



ASPIRE • BELIEVE • ACHIEVE



Curriculum Overview: BTEC Level 3 National Diploma in Health and Social Care

| Year 12 Term 2 | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does excellence look like? | What additional resources are available? |
| Unit 7 - Learning Aim A - B The role and format of complaints procedures and the role of safeguarding in health and social care settings. | <p>Knowledge</p> <ul style="list-style-type: none"> • The purpose of a duty of care • The role of a complaints procedure and policies • Signs and symptoms of abuse • The process of responding to abuse and neglect. <p>Understanding</p> <ul style="list-style-type: none"> • The use of and follow up procedure of a complaints policy. • The influence of complaints and the policies. • The factors that contribute to and reduce the likelihood of abuse. <p>Skills</p> <ul style="list-style-type: none"> • Making links between content and case study information. • Application of knowledge and correct procedures to information from case studies. • Assessing the influence of procedures on health and social care practice. | <p>Application and evaluation of poor working practices within health and social care settings through use of case studies.</p> <p>Assess the implications of a duty of care. Demonstrate the implications of a duty of care from case studies.</p> <p>Demonstrate their understanding and application of how complaints and appeals procedures address failure in a duty of care in a health or social care setting.</p> <p>Application of knowledge to more complex situations.</p> <p>Demonstrate when professionals will recognise and respond to evidence or concerns about abuse and neglect in the setting.</p> | <p>BTEC Level 3 Textbook</p> <p>Safeguarding matters legislation</p> <p>Winterbourne view case review documentation</p> <p>Francis report documentation</p> <p>Equality Act 2010</p> <p>Discrimination Act 1998</p> |

