

Scheme of Work 2020 - 2021
Subject: Health and Social Care

Year Group: 12
Specification: BTEC Level 3 National Diploma – Unit 7

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources	Lit Num SMSC Codes
1	Duty of Care	What is a duty of care and why is it important?	<ul style="list-style-type: none"> • Legal obligation to protect wellbeing and prevent harm. • Upholding the rights and promoting the interests of individuals experiencing abuse or neglect. • Protecting health, safety and wellbeing. • Ensuring safe practice. • Balancing individual rights with risks. 	To be able to explain the role of a duty of care and its importance.	Case Study application	
2 – 3	Complaint procedures	What is the procedure for complaints?	<ul style="list-style-type: none"> • Complaints policies and procedures. • Reasons why complaints may be made, e.g. failure in a duty of care, dissatisfaction with quality of care. • Investigating complaints. • Responding to complaints with respect and treating them seriously. • Using complaints to improve the quality of service provision. 	To be able to outline a complaints procedure and the bodies involved in managing complaints.	Preparation for assessment	
4	Assessment	How to apply content and knowledge.	Assessment task to develop the skills of research and application of prior knowledge from Learning Aim A.	Assessment Task	Research into legislation and complaints procedures in adult social care and child social care.	Sp5
5 - 14	Coursework type up	How to apply content and knowledge.	Independent Learning Aim A write up period.	Coursework completion.		So5

Fortnightly Assessment: Learners will select and organise information relating to the implications of a duty of care. Learners must demonstrate their understanding of how complaints and appeals procedures address failure in a duty of care in a health or social care setting.

15 - 16	Types and signs of abuse and neglect.	What are the common signs and indicators of abuse?	Types of abuse and neglect: o neglect and acts of omission, physical abuse, psychological abuse, sexual abuse and financial abuse.	To be able to explain the different types of abuse and neglect.	Reflection questions	
17	Factors that could contribute to being vulnerable to abuse and neglect	What factors make an individual vulnerable to abuse and neglect?	<ul style="list-style-type: none"> • Vulnerable groups of people, including babies, children, older people. • Physical vulnerability, including physical disabilities, chronic medical conditions, sensory impairment. • Cognitive impairment, including dementia, Alzheimer’s disease, special educational needs, speech impairment. • Emotional vulnerability, including depression, anxiety, phobias. • Social vulnerability, including isolation, loneliness, institutionalised behaviour. 	<p>To be able to describe the factors that contribute to being vulnerable.</p> <p>Too be able to explain why these factors make an individual vulnerable.</p>	Research into different vulnerable groups.	
18	Responding to suspected abuse and neglect	How to respond to suspected abuse or neglect.	<ul style="list-style-type: none"> • Reporting and recording procedures. • Whistleblowing, informing employer, following setting’s whistleblowing procedures, informing prescribed body, e.g. Care Quality Commission. • Responding to disclosure. 	To be able to outline to reporting and recording procedure for disclosures of abuse and neglect.	Research is policies and procedures for reporting and recording and whistleblowing.	
19	Assessment	How to apply content and knowledge.	Assessment task to develop the skills of research and application of prior knowledge from Learning Aim B.	Assessment Task		Sp5
Fortnightly Assessment: Students are to write about where they will recognise and respond to evidence or concerns about abuse and neglect. This is to refer to and apply to the case study. They can also refer to when different agencies may need to respond to concerns about abuse and neglect.						
20 - 30	Coursework type up	How to apply content and knowledge.	Independent Learning Aim B write up period.	Coursework completion		So5
October Half-Term						

31	Health and safety legislation and policy	How legislation and policy impact on health and social care provision.	Legislation must be current and applicable to England, Wales or Northern Ireland. To include relevant sections of, e.g.: <ul style="list-style-type: none"> • Data protection legislation • Care standards legislation • Equality legislation • Care legislation • Care Quality Commission Standards • Disclosure and Barring Service (DBS) checks. 	To be able to outline to role of different legislation. To be able to describe the impact of legislation on provision.	Research into specific areas of different health and safety law.	
32	Influence of legislation and policy	What influence policy and legislation have on provision and practice.	<ul style="list-style-type: none"> • Safeguarding vulnerable adults, children and young people. • Protection from accidents, injuries and illnesses, including infection control, food preparation, hazardous substances. • Managing risk assessments and maintaining a safe working environment, including safe moving and handling. 	To be able to explain the influence of legislation and policy on provision and case study.	Reading of relevant policies and legislation in student folders.	
33	Assessment	How to apply content and knowledge.	Assessment task to develop the skills of research and application of prior knowledge from Learning Aim C.	Assessment Task		Sp5
34	Legislation reading and application	Application of legislation to case studies.	Reading of current legislation referred to in specification. Students to look at the application of the legislation to the case studies.	To be able to apply and reference to case study.		So8
35 – 44	Coursework type up	How to apply content and knowledge.	Independent Learning Aim C write up period.	Coursework completion		So5
Fortnightly Assessment: Students are to write an argument about the effectiveness of health and safety legislation, policies and procedures in maintaining health and safety. This must refer to and relate to the case study.						
45	Procedures to maintain health and safety	How procedures maintain health and safety.	<ul style="list-style-type: none"> • Infection control and prevention, e.g. standard infection control precautions. • Storage and administration of medication. • Storage and disposal of hazardous substances. 	To be able to explain procedures to maintain health and safety.	Reflection questions	
46	Procedures for responding to accidents and emergencies	How to follow procedures for accidents and emergencies.	<ul style="list-style-type: none"> • Responding to accidents and illness, including basic first aid. • Fire safety, evacuation and security procedures. • Reporting and record keeping. 	To be able to outline procedures for responding to emergencies.	Reflection questions	

47	Assessment	How to apply content and knowledge.	Assessment task to develop the skills of research and application of prior knowledge from Learning Aim D.	Assessment Task		Sp5
Fortnightly Assessment: Student are to make judgements about the importance of safe practice procedures and responsibilities in a health and social care setting. Students must make link to more complex situations that are affected by different health and safety law.						
48 – 57	Coursework type up	How to apply content and knowledge.	Independent Learning Aim D write up period.	Coursework completion		So5
58 - 60	Coursework type up and feedback		Feedback on full coursework provided. Final deadlines set on assessment plan.	Coursework completion		So5 Sp5
Christmas Break						

All formal deadlines for work and the IV process are shown on the assessment plan for Year 12 Diploma