



Year 13 Health and Social Care Curriculum Overview

The Year 13 Health and Social Care curriculum aims to provide students with a knowledge of what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. Students also explore the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. Application to case studies will be regular to provide real life contexts and to support with both transferable skills in the knowledge of the sector and the personal skills and attributes required for the sector. Students study two units in Year 13; Unit 2 Working in Health and Social Care which is their examination unit and Unit 5 Meeting Individual Care and Support Needs which is their coursework unit. The personal skills we strive for students to develop empathy skills to be able to effectively communicate and support more vulnerable members of society and transferrable knowledge and attributes which will facilitate them entering the health and social sector if they wish. The academic skills developed by students will be able to demonstrate understanding, analyse and evaluate information and make connections. Students will be able to write coherently, sensitively and logically. Finally students will be able to apply their knowledge and understanding to a range of case studies in order to develop their skills of application.

Length of Time	Outline:	Assessment/Teacher Feedback Opportunities:	Homework and Literacy resources:
Autumn 1	<p>Unit 2: Working in Health and Social Care</p> <p>Careers Link: Lesson 1 – Medicine Management Technician Students are introduced to the above role, what is involved, the qualifications required and how they fit into the wider HSC context and organisations.</p> <p>Learning Aim A: A1 – The roles of people who work in health and social care settings Students will know the roles and responsibilities of people who work in the health and social care sector. They will identify and understand the roles of people who work in health and social care settings.</p>	<p>Students will have an assessment based on the command verbs 'discuss' where students will consider different aspects of a topic, how they interrelate and the extent to which they are important. Students will justify and evaluate their recommendations for service delivery for a variety of different service user groups underpinned by health and social care concepts and principles.</p> <p>Students will have an assessment which will include 3 x 8 mark questions, that will focus on the structure of these questions and applying their knowledge of Learning Aim A. Students need to make connections between the roles and</p>	<p>Homework:</p> <ul style="list-style-type: none"> Start to produce revision resources for Learning Aim A – Roles and responsibilities and specific responsibilities (A1 and A2). Assessment preparation for 8 mark questions on Roles and Responsibilities. (A1 and A2) <p>Optional homework & literacy resources:</p> <p>Reading list: Courage to Care – Christie Watson The Language of Kindness – Christie Watson This is going to hurt – Adam Kay</p> <p>Documentaries:</p> <ul style="list-style-type: none"> One born every minute, Channel 4 https://www.channel4.com/programmes/one-born-every-minute

	<p>A2 The responsibilities of people who work in health and social care settings: Students will understand the day-to-day responsibilities of people who work in health and social care settings, including following policies and procedures in place in the health and social care setting in which they work.</p> <p>A3 Specific responsibilities of people who work in health and social care settings: Students will identify and apply the care values and principles including promoting anti-discriminatory practice by implementing codes of practice and policies that identify and challenge discrimination in specific health and social care settings. They will also know how individuals could be empowered and a range of methods to keep staff safe within health and social care settings.</p> <p>A4 Multidisciplinary working in the health and social care sector Students will understand what Partnership working is, the need for joined-up working with other service providers and ways service users, carers and advocates are involved in planning, decision-making and support. They will also evaluate the usefulness of these methods.</p>	<p>responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs. This assessment will be completed in class with no notes and students will have 45 minutes.</p>	<ul style="list-style-type: none"> • Surgeons – At the edge of Life – BBC iplayer - https://www.bbc.co.uk/programmes/b09m60sk • Super Surgeons – A Chance at Life – Channel 4 https://www.channel4.com/programmes/super-surgeons-a-chance-at-life • Ambulance – BBC iplayer https://www.bbc.co.uk/programmes/b09393rd/episodes/player
	<p>Unit 5: Meeting Individual Care and Support Needs. The start of assignment 1 develops students' knowledge of how to promote equality, diversity and discrimination. Students will look at the skills personal attributes required for developing</p>	<p>The assignment task: Students begin the completion of the report for assignment 1. Students report must:</p> <ul style="list-style-type: none"> • Explain the importance of promoting equality and 	<p>Homework:</p> <ul style="list-style-type: none"> • Complete the written report for the following criteria for assignment 1: ✓ Explain the importance of promoting equality and diversity for individuals with different needs.

