

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

Year Group: 13
Specification: Level 3 BTEC National Diploma – Unit 8

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	The origins and aims of public health policy	What are the overarching aims of health policy?	Aims of public health policy, to include: <ul style="list-style-type: none"> o planning national provision of healthcare and promoting the health of the population o identifying and monitoring the needs of the population 	To be able to outline the aims of public health policy.		
2	Strategies for developing public health policy	What are strategies for developing public health policy?	<ul style="list-style-type: none"> • Strategies, to include identifying the health needs and promoting the health of the population, developing programmes to reduce risk and screen for early disease. • Planning and evaluating the national provision of health and social care target setting, to include local and national provision. 	To be able to explain strategies of developing policy.		
3	Monitoring the health status of the population	How is the health status monitored?	Sources of information for determining patterns of health and ill health: <ul style="list-style-type: none"> • statistics to include World Health Organization (WHO), government, regional, local 	To be able to outline how health status is monitored.	Research statistics for a health condition on different statistical sites for different locations.	
4	Groups that influence public health policy	What groups influence policy?	Key groups in setting and influencing public health policy development: <ul style="list-style-type: none"> • government and government agencies, e.g. Department of Health • pressure groups, e.g. Age Concern, British Heart Foundation, Action on Smoking and Health (ASH) 	To be able to outline the key groups in setting and influencing policy.		

5	Assessment	How to apply content and knowledge	Assessment task to develop the skills of research and application of prior knowledge from Learning Aim A.	Assessment task		Sp5
6 – 15	Coursework type up	How to apply content and knowledge	Independent Learning Aim A write up period.	Coursework completion		So5
Fortnightly Assessment: Students to evaluate how far a public health policy has met its aims in a specific demographic area. They will need to explain the strategies used to develop policy and how these, and population health status monitoring, are used to create public health policy.						
16 – 17	Factors affecting health	What factors affect health?	<ul style="list-style-type: none"> • Socio-economic, e.g. income, education. • Environmental, e.g. housing, access to exercise facilities. • Genetic, e.g. sickle cell anaemia. • Lifestyle, e.g. diet, substance misuse. 	To be able to explain the factors that affect health.	Create summative notes	
18	The socio-economic impact of improving the health of individuals and of the population.	What impact does social and economics have on the population?	<ul style="list-style-type: none"> • The social and economic impact of ill health on individuals and the population. • Reduced health and social inequalities through improvements in more disadvantaged communities. • Increased life expectancy, including quality of life. • Reduced demand for or pressure on health and social care services. 	To be able to evaluate the socio-economic impact on health.	Add to summative notes	
19	Assessment	How to apply content and knowledge	Assessment task to develop the skills of research and application of prior knowledge from Learning Aim B.	Assessment task		Sp5
20 -30	Coursework	How to apply content and knowledge	Independent Learning Aim B write up period.	Coursework completion		So5
Fortnightly Assessment: Students to write about the socio-economic impact of improving the health of the population. They must make links between the four factors affecting health and include an example of each.						
February Half Term						
31	The role of health promoters	What is the role of health promoters?	<ul style="list-style-type: none"> • Aims – to improve the health of individuals and the population and reduce health inequalities. • Global, e.g. WHO. • National/regional/local as appropriate to England, Wales or Northern Ireland. 	To be able to describe the role of health promoters.		M7

32	Approaches to promoting public health and wellbeing	What are approaches to promoting health?	To include both national and local services: <ul style="list-style-type: none"> • monitoring the health status of the community and identifying those most at risk, e.g. children, unemployed, older people, minority ethnic groups • health surveillance programmes 	To be able to explain how to promote public health and wellbeing.	Research in to schemes to promote health in Essex.	
33 – 34	Approaches to protecting public health and wellbeing	What are approaches to protecting health?	<ul style="list-style-type: none"> • evidence-based responses through environmental surveillance and intelligence gathering • environmental controls, e.g. waste disposal and treatment, water supply, food production, preparation, storage and sales 	To be able to explain how to protect public health and wellbeing.	Research in to schemes to protect health in Essex.	
35	Disease prevention and control methods	What are disease prevention and control measures?	<ul style="list-style-type: none"> • Prevention and control of communicable diseases, e.g. guidance on hygiene, BCG vaccination to protect against tuberculosis, use of antibiotics to prevent the spread of bacterial meningitis. • Prevention and control of non-communicable diseases, raising awareness of causes, contributory lifestyle factors and the symptoms of, e.g. skin cancer, coronary heart disease. 	To be able to describe methods of disease prevention and control.		
36	Assessment	How to apply content and knowledge	Assessment task to develop the skills of research and application of prior knowledge from Learning Aim C.	Assessment task		Sp5
37 - 46	Coursework	How to apply content and knowledge	Independent Learning Aim C write up period.	Coursework completion		So5
Fortnightly Assessment: Students are to explain how far a specific health promotion campaign meets the aims of the related public health policy.						
47	Features of health promotion campaigns	What are the features of health campaigns?	<ul style="list-style-type: none"> • Relation to health policy. • Objectives. • Target audience. • Reasons for approach – media resources. • Ethical considerations. • Analysis of data obtained during and after promotion to evaluate outcomes against original objectives. • Influence of campaign focus, target audience and ethical considerations on chosen model. 	To be able to explain the features of a health campaign and their role.	Summative notes	

48	Barriers to participation and challenging indifference , model and theories of behaviour changes.	What are barriers to public health campaigns?	<ul style="list-style-type: none"> • Cost, e.g. cost of transport affecting access to health services and treatments, cost of exercise facilities, cost of nutritional food. • Individual resistance/indifference. • Accessibility of resources. • Lifestyle factors, e.g. diet, exercise, smoking. 	To be able to evaluate the barriers to participation.		
49	Approaches to increasing public awareness of health promotion	How to increase public awareness of health promotion?	<ul style="list-style-type: none"> • Health education activities, e.g. healthy eating campaigns, government standards for school lunches. • Social marketing approach – marketing mix, benefits, limitations. • Role of mass media – different forms, benefits, limitations. 	To be able to outline ways to increase public awareness.	Research a health promotion and find the different approaches used.	
<p>Fortnightly Assessment: Learners will make suitable justifications and recommendations for the approaches used, and include a full evaluation of how successfully the campaign met its objectives in encouraging behaviour change and improved health. Learners must use detailed analysis and research to justify the validity of their conclusions.</p>						
50 - 60	Coursework type up	How to apply content and knowledge	Independent Learning Aim D write up period.	Coursework completion		So5
April Half-Term						

All formal deadlines for work and the IV process are shown on the assessment plan for Year 13 Diploma