

Curriculum Plan (Health & Social Care)

Year 13	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	<p><u>Unit 8 Public Health</u></p> <p>A. Strategies for developing public health policy to improve the health of individuals and the population</p> <p>The origins and aims of public health policy, strategies for developing public health policy, monitoring the health status of the population, groups that influence public health policy.</p> <p>B. Factors affecting health and the impact of addressing</p>	Examine, explain, independent working, meeting deadlines, apply knowledge to vocational scenarios	Internal coursework tasks –learning aims A & B, C & D	Express ideas and information clearly, accurately and appropriately in written communication, form independent views and challenge what is heard or read, explore questions, solve problems and develop ideas choosing content and adapting style and language,	Attitude, achievement, endeavour	Guest speakers	Careers guidance, healthy living, equality & diversity, preparation for next stage.

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	<p>these factors to improve public health.</p> <p>Socio-economic impact of improving health of individuals and the population</p> <p>C. Investigate how health is promoted to improve the health of the population.</p> <p>The role of health promoters, approaches to promoting public health and wellbeing, approaches to protecting public health and wellbeing, disease prevention control measures.</p> <p>D, Investigate how health promotion encourages individuals to change their</p>			<p>extract and interpret information from charts, graphs and tables</p>				
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	<p>behaviour in relation to their own health.</p> <p>Features of health promotion campaigns, barriers to participation and challenging indifference, models and theories that justify health behaviour change, approaches to increasing public awareness of health promotion.</p>						
Cycle 2	<p><u>Unit 6 Work Experience in Health & Social Care</u></p> <p>A Examine the benefits of work experience in health and social care for own learning and development</p> <p>Developing skills and attributes,</p>	<p>Examine, reflect, independent working, meeting deadlines, Setting goals and learning objectives, reviewing personal and professional development</p>	<p>Internal coursework tasks – practice task for learning aims A, B, C & D</p>	<p>Express ideas and information clearly, accurately and appropriately in written communication, form independent views and challenge</p>	<p>Attitude, achievement, endeavour</p>	<p>Work experience placement</p>	<p>Careers guidance, equality & diversity, preparation for next stage.</p>

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clarifying expectations for employment in health and social care, exploring career options.				what is heard or read, explore questions, solve problems and develop ideas choosing content and adapting style and language, analyse spoken and written language, , understand and use the conventions of written language, extract and interpret information from charts, graphs and tables carry out calculations involving +, – , ×, ÷,			
B Develop a work experience plan to support own learning and development.							
Preparation for work experience, setting goals and learning objectives.							
C Carry out work experience.							
Work experience tasks, work shadowing and observation.							
D Reflect on how work experience influences own personal and professional development							

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<p>Reviewing personal and professional development, using feedback and action planning.</p> <p><u>Unit 7 Principles of Safe Practice in Health & Social Care Settings</u></p> <p>A Examine how a duty of care contributes to safe practice in health and social settings.</p> <p>Duty of care, complaints and appeals procedures.</p> <p>B Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings.</p> <p>Types and signs of abuse and neglect, factors that could contribute to an individual being vulnerable to abuse</p>	<p>Examine, explore, investigate. Independent working, working to deadlines, apply knowledge to vocational scenario</p>	<p>Internal coursework tasks – practice task for learning aims A, B, C & D</p>	<p>Express ideas and information clearly, accurately and appropriately in written communication, form independent views and challenge what is heard or read, explore questions, solve problems and develop ideas choosing content and adapting style and language,</p>	<p>Attitude, achievement, endeavour</p>	<p>Visit to a care provider</p>	<p>Careers guidance, healthy living, preparation for the next stage.</p>
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	and neglect, responding to concerns of abuse and neglect.			analyse spoken and written language, , understand and use the conventions of written language, extract and interpret information from charts, graphs and tables carry out calculations involving +, −, ×, ÷,			
Cycle 3	<p><u>Unit 7 Cont'd</u></p> <p>Reducing the likelihood of abuse and neglect.</p> <p>C Investigate the influence of legislation and policies on health and safety in health and social care settings.</p>	Examine, investigate, explore. Independent working, working to deadlines. Applying knowledge to vocational scenarios.	Internal coursework tasks for learning aims A, B, C & D	Express ideas and information clearly, accurately and appropriately in written communication, form independent views and challenge	Attitude, achievement, endeavour, community	Visit to care provider	Careers guidance, healthy living, preparation for next stage.

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Links to Industry Standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content. In the health and social care sector, the following approaches have been used:

- the mandatory content has been mapped to NOS to reflect the essential skills and knowledge needed for entry to employment
- the content has been mapped to the Care Certificate standards.