	<p>relationships with individuals. Finally students will develop an overview of the different theory of empathy and the various methods of establishing positive relationships with individuals in their care. Students will develop the skills to be able to explain, analyse and evaluate the knowledge in this section of the assignment and apply their knowledge to three case studies taking into consideration their differing needs.</p> <p>Wider experiences- careers links- students introduced to the role of a Pharmacy Technician and how the study of Health and Social Care can lead to future career paths.</p>	<p>diversity for individuals with different needs.</p> <ul style="list-style-type: none"> Analyse the impact of preventing discrimination for individuals with different needs. Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs. Explain the skills and personal attributes necessary for professionals who care for individuals with different needs. <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<ul style="list-style-type: none"> ✓ Analyse the impact of preventing discrimination for individuals with different needs. ✓ Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs. ✓ Explain the skills and personal attributes necessary for professionals who care for individuals <p>Optional homework & literacy resources:</p> <p>Reading list:</p> <ul style="list-style-type: none"> Invisible women. Exposing Data Bias in a World Designed for Men. Caroline Criado Peerez. Can you see me? Rebecca Westcott. <p>Documentaries:</p> <ul style="list-style-type: none"> The Hotel That Only Employ People With Learning Difficulties (YouTube). https://www.youtube.com/watch?v=3CdRILaS-Cc Philip's Story: Independent Living With A Learning Difficulty (YouTube). https://www.youtube.com/watch?v=WdIGfhxY50s
<p>Autumn 2</p>	<p>Unit 2: Working in Health and Social Care</p> <p><u>Learning Aim A Continued...</u></p> <p>A5 Monitoring the work of people in health and social care settings</p> <p>Students will know how the work of people in health and social care settings is monitored, to include: line management, external inspection by relevant agencies, whistleblowing, service user feedback and criminal investigations.</p>	<p>Students will apply their knowledge in answering two sections (50% of a full paper). This consists of 2 sections, each consisting of 4 questions using the command verbs, identify, describe, explain and discuss.</p> <p>Identify - There will be 2 mark questions which ask you to identify something from the unit. Students</p>	<p>Homework:</p> <ul style="list-style-type: none"> Continue to produce revision resources for Learning Aim A – Roles, responsibilities, specific responsibilities, multidisciplinary working and monitoring work (A1, 2, 3, 4 and 5) Assessment preparation on Learning Aim A as above. <p>Optional homework & literacy resources:</p> <p>Reading list:</p>

	<p><u>Learning Aim B: The roles of organisations in the health and social care sector</u></p> <p>B1 The roles of organisations in providing health and social care services Students will know the ways services are provided by the public sector: – NHS Foundation Trusts, to include hospitals, mental health services and community health services and the settings where where health and social care services are provided to meet different needs.</p> <p>B2 Issues that affect access to services Students will know the variety of issues that could affects access to services including referrals, assessment or barriers arising from specific needs - individual preferences, financial, geographical, social, cultural.</p> <p>B3 Ways organisations represent interests of service users Students will know the variety of organisations that exist to represents the interests of the service users. These include charities/patient groups, advocacy, complaints policies and whistleblowing policies.</p>	<p>will need to demonstrate knowledge of service user needs, roles and responsibilities of workers and working practices within the health and social care sector.</p> <p>Describe – there will be 4 mark questions which ask you to describe something from the unit. Students will need to demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.</p> <p>Explain - there will be 6 mark questions which ask you to explain something from the unit. Students need to analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.</p> <p>Discuss – there will be 8 mark questions which ask you to discuss something from the unit. Students will need to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are</p>	<p>The Ockenden Report – Maternity Failings https://www.gov.uk/government/publications/final-report-of-the-ockenden-review https://www.cqc.org.uk/</p> <p>Documentaries: Some trigger warnings ** Killed in Hospital – Mid Staffordshire Hospital https://www.youtube.com/watch?v=edRwp99Jzh8</p> <p>Report into maternity scandal made public https://www.youtube.com/watch?v=NBM5NVUeR_o</p>
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	<p>Unit 5: Meeting Individual Care and Support Needs.</p> <p>Moving into Learning Aim B of Assignment 1, student's examine ethical issues involved when providing care and support to meet individual's needs. They develop knowledge of the different ethical theories and how to manage conflict if service users and of conflict of interests. The students also start Learning Aim C where they consider the communication challenges the three case studies might face.</p> <p>Students will develop the skills to be able to explain, analyse and evaluate the knowledge in this section of the assignment and apply their knowledge to three case studies taking into consideration their differing needs.</p>	<p>The assignment task:</p> <p>Students continue the completion of the report for assignment 1.</p> <p>Students report must:</p> <ul style="list-style-type: none"> • Assess different methods professionals might use when building relationships and establishing trust with individuals with needs. • Analyse how an ethical approach to providing support would benefit specific individuals with different needs. • Explain how to incorporate ethical principles into the provision of support for individuals with different needs 	<p>Homework:</p> <ul style="list-style-type: none"> • Complete the written report for the following criteria for assignment 1: ✓ Assess different methods professionals might use when building relationships and establishing trust with individuals with needs. ✓ Analyse how an ethical approach to providing support would benefit specific individuals with different needs. ✓ Explain how to incorporate ethical principles into the provision of support for individuals with different needs ✓ Analyse how an ethical approach to providing support would benefit specific individuals with different needs. ✓ Explain communication techniques used with individuals different needs to overcome different challenges. <p>Optional homework & literacy resources:</p>

