

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

Year Group: 13

Specification: Level 3 BTEC Extended Certificate – Unit 2

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	Roles of workers	The roles of people who work in health and social care settings.	Doctors • nurses • midwives • healthcare assistants • social workers • occupational therapists • youth workers • care managers/assistants • support workers.	Recall of different roles in health and social care.		M7
2	Responsibilities of workers	The day-to-day responsibilities of people who work in health and social care settings.	• healing and supporting recovery for people who are ill • enabling rehabilitation • providing equipment and adaptations to support people to be more independent • assessment and care and support planning, involving service users and their families	Explanation of responsibilities of workers.	Exam questions	M7
3	Policies and Procedures	What are policies and procedure?	How to follow policies and procedures in place in the health and social care setting in which they work.	Recall of different policies and procedures.		
4	Anti-discriminatory Practice	Promoting anti-discriminatory practice	Implementing codes of practice and policies that identify and challenge discrimination in specific health and social care settings. Adapting the ways health and social care services are provided for different types of service users.	Explanation of how to promote anti-discriminatory practice.		
5	Empowering Individuals	How to empower service users.	Promoting the rights, choices and wellbeing of individuals who use health and social care services. Putting the individual at the heart of service provision and promoting individualised care.	Recall different ways to empower service users.	Revision notes on content covered.	

6	Multidisciplinary Practice	The benefits of partnership working.	The need for joined-up working with other service providers <ul style="list-style-type: none"> ways service users, carers and advocates are involved in planning, decision-making and support with other service providers Holistic approaches. 	Explanation of how services work together to provide joined-up support.		
7	Information Management and Accountability	Ways of promoting communication and ensuring confidentiality.	Applying requirements of the data protection legislation and maintaining confidentiality to safeguard service users. Following codes of professional conduct, following safeguarding regulations, following procedures for raising concerns/whistleblowing.	Show understanding and recall of the legislation for confidentiality.		
8	Ensuring Safety	How people ensure safety for individuals and staff.	Use of risk assessments, safeguarding and protecting individuals from abuse, illness prevention measures, to include hand-washing facilities, safe drinking water. Control of substances harmful to health. Reporting and recording accidents and incidents.	Be able to complete a risk assessment and explain how settings ensure safety.	Revision notes on content covered.	
9	Mock Paper	How to apply knowledge to exam.	Mock paper to be completed of Learning Aim A questions.	Mock paper		So5
10	Learning Aim A Review	Applying targeted work to exam	Review of missed content from Learning Aim A and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.	Reflection on test paper content, result and skills to work on.	
Fortnightly Assessment: Students are to use their notes from the lessons to write plans for questions in a test paper. They are to RAG answer the test paper.						
11	Healthcare Sectors	Ways services are provided.	The public sector: – NHS The voluntary sector. The private sector. <ul style="list-style-type: none"> Settings where health and social care services are provided. 	Recall of three sectors and settings within sectors.		M7
12	Issues that affect access to services	Barriers to access which can affect health.	Referral. • Assessment. • Eligibility criteria. • Barriers to access, to include specific needs, individual preferences, financial, geographical, social, cultural.	Explain the barriers to health care.		

13 - 14	Organisations that regulate and inspect	The ways organisations regulate and inspect health and social care.	Care Quality Commission (CQC) Ofsted. The roles of organisations which regulate or inspect health and social care services.	Recall organisations and explain their role.		
15 - 16	Organisations that regulate professionals	The organisations that regulate professions in health and social care.	Nursing and Midwifery Council (NMC) Health and Care Professions Council (HCPC) General Medical Council (GMC). The roles of organisations which regulate professions in health and social care services.	Recall organisations and explain their role.	Revision notes on content covered.	
17	Mock paper	How to apply knowledge to exam.	Mock paper to be completed of Learning Aim B questions.	Mock paper		So5
18	Learning Aim B Review	Applying targeted work to exam	Review of missed content from Learning Aim B and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.	Reflection on test paper content and understanding.	
19 - 20	Responsibilities of organisations towards workers.	Responsibilities of organisations that provide health and social care	Understand how to implement the organisation's codes of practice • meet National Occupational Standards (NOS) • undertake continuing professional development (CPD) • are safeguarded	Explain the responsibilities of the organisations.		
Fortnightly Assessment: Students are to complete the Assessment Practice 2.2 on Page 134.						
21	People with specific needs	How to support people with specific needs.	Ill health, both physical and mental. • Learning disabilities. • Physical and sensory disabilities. • Age categories.	Recall ways to support people with specific needs.		
22	Working practices	Relevant skills and policies required for safe working practices.	How policies and procedures affect people working in these areas. • How working practices affect people who use services in these areas. • Recent examples of how poor working practices have been identified and addressed.	Explain recent example of poor working practice and how they apply to changes in care.	Revision notes on content covered.	
23	Mock Paper	How to apply knowledge to exam.	Mock paper to be completed of Learning Aim C questions.	Mock paper		So5

24	Learning Aim C Review	Applying targeted work to exam	Review of missed content from Learning Aim C and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.	Reflection on test paper content and understanding.	
25	Question structure	How to apply knowledge to exam.	Guided support on exam structure and format. Questions to be provided to the class and carousel working.	Engagement in lesson and confidence in completing exam questions with structure.		
26 - 30	Independent revision		Students to complete tailored independent revision based on areas of consistent irregular answers or mistakes	Work to be reviewed and developed to achieve higher grades.		Sp5
Fortnightly Assessment: Students are to RAG rate the exam content and complete test paper questions on RED areas. They are to plan any 6 to 8 mark questions before they write them.						
October Half Term						
31 - 34	Learning Aim A Revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim A.	Engagement in lesson and exam responses.	Independent revision	
35	Mock paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
36	Mock paper review	How to apply knowledge to exam.	Review of missed content from the mock and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.	Reflection on test paper content and understanding.	
37 – 40	Learning Aim B revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim B.	Engagement in lesson and exam responses.	Independent revision	
Fortnightly Assessment: Students to complete Learning Aim C Assessment Practice (2.3 Page 142)						
41 - 44	Learning Aim C revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim C.	Engagement in lesson and exam responses.	Independent revision	

45	Mock paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
46	Mock paper review	How to apply knowledge to exam.	Review of missed content from the mock and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.	Reflection on test paper and understanding.	
47 - 50	Independent revision		Students to complete tailored independent revision based on areas of consistent irregular answers or mistakes	Work to be reviewed and developed to achieve higher grades.		Sp5
Fortnightly Assessment: Create exam question plans for 6 to 8 mark questions. Once the plans have been written students are to answer the questions using the plan.						
51 - 52	Guided recap	How to apply knowledge to exam.	Guided support on exam structure and format. Questions to be provided to the class and carousel working.	Engagement in lesson and confidence in completing exam questions with structure.		
53 - 60	Independent revision		Students to complete tailored independent revision based on areas of consistent irregular answers or mistakes	Work to be reviewed and developed to achieve higher grades.		Sp5
Fortnightly Assessment: Students to complete knowledge organiser. From this they are to create revision resources for any missing information.						
Christmas Half - Term						

Students to complete the exam within the first 2 weeks of January, the return after the break is to be spent with silent revision until exam