

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

**Year Group: 12**

**Specification: Level 3 BTEC Health and Social Care Diploma – Unit 14**

<b>Lesson No</b>	<b>Topic &amp; Objectives</b>	<b>Big Question – What will students learn?</b>	<b>Key Activities &amp; Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)</b>	<b>Planned Assessment</b>	<b>Homework or flipped learning resources</b>	<b>Lit Num SMSC Codes</b>
1	<b>Endocrine system disorders</b>	Conditions relating to the endocrine system.	Diabetes, hypo and hyperthyroidism. Impact of disorders on service users' physical, mental, social and emotional health.	To be able to outline the key aspects and conditions of the system.		
2	<b>Nervous system disorders</b>	Conditions relating to the nervous system.	Parkinson's disease, Alzheimer's disease. Impact of disorders on service users' physical, mental, social and emotional health.	To be able to outline the key aspects and conditions of the system.		
3	<b>Musculo-skeletal system disorders</b>	Conditions relating to the musculo-skeletal system.	Rheumatoid arthritis, Osteoporosis. Impact of disorders on service users' physical, mental, social and emotional health.	To be able to outline the key aspects and conditions of the system.		
4	<b>Respiratory system disorders</b>	Conditions relating to the respiratory system.	Asthma, chronic obstructive pulmonary disease (COPD). Impact of disorders on service users' physical, mental, social and emotional health.	To be able to outline the key aspects and conditions of the system.		

5	<b>Circulatory system disorders</b>	Conditions relating to the circulatory system.	Coronary heart disease, leukaemia. Impact of disorders on service users' physical, mental, social and emotional health.	To be able to outline the key aspects and conditions of the system.	Annotation of the human body.	
6	<b>Cancer</b>	Impact of different types of cancer on a service user.	Bowel, prostate. Impact of disorders on service users' physical, mental, social and emotional health.	To be able to outline the impact of cancer.		
7	<b>Signs/Symptoms</b>	Are signs and symptoms the same?	The common signs and symptoms of conditions.  The difference between a sign and symptom.	To be able to identify different signs and symptoms.	Research for disorders chosen.	
8	<b>Factors affecting disorders: Lifestyle Diet Environment</b>	What factors affect a individual's health.	Smoking cigarettes, drug misuse, foetal alcohol syndrome, drug dependency in infancy. Obesity, dietary deficiency. Housing conditions, air pollution.	To be able to explain the factors that affect health.	Research for disorders chosen.	
<b>Fortnightly Assessment:</b> Students are to complete research and write an explanation for how the condition ( <b>1 only</b> ) affects the different body systems and the functions of the system and the organs.						
9 - 18	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim A write up period.	Coursework completion		So5
19	<b>Investigative procedures</b>	General measurements that are taken and investigations.	Blood pressure, body temperature, medical history, blood tests. Students need to know what tests and interactions are completed to narrow down conditions and care needed.	To be able to describe the different investigative procedures.		
20	<b>Diagnostic procedures</b>	Procedures based on specific signs and symptoms.	Lumbar puncture, biopsy. Students need to know what tests are completed to be able to provide the individuals with a diagnosis.	To be able to describe the different diagnostic procedures.		
<b>Fortnightly Assessment:</b> Students to write a step-by-step guide for the diagnosis of a condition from the thought of having a condition and attending a GP surgery to being given a formal diagnosis.						

21 - 30	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim B write up period.	Coursework completion		So5
<b>Fortnightly Assessment:</b>						
<b>February Half – Term</b>						
31 – 32	<b>Provision on treatment and support</b>	What treatment and support is available for individuals with ranging disorders?	Medication, e.g. anti-inflammatory drugs. • Surgery, e.g. surgical procedures for cancer. • Rehabilitation programmes, e.g. physiotherapy. • Complementary therapies, e.g. aromatherapy, acupuncture. • Advice on lifestyle changes, e.g. smoking cessation.	To be able to outline different types of treatment and support.		
33	<b>Types of Carers and Care settings</b>	What types of carers and care settings are available for ranging disorders?	Carers: Professional carers, private and voluntary carers, private care agencies. Care settings: service user's own home, residential care home.	To be able to describe different types of carers and care settings.		M7
34	<b>Support to meet individual needs.</b>	How to support and meet individual needs.	Looking at coursework selected conditions students are to examine the support that should be provided for the service user and the services available within Basildon and Pitsea.	To be able to identify settings in local area for care.	Complete research on services in Basildon and Pitsea	
35 - 44	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim C write up period.	Coursework completion		So5
<b>Fortnightly Assessment:</b> Students to write a guide for someone with a physiological disorder on the carers and care settings available to them and how they will help support them.						
45	<b>Assessing and reviewing care needs.</b>	The role of different types of care to meet care needs.	Assessment of care needs, e.g. primary, secondary or tertiary care. Reviewing care needs, e.g. making changes as required.	To be able to identify the different types of care.	Application of content to patient (coursework service user)	

46	<b>Cycle of planning</b>	What is the cycle of planning and how does it apply to treatment?	Cycle of planning, scheduling, timescales. Advantages and disadvantages of different types of treatment	To be able to explain the cycle of planning and the importance of timescales.	Application of content to patient (coursework service user)	
47	<b>Planning process</b>	What are the aims of individual care and treatment?	Purpose and aim of care for individual. Outcomes to be achieved. Actions to be taken. Overcoming potential barriers. Professional responsibilities.	To be able to explain the purpose and aim of care for service users.	Application of content to patient (coursework service user)	M7
48	<b>Interview questions</b>	How to interview service users to provide support.	Students to form questions for interview of patient for the treatment plan.	To be able to write questions to provide support.	Complete interview.	Sp5
<b>Fortnightly Assessment:</b> Students to write up answers from interview and to plan the treatment and services that would best suit the individual.						
49 - 58	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim D write up period.	Coursework completion		So5
59 - 60	<b>Targeted coursework type up.</b>		Students to complete targeted work to meet certain criteria and receive 1-1 feedback.	Coursework completion.		Sp5
<b>April Half – Term</b>						