		<ul style="list-style-type: none"> Analyse how an ethical approach to providing support would benefit specific individuals with different needs. Explain communication techniques used with individuals different needs to overcome different challenges. <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p>Reading list:</p> <ul style="list-style-type: none"> Can you see me? Rebecca Westcott. <p>Documentaries:</p> <ul style="list-style-type: none"> The World Turned Upside Down (Alzheimer's Society) https://www.alzheimers.org.uk/blog/watch-world-turned-upside-down-film-about-dementia-and-communication
Spring 1	<p>Unit 2: Working in Health and Social Care</p> <p>Learning Aim B continued.... B4 The roles of organisations that regulate and inspect health and social care services Students will know the ways organisations regulate and inspect health and social care services, and the people who work in them. These also include those organisations who regulate professions in health and social care services.</p> <p>B5 Responsibilities of organisations towards people who work in health and social care settings Students will know the responsibilities of organisations that provide health and social care services, to include ensuring employees</p>	<p>Students will apply their knowledge in answering two sections (50% of a full paper) which will reflect the synoptic nature of the paper and include questions from Learning Aim A and Learning Aim B. This consists of 2 sections, each consisting of 4 questions using the command verbs, identify, describe, explain and discuss.</p> <p>Identify - There will be 2 mark questions which ask you to identify something from the unit. Students will need to demonstrate knowledge of service user needs, roles and responsibilities of workers and</p>	<p>Homework:</p> <ul style="list-style-type: none"> Produce revision resources for Learning Aim B – the roles of organisations in providing health and social care, issues affecting access and the ways organisations represent interests of service users. (B1, 2 and 3) Assessment preparation for February mocks (Learning Aim A1, 2, 3, 4 and 5 and Learning Aim B1, 2, 3, 4, 5) <p>Optional homework & literacy resources:</p> <p>Reading list: Royal College of Nursing: https://www.rcn.org.uk/ Nursing and Midwifery Council https://www.nmc.org.uk/</p> <p>Documentaries:</p>

