

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

Year Group: 12 and 13
Specification: Level 3 BTEC National Extended Certificate

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	Promoting equality, diversity and preventing discrimination	What is equality and diversity?	Definition of equality, diversity and discrimination. <ul style="list-style-type: none"> Importance of preventing discrimination. Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services 	Define equality and diversity.	Case study annotation	
2	Skills and personal attributes required for developing relationships with individuals	What are the skills needed to develop relationships?	<ul style="list-style-type: none"> people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills communication skills – communicating with service users, colleagues and other professionals, e.g. active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations 	Students to be able to show the links to their case studies.		
3	Empathy and establishing trust with individuals	What is empathy and theories of it?	<ul style="list-style-type: none"> Attachment and emotional resilience theory, to include the effect of secure attachments and support on emerging autonomy and resilience. Empathy theories, e.g. Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler. 	Explain different theories of establishing trust.		
4	Case study annotation	Application of knowledge to content.	Reviewing content from Learning Aim A and applying to case studies.	Review content and apply relevant content to the case studies.	Case study annotation and note making.	
5 - 14	Coursework type up	How to apply content and knowledge.	Independent Learning Aim A write up period.	Coursework completion		So5

Fortnightly Assessment: Read and annotate the 'easy read' Equality Act 2010 document. The students need to find and highlight relevant passages and information that relates to their case studies. The students to annotate the links to their case studies.

15 - 16	Ethical issues and approaches	How do ethical theories apply to service users care?	Ethical theories, to include consequentialism, deontology, principlism and virtue ethics.	Recall and define the ethical theories.		
17	Legislation on conflicts of interest, balancing resources and minimising risk	How does legislation impact on meeting needs?	Legislation, e.g. Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014.	Outline the legislation that impacts meeting needs.	Reading of 'easy reads' of legislation	So8
18	Organisations in health and social care	How do organisation impact on meeting needs?	Organisations, e.g. National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health and Safety Executive (HSE).	Students to show application of information to the case studies.	Case study application notes	
19	Guidance in health and social care	How does guidance impact on meeting needs?	Guidance, e.g.: o the DH Decision Support Tool o five-step framework o NICE and NHS guidance on Care Pathways and Care Plans o Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups (2013) (NHS) o HSE guidance on risk assessments.	Students to show application of information to the case studies.	Case study application notes	
20	Managing conflict	How can conflict be managed?	Managing conflict with service users, carers and/or families, colleagues. • Managing conflict of interests.	Outline how conflict is managed.		
Fortnightly Assessment: Research ethical theories and make suitable judgements with reference to the research source about the application of the theories to the case studies.						
21	Balancing services and resources	How can services be balanced?	Balancing services and resources. • Minimising risk but promoting individual choice and independence for those with care needs and the professionals caring for them.	Outline how services are balanced.		
22 - 30	Coursework type up	How to apply content and knowledge.	Independent Learning Aim B write up period.	Coursework completion		So5
Fortnightly Assessment: Create a resource that shows how resources are balanced and how this relates to the case studies. This can also reflect on how risks are minimised in different settings, how this can still promote choice and independence, the professional who care for them – all linking to their case studies.						
February Half Term						
31	Different types of challenges	What challenges do services users experience?	Different types of challenges faced by individuals with care and support needs, to include o awareness and knowledge o practical challenges o skills challenges o acceptance and belief challenges	Students can highlight barriers that are experienced by their service users.	Case study application notes.	

32	Communication techniques	What are communication techniques?	Different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social. • Types of communication examples, to include verbal, body language, written, formal and informal.	Students can highlight communication techniques that are experienced by and used by the service user.		
33	Personalisation	Why is personalisation of care important?	<ul style="list-style-type: none"> • Methods of recognising preferences, to include care plans, learning plans, behavioural plans, specialist support from health and social care professionals. • The importance of promoting choice and control and the financial impact of this on care provision. 	Explain the importance of personalisation and how services are personalised.		
34 – 43	Coursework type up	How to apply content and knowledge.	Independent Learning Aim C write up period.	Coursework completion		So5
Fortnightly Assessment: Create a spider-diagram for each case study which shows their personal needs, preferences, communication needs and care provision. These need to be developed to show how different settings will accommodate these needs.						
44	Roles and responsibilities of key professionals on multidisciplinary teams	What are the roles and responsibilities of professionals in multidisciplinary teams?	<p>Multidisciplinary teams, members and formation.</p> <ul style="list-style-type: none"> • Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team. • How multi-agency and multidisciplinary teams work together to provide co-ordinated support, e.g. an autistic child may have involvement with the following agencies and professionals 	Explain what are multidisciplinary teams and the benefits of co-ordinated working.	Case study application notes	
45	How agencies work together to meet individual care and support needs	How do agencies work together?	<p>Role of organisations responsible for commissioning healthcare services, e.g. Clinical Commissioning Groups in England,</p> <ul style="list-style-type: none"> • Role of organisations responsible for commissioning social care services, e.g. local authorities. • Role of bodies responsible for integrating health and social care. Role of assessment and eligibility frameworks, to include Common Assessment Framework (CAF). 	Outline the role of organisations and the link to the case studies.	Case study application notes.	

46	Maintaining confidentiality	How to legally maintain confidentiality?	Working practices to maintain confidentiality, to include: o keeping yourself informed of the relevant laws o keeping information locked away or password protected o sharing information only with people who are entitled to have access to the information.	Outline how information is kept confidential.		
47	Managing information	How to securely manage information.	Working practices for managing information, to include: o identifying why the information is needed o searching for the information o using information legally and ethically. • The importance of sharing information with colleagues, other professionals, the individual with care needs and their family.	Outline how information is managed and the importance of sharing information.		
48 – 56	Coursework type up	How to apply content and knowledge.	Independent Learning Aim D write up period.	Coursework completion		So5
Fortnightly Assessment (50) : Complete research into multi-disciplinary teams and how they work to meet the needs of service users. Additionally, research should be completed on how care is commissioned. This is to be linked to the information in the case studies.						
57 - 58	Presentations		Students to present the Learning Aim D in formal presentation of 10 minutes to assessor and member of SLT.	Meeting grading criteria.		Sp5
59 - 60	Coursework completion		Completing evaluation for Task 2 Learning Aim D and completing any outstanding work.	Coursework completion.		
Fortnightly Assessment (60) : Students are to prepare there resources for the presentation to include the powerpoint and any materials for the observers.						
April half - term						