

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

**Year Group: Year 13**

**Specification: BTEC National Level 3 Diploma – Unit 4**

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	<b>The purpose of research</b>	What is the purpose of research in health and social care?	<ul style="list-style-type: none"> <li>• The purpose of research – to improve outcomes for people using services, informing policy and provision.</li> <li>• Examples of research that have led to an improvement in practice and policy, e.g. changes in treatment of health conditions, changes in practice in providing care and support.</li> </ul>	To be able to explain the purpose of research.	Summary of lesson task	
2	<b>Issues in research</b>	What are issues in health and social care research?	Health conditions, e.g. how effective certain types of treatment are, health trends in certain areas or among certain age groups and why this should be the case. Health conditions and strategies for avoiding certain health conditions and the success of these strategies.	To be able to outline issues in current research.		
3	<b>Lifestyle factors</b>	How do lifestyle factors influence health and social care provision?	Lifestyle factors, e.g. prevalence in certain age groups, how far lifestyle factors contribute to health and social care needs, the effect on demand for services, what can be done to mitigate factors.	To be able to outline different lifestyle factors and their influence.	Discussion task on the effects of lifestyle factors.	
4	<b>Social care and welfare needs</b>	How do social care and welfare needs influence health and social care provision?	Social care and welfare needs, e.g. practice in providing care and support to individuals with specific needs, the success of these practices in promoting individuals' independence and wellbeing, and the effect of these services on individuals' wellbeing.	To be able to outline different social care and welfare needs and their influences.		

5	<b>Assessment Practice 4.1</b>	How to apply knowledge to exam.	Based on content from learning aim A and in the exam format.	Assessment task		Sp5
6	<b>Research methodologies</b>	What are common methodologies in research?	The difference between qualitative and quantitative data.	To be able to explain the differences between data types.	Research and justification task on different types of methodologies.	
7	<b>Organisations involved in research</b>	What organisations are involved in health and social care research?	Organisations involved in research, to include health authorities, local authorities, social service departments and charities and community organisations, Office for National Statistics (ONS).	To be able to outline the role of different organisations.	Investigation task into different organisations.	
8 - 9	<b>Research methods</b>	What a research methods and how are they used in health and social care research?	Research methods, including questionnaires, interviews, case studies, scientific experiments, checklists, observation, and their advantages and disadvantages.	To be able to outline and find different research methods.	Revision notes on covered content in exam format.	
10	<b>Conducting an effective literature search</b>	How to conduct a effective and suitable literature search.	Conducting effective literature searches.  Identifying, analysing and evaluating source material.	To be able to identify the stages of a literature and complete an effective literature search.		So8
<b>Fortnightly Assessment:</b> Find a piece of research and highlight the purpose of the research, research methodologies and research methods. From this they are to complete a literature review to find <b>two</b> pieces of research.						
11	<b>Planning research</b>	How to plan a piece of health or social care research	How to plan a piece of research, including: <ul style="list-style-type: none"> <li>• rationale for the research</li> <li>• deciding on achievable objectives</li> <li>• selecting appropriate research methods</li> <li>• selecting target group and sample</li> <li>• deciding realistic timescales</li> </ul>	To be able to outline the elements needed to plan research.	Research task on Nuremberg Trial	

12	<b>Ethical issues</b>	What are ethical issues in research?	Ethical principles in research reporting: <ul style="list-style-type: none"> <li>• the use and misuse of results, including statistics that inform practice, informed consent from participants and the 1947 Nuremberg Code in relation to ethical research, misuse of results, e.g. Andrew Wakefield and the MMR research</li> </ul>	To be able to explain the ethical principles to follow in research.	Summary task on ethical issues.	Sp3
13	<b>Research skills</b>	What are research skills and how are they needed to complete research.	<ul style="list-style-type: none"> <li>• Selecting relevant numerical data.</li> <li>• Making notes and keeping records from source material.</li> <li>• Reading techniques, e.g. skimming, scanning.</li> </ul>	To be able to outline the research skills needed to complete effective research.	Reading task on research skills in students folders.	
14	<b>Assessment Practice 4.2</b>	How to apply knowledge to exam.	Based on content from learning aim B and in the exam format.	Assessment task		Sp5
15	<b>Selecting appropriate sources</b>	What are reliable and valid sources?	<ul style="list-style-type: none"> <li>• Selecting sources of reliable secondary research, including professional journals, professional bodies, textbooks, periodicals, websites, and research organisations.</li> <li>• Conducting electronic searches using academic search engines, databases, keywords, advanced search tools, refining search data to narrow range of information to manageable size.</li> </ul>	To be able to identify sources of secondary and primary research that is reliable. Students can complete electronic searches.		
16	<b>Evaluation of research</b>	How to evaluate research and its applications.	<ul style="list-style-type: none"> <li>• Examining content of secondary materials including introduction, body of text, conclusion.</li> <li>• Academic reading, to include surveying structure of source materials.</li> <li>• Advantages and limitations of research sources and methodologies, e.g. access to data.</li> </ul>	To be able to identify information to evaluate research.	Investigation task on evaluating current research.	
17 - 18	<b>Assessment</b>	How to apply knowledge to exam.	Based on content from learning aim C and in the exam format.	Assessment task		Sp5
19 – 20	<b>Exam Guidance</b>	How to apply knowledge to exam.	Exam procedures are shared with students along with the structure of the exam, pre-released materials, and timing structure.	To be able to engage and follow exam guidance.		