	<p>understand how to implement the organisation's codes of practice and how to meet National Occupational Standards (NOS).</p>	<p>working practices within the health and social care sector.</p> <p>Describe – there will be 4 mark questions which ask you to describe something from the unit. Students will need to demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.</p> <p>Explain - there will be 6 mark questions which ask you to explain something from the unit. Students need to analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.</p> <p>Discuss – there will be 8 mark questions which ask you to discuss something from the unit. Students will need to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs.</p>	<p>Panorama 'Undercover hospital – patients at risk.' https://www.bbc.co.uk/iplayer/episode/m001ckxr/panorama-undercover-hospital-patients-at-risk</p>
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	<p>Unit 5: Meeting Individual Care and Support Needs. The students continue Learning Aim C where they consider the different approaches and theories of communication. Students develop knowledge of the strategies used to overcome challenge. Students also develop knowledge of how to promote personalisation and the different approaches used in person centred care. Finally students refer back to Learning Aim B and develop knowledge of the legislation and guidance that influence the ethical decision making. Students will develop the skills to be able to explain, analyse and evaluate the knowledge in this section of the assignment and apply their knowledge to three case studies taking into consideration their differing needs.</p>	<p>The assignment task: Students complete the report for assignment 1.</p> <ul style="list-style-type: none"> • Assess the communication techniques used to overcome different challenges faced by individuals with different care and support needs. • Explain the used with individuals different needs to overcome different challenges. • Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs. • Assess the strategies used to overcome different challenges faced by individuals with different care and support needs. 	<p>Homework:</p> <ul style="list-style-type: none"> • Complete the written report for the following criteria for assignment 1: ✓ Assess the communication techniques used to overcome different challenges faced by individuals with different care and support needs. ✓ Explain the used with individuals different needs to overcome different challenges. ✓ Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs. ✓ Assess the strategies used to overcome different challenges faced by individuals with different care and support needs. ✓ Justify the techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care. <p>Optional homework & literacy resources: Reading list:</p> <ul style="list-style-type: none"> • Sitting Pretty. The View From My Ordinary Resistant Disabled Body. Rebekah Taussing.

		<ul style="list-style-type: none"> Justify the techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care. <p>Students report must: The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p>Documentaries:</p> <ul style="list-style-type: none"> Full Story: Dementia. The Unspooling Mind. (YouTube). https://www.youtube.com/watch?v=kkvIzaSfUxc
Spring 2	<p>Unit 2: Working in Health and Social Care</p> <p>Learning Aim C C1 - Working with people with specific needs in the health and social care sector Students will know a range of ways that people in the health and social sector may meet the needs of people with specific needs, in times of ill health, both physical and mental, those with learning disabilities and service users with a physical and/or sensory disabilities. Students will also know of a range of strategies and can evaluate these in relation to the age categories of those needing health and social care to include early years and later adulthood.</p> <p>C2 Working practices Students will know the relevant skills required to work in these areas including how policies and procedures affect people working in these areas,</p>	<p>Students will also apply their knowledge in a full paper which will consist of four sections, each using the command verbs below. The paper will be 1.5 hours long and be conducted in the class with no notes.</p> <p>Identify - There will be 2 mark questions which ask you to identify something from the unit. Students will need to demonstrate knowledge of service user needs, roles and responsibilities of workers and working practices within the health and social care sector.</p> <p>Describe – there will be 4 mark questions which ask you to describe something from the unit. Students will need to demonstrate</p>	<p>Homework:</p> <ul style="list-style-type: none"> Produce revision resources for Learning Aim B1, 2, 3, 4 and 5 Assessment preparation for full paper assessment – Learning Aim A – A1, 2, 3, 4, 5 and Learning Aim B - B1, 2, 3, 4, 5 and Learning Aim C1 and C2. <p>Optional homework & literacy resources:</p> <p>Documentaries:</p> <ul style="list-style-type: none"> Being Frank – the Frank Gardener Story https://archive.org/details/Being_Frank_The_Frank_Gardener_Story_-_m000p3p4_signed My Beautiful Broken Brain- Netflix Murder of Victoria Climbié - https://www.youtube.com/watch?v=rGAIjuLNGHc Panorama – When the Caring stops - https://www.youtube.com/watch?v=Lp5twji3pk8

