFHIKM	Ways organisations represent interests of service users	Homework – learners to make notes on the other three organisations (that they were not involved in) using the presentations on TEAMS	Assessment question

	Each group has an additional extension task to do for their organisation for stretch and challenge						
26	<p>Bank Holiday Friday 29th</p> <p>Independent research for this topic to push learners into improving finding information, summarising and assessing what is important / relevant (backed up by a teacher power point!)</p> <p>This will give further practise on academic writing within a time limit</p> <p>Students can use the BTEC Book 1 (Russian doll) if no internet is available.</p> <p>Pages required are pages 128 – 133</p>	B5	Responsibilities of organisations towards people who work in health and social care settings	ABEFGM	Roles of organisations that regulate and inspect health and social care services	LAB TEST	LAB TEST

Easter Break

27	<p>Progress Day 3 Thursday 18th</p> <p>Main Learning Episode</p> <ul style="list-style-type: none"> - Physical and mental health (explore reasons why people with mental health issues may not seek help) - Disabilities (Explore the link between poverty and disabilities) - Age groups (the two most vulnerable being early years and old age – explore why) 	C1	People with specific needs	ABFHMKM	<p>Responsibilities of organisations towards people who work in health and social care settings</p> <p>complete the case study (Muriel) on page 134 of the text book</p>	<p>linking to CA as a case study</p> <ul style="list-style-type: none"> - Explain how provision of services will need to vary according to individual need. - Describe the range of people with specific needs that may need health and care support. - Evaluate CA as a service provider. For this task, you will need to explore and assess how the college uses additional provision to support a <i>visually impaired/hearing impaired/disabled</i> service user. 	Assessment question
28	<p>Looking at the responsibilities of HSC practitioners and investigating failures in working practices.</p> <p>Students will produce an in-depth report / presentation on one of the following:</p> <ul style="list-style-type: none"> - Victoria Climbie - Daniel Pelka - Peter Connolly 	C2	Working practices	ABFGHIKM	People with specific needs	FINISH REPORT	Assessment question

	- Jessica Chapman and Holly Wells They will highlight areas of failure and link that directly to job roles and responsibilities using HSC values throughout (exam buzz words)						
29	PRECIOUS Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	C1/2	PRECIOUS – enables learners to put theory into practice	B	Working practices	LAC TEST	LAC TEST
30	Bank Holiday Monday 6th Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Exam revision	Exam revision	Mock papers
31	Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Exam revision	Exam revision	Mock papers
32	Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Exam revision	Exam revision	Mock papers

Spring Bank

33	LAA and LAB of unit 6 for year 13	
34	Learning Aim A: Examine the benefits of work experience in health and social care for own learning and development A1 Developing skills and attributes <ul style="list-style-type: none"> • Reflecting on own skills and attributes and areas for development. • Developing professionalism. • Communication and interpersonal skills. • Organisational skills, e.g. time management, prioritising tasks. • Technical skills, e.g. data handling, using specialist equipment. • Teamwork skills. • Confidence and personal responsibility. • Ability to link theory with practice. A2 Clarifying expectations for employment in health and social care •	Learning Aim B: Develop a work experience plan to support own learning and development B1 Preparation for work experience <ul style="list-style-type: none"> • Expectations for learners on work experience, e.g. dress, behaviour. • Practical considerations, e.g. Disclosure and Barring Service (DBS) checks. • Responsibilities and limitations for learners on work experience, e.g. providing intimate personal care, handling confidential information. • Researching specific work experience placements, e.g. organisation, job roles. • Role of placement supervisors/mentors. B2 Setting goals and learning objectives
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<p><i>Respecting diversity and equality.</i></p> <ul style="list-style-type: none"> • Respecting confidentiality and dignity. • Understanding health, safety and security. • Understanding and applying care values. • Preparation for employment in the sector. <p><i>A3 Exploring career options</i></p> <ul style="list-style-type: none"> • Working in different settings, e.g. residential care, hospital. • Working with different age groups and service users, e.g. children with special needs, older people with dementia. • Sources of information about careers in health and social care. • Using work experience to inform career choices, confirm ideas or consider alternative options. 	<ul style="list-style-type: none"> • Reflecting on current knowledge and skills. • Identifying own strengths and areas for development. • Identifying established standards and values required for health and social care professionals, e.g. the NHS Constitution. • Identifying SMART (specific, measurable, achievable, realistic, time-bound) targets for own work experience. • Setting personal development goals, e.g. developing communication skills, confidence. • Setting professional development goals, e.g. developing competence, technical ability.