<b>Fortnightly Assessment:</b> Based on <b>one</b> piece of research students are to complete literature search and compile a reference list.						
21 - 25	<b>Content Recap</b>	How to apply knowledge to exam.	Recap the content from Learning Aim A while looking at the sorts of exam questions the content links to. Looking at structure of long answer responses.	To be able to engage and follow exam structure.		
<b>October Half-Term</b>						
26 - 30	Mock Exam	How to apply knowledge to exam.	Students to be provided with previous exam content and the week is to follow the form of an exam. Three lessons are to be used for reading and resourcing. Two lessons are to be used for answering written questions.	Application of knowledge and writing in exam format.		Sp5
<b>Fortnightly Assessment:</b> Students to plan answers to questions. They can use the marking grid to make notes for a perfect answer without content and then write the content using the plan.						
31 - 36	<b>Content Recap based on Mock</b>	Applying targeted work to exam	Recap information missed or misunderstood from the mock.	To be able to engage and follow exam structure.		
37 – 41	<b>Content Recap</b>	Applying targeted work to exam	Content recap of Learning Aim B and C focusing on exam questions and response structure.	To be able to engage and follow exam structure.		
<b>Fortnightly Assessment:</b> Students to review and revisit content and complete <b>RAG</b> . Students are to answer revision guide questions on <b>RED</b> content.						
42	<b>Pre-released monitored hour 1</b>	Assessment Period 1	Monitored exam session 1: students to complete individual research and note taking.	Meeting BTEC Exam Regulations.		
43 – 46	<b>Independent Revision</b>	Applying targeted work to exam	Students to make summary notes to help with researching, interpreting data and referencing.	To be able to review notes to apply to assessment.		Sp5
47	<b>Pre-released monitored hour 2</b>	Assessment Period 2	Monitored exam session 2: students to complete individual research and note taking.	Meeting BTEC Exam Regulations.		
48 – 50	<b>Independent revision</b>	Applying targeted work to exam	Students to make summary notes to help with researching, interpreting data and referencing.	To be able to review notes to apply to assessment.		Sp5

<b>Fortnightly Assessment:</b> Students to use this time to complete 1 hour of independent work on their research and notes.						
51	<b>Pre-released monitored hour 3</b>	Assessment Period 3	Monitored exam session 3: students to complete individual research and note taking.	Meeting BTEC Exam Regulations.		
52	<b>Pre-released monitored hour 4</b>	Assessment Period 4	Monitored exam session 4: : students to complete individual research and note taking.	Meeting BTEC Exam Regulations.		
53 - 55	<b>Independent revision</b>	Applying targeted work to exam	Students to make summary notes to help with researching, interpreting data and referencing.	To be able to review notes to apply to assessment.		Sp5
56	<b>Pre-released monitored hour 5</b>	Assessment Period 5	Monitored exam session 5: students to complete individual research and note taking.	Meeting BTEC Exam Regulations.		
57 - 58	<b>Independent revision</b>	Applying targeted work to exam	Students to make summary notes to help with researching, interpreting data and referencing.	To be able to review notes to apply to assessment.		Sp5
59	<b>Pre-released monitored hour 6</b>	Assessment Period 6	Monitored exam session: students to complete individual research and note taking.	Meeting BTEC Exam Regulations.		
60 – 61	<b>Exam Question Format</b>	Exam question structures and answer format.	Focusing on exam response structure and question styles.	Engagement in lesson and confidence in completing exam questions with structure.		
<b>Christmas Holiday</b>						

The students will sit the controlled assessment for three hours which must be completed within a two-day window.