



YEAR 12 CURRICULUM – BTEC National Certificate in Health and Social Care.

						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 1 – Developing Effective Communication in Health and Social Care.	Unit 1 Continued.	Unit 3 Health, Safety and Security in Health and Social Care.	Unit 3 continued. Unit 4 Development through the Life Stages	Unit 4 continued	Unit 2 Equality, Diversity and rights in Health and Social Care.
Key Tasks	<p>Task 1 Contexts of Communication and Types of communication</p> <p>Task 2 Theories of communication, assessing the role of effective communication.</p> <p>Task 3 Factors that influence communication.</p>	<p>Task 4 Strategies needed to overcome barriers to effective communication. Review and evaluation of these strategies within a case study.</p> <p>Task 5 & Task 6 Participate in a one-to-one and group interaction, assessing and evaluating factors that influence effective communication.</p>	<p>Task 1 Potential hazards and the harm that might arise from each in a H&S Care setting.</p> <p>Task 2 How health and safety legislation, policies and procedures promote the safety of individuals in a Health or Social Care setting.</p> <p>Task 3 Carry out a risk assessment, assessing the hazards and making recommendations.</p>	<p>Task 4 Explaining, discussing and justifying priorities and responses when dealing with two emergencies in a H&S Care setting.</p> <p>Task 1 Describe physical, intellectual, emotional and social development for each of the life stages Discuss the nature-nurture debate in relation to the development of an individual.</p>	<p>Task 3 Explain the influences of two predictable and two unpredictable major life events on the development of the individual.</p> <p>Task 4 Explain two theories of aging. Discuss two theories of aging in relation to the development of the individual</p>	<p>Task 1 The concepts of equality, diversity and rights in relation to H&S Care.</p> <p>Task 2 Discriminatory practice in H&S Care.</p> <p>Task 3 Potential effects of discriminatory practice on those who use Health and Social Care services.</p>

				<p>Evaluate how nature nurture may affect the PIES development of two stages of the development of the individual.</p> <p>Task 2 Explain the potential effects of five different life factors on the development of the individual approaches to health and ill-health.</p>	<p>the influence Of two major theories of aging on health and social care provision</p> <p>Task 5 Explain the physical and psychological changes which may be associated with aging. Discuss the effects on self-esteem and self-confidence of the physical changes associated with aging approaches to health practice.</p> <p>Task 3 Different psychological approaches to social care practice.</p>	Over the holiday collecting evidence of discriminatory practice in H&S Care settings
Assessment	P1, P2, M1, P3	P4,M2,D1, P5, P6, M3&D2	P1, P2, M1,P3,M2,D2	P4, M3, D2 P1, M1, P2	P3, M2, D1 P1,P2,M1,P3,M2,D1	P1, P2,

YEAR 13 CURRICULUM – BTEC National Subsidiary Diploma in Health and Social Care.

						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 2 Continued	Unit 10 Caring for Children and Young people	Unit 10 continued.	Unit 20 Promoting Health Education.	Unit 20 Continued	
Key Tasks	<p>Task 3 Completing potential effects of discriminatory practice on those who use H&S Care services.</p> <p>Task 4 National initiatives promoting anti-discriminatory practice.</p> <p>Task 5 How anti-discriminatory practice is promoted in H&S Care settings</p>	<p>Task 1 Why children and young people may need to be looked after away from their families</p> <p>Task 2 The arrangements for providing quality care for looked after children and young people. How policies and procedures help children, young people and their families whilst the child is being looked after The roles and responsibilities of two members of the children's workforce in</p>	<p>Task 4 Appropriate responses where child maltreatment or abuse is suspected. Justify the responses where child maltreatment or abuse is suspected or confirmed referring to current Legislation and polices.</p> <p>Task 5 The strategies and methods that can be used to support children, young people and their families where abuse is suspected or confirmed and the</p>	<p>Task 1 Three different approaches to health education.</p> <p>Task 2 Two models of behaviour change that have been used in recent health campaigns and assess how the social context may influence the ability of health education campaigns to change behaviour in relation to health.</p> <p>Task 3 How to plan a small-</p>	<p>Task 4 Carry out a health education campaign, relating to models of behaviour change. Factors that influenced the effectiveness of their health education campaign and make recommendations for improving their health education campaign.</p> <p>Task 5 Ethical issues involved in the health education campaign, discussing how ethical issues that arose were addressed.</p>	

		<p>relation to Looked after children and young people, (M2) and Evaluate the regulation of care provision for looked after children and YP</p> <p>Task 3</p> <p>The factors that would lead to suspicion of child maltreatment or abuse</p>	<p>strategies and methods to minimise the harm to children and young people and their families where abuse is confirmed</p>	<p>scale health education campaign relevant to local or national health strategies justifying the proposed approaches and methods in their health education campaign, relating them to the models of behaviour change</p>		
Assessment	P3,M1,P4,M2,D1 P5,M3,D2	P1, P2, M1, M2, P3, D1	P4, M3, P5, D2	P1,P2,M1 P3, D1	P4,M2,D2 P5, M3	