	<p>how regulation affects people working in these areas, how working practices affect people who use services in these areas and recent examples of how poor working practices have been identified and addressed. Students will evaluate these working practices and explain some of the barriers and challenges.</p>	<p>understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.</p> <p>Explain - there will be 6 mark questions which ask you to explain something from the unit. Students need to analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.</p> <p>Discuss – there will be 8 mark questions which ask you to discuss something from the unit. Students will need to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs.</p>	<ul style="list-style-type: none"> • Winterbourne Care Home scandal • https://www.youtube.com/watch?v=hhCx3K8XJ JM
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	<p>Unit 5: Meeting Individual Care and Support Needs.</p> <p>The start of Learning Aim D for Assignment 1 develops student’s knowledge of how agencies work together to meet individual care and support needs and looking at the role of organisations responsible for commissioning health care services or social care services. Students will look at roles and responsibilities of key professional on multidisciplinary teams.</p> <p>Students will develop the skills to be able to explain, analyse and evaluate the knowledge in this section of the assignment and apply their knowledge to three case studies taking into consideration their differing needs.</p>	<p>The assignment task:</p> <p>Students begin the completion of the report for assignment 2.</p> <p>Students report must:</p> <ul style="list-style-type: none"> • Explained why meeting the needs of Nusrat, Alice and Maria requires the involvement of different agencies. • Explained the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of Nusrat, Alice and Maria and her mother. • Analysed the impact of legislation and codes of practice relating to information management on multi-disciplinary working. • Evaluated how multiagency and multidisciplinary working can meet the care and support needs of Nusrat, Alice and Maria and her mother. <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Complete the written report for the following criteria for assignment 1: ✓ Explained why meeting the needs of Nusrat, Alice and Maria requires the involvement of different agencies. ✓ Explained the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of Nusrat, Alice and Maria and her mother. ✓ Analysed the impact of legislation and codes of practice relating to information management on multi-disciplinary working. ✓ Evaluated how multiagency and multidisciplinary working can meet the care and support needs of Nusrat, Alice and Maria and her mother. <p>Optional homework & literacy resources:</p> <p>Reading list:</p> <ul style="list-style-type: none"> • Interaction in Multi-disciplinary Teams. William Housley. • Partnership working in Health and Social Care. Jon Glasby & Helen Dickinson. <p>Documentaries:</p> <ul style="list-style-type: none"> • Integration: clinical commissioning groups and long-term conditions (Social Care Institute of excellence)- https://www.scie.org.uk/socialcaretv/video-player.asp?v=clinical_commissioning • Working in Multi-disciplinary Teams (YouTube)- https://www.youtube.com/watch?v=JblugUsV0
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<p>Summer 1</p>	<p>Unit 2: Working in Health and Social Care</p> <p>Students will spend time in lessons consolidating each of the key topics, based on their individual and group needs, and those which are hot contenders on the examination paper. Practise paper questions will be a focus of these, addressing misconceptions.</p>		<p>Homework:</p> <p>Students will need to revise and prepare past paper questions in their study time using revision resources from Learning Aim A1, 2, 3, 4 &5, Learning Aim B1, 2, 3, 4 & 5 and C1 and C2.</p>
	<p>Unit 5: Meeting Individual Care and Support Needs.</p> <p>Students complete Learning Aim D of assignment 2, where they develop knowledge of the working practices to maintain confidentiality and the impact of legislations relating to information management. Finally students develop knowledge of the working practices to management information.</p> <p>Students will develop the skills to be able to explain, analyse and evaluate the knowledge in this section of the assignment and apply their knowledge to three case studies taking into consideration their differing needs.</p>	<p>The assignment task:</p> <p>Students complete the report for assignment 2.</p> <p>Students report must:</p> <ul style="list-style-type: none"> • Explained the arrangements for managing information between professionals. • Analysed the impact of legislation and codes of practice relating to information management on multi-disciplinary working. • Justified how organisations and professionals work together to meet Nusrat, Alice and Maria’s mother’s needs while managing information and maintaining confidentiality. <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Complete the written report for the following criteria for assignment 1: ✓ Explained the arrangements for managing information between professionals. ✓ Analysed the impact of legislation and codes of practice relating to information management on multi-disciplinary working. ✓ Justified how organisations and professionals work together to meet Nusrat, Alice and Maria’s mother’s needs while managing information and maintaining confidentiality. <p>Optional homework & literacy resources:</p> <p>Reading list:</p> <ul style="list-style-type: none"> • Private & Confidential? Handling Personal Information in Health and Social Care. Chris Clarke. <p>Podcasts:</p> <ul style="list-style-type: none"> • Life with GDPR. Tom Fox (Apple).

		development of these skills will be provided to action.	
Summer 2	Exam leave		