



Year 13 Health and Social Care

Summary of how the curriculum has been devised:

CTECH Health and Social Care students gain knowledge skills and understanding to meet the changing needs of a sector in society that touches everyone's lives. In addition to preparation for the challenges that today's universities and employers demand. Students are encouraged to develop professional and personal skills through interaction with people who work or are service users in the sector, as well as theoretical knowledge to underpin their skills. Students will consider the real impacts to people living with conditions such as the social, financial and psychological impacts, not just the signs, symptoms and treatment of faceless conditions. Students will also learn about the legislation and guidance supporting health and social care, so that they can ensure the people they are working with are not only able to access all the care and support they are entitled to, but are also able to protect themselves from harm or abuse whilst at work. Throughout their studies health and social care Students are supported by dedicated subject specialists.

Methods of deepening and securing knowledge:

Spaced practice	Retrieval tasks are spaced throughout the year to ensure that students return to key concepts and deepen their knowledge.
Retrieval practice	Retrieval practice is used extensively to aid the development of knowledge of tier-three terminology and key concepts both through starter activities and use of knowledge organisers and learning mats.
Interleaving	Interleaving is used to ensure that students consistently make links between all aspects of the topics covered as study proceeds. Thinking in depth and making synoptic connections between different aspects of health and social care that they can confidently apply to their portfolio and examined work.
Concrete examples	Subject specialist journals, documentaries and news articles on health, social care and education are used throughout the course to enable students to link theory to real-life examples. External speakers, and real life case studies are used where appropriate.
Dual coding	Video clips, images and diagrams are used in the delivery of new material and on knowledge organisers to encourage students to make solid links to theory. As part of revision students create mind maps. Students are asked to summarise topics using only images to further use dual coding to aid retrieval.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Unit 1: Building positive relationships in Health and Social care	Unit 3: Health, safety and security in Health and Social Care -Safeguarding	Unit 14: Impact of physiological conditions	Support individuals with long-term physiological conditions - Plan their care and support		

	<ul style="list-style-type: none"> - Communication skills to effectively to build positive relationships - Demonstrate effective communication skills - One-to-one interaction - Group <p>Self-awareness, reflection use strategies, support and aids to overcome barriers</p> <p>Unit 3: Health safety and security in health and social care</p> <ul style="list-style-type: none"> - Potential hazards environmental biological, chemical psychological , physical, musculoskeletal working practices - Impacts on individuals and practitioners in HandS care - Harm and abuse - Care settings 	<p>Roles and responsibilities</p> <p>Employers</p> <ul style="list-style-type: none"> - NHS, Local Authority manager/private care home owner, Head teacher - Third sector - Employees - Individuals - Consequences <p>How to respond to incidents and emergencies in health and social care</p> <ul style="list-style-type: none"> - Accidents - Exposure to infections and chemicals - Intruders: aggressive and dangerous - Fire, floods, loss of water supply - Other critical incidents - Responsibilities - Reporting accidents, evacuation procedures, 	<ul style="list-style-type: none"> - Know physiological conditions, chronic illness, neurological conditions, degenerative, autoimmune genetic conditions - Types - Causes - Symptoms <p>Understand effects of long-term physiological conditions</p> <ul style="list-style-type: none"> - Treatments - Barriers - Monitoring 	<ul style="list-style-type: none"> - Current frame works - Practitioners - Local services - Third sector - Best practise <p>Know about end of life care</p> <ul style="list-style-type: none"> - Strategies - Regulatory framework - Ethics - Morals 		
--	--	--	---	--	--	--

	<p>Legislation - Parliamentary Acts</p> <p>Policies and procedures - Promote health, safety and security - Implementation - Influences and impacts - How to review</p>	<p>follow-up review.</p> <p>Revision LO1 potential hazards in HSC LO2 legislation, policies and procedures promoting health, safety and security LO3 roles and responsibilities involved in health, safety and security LO4 responding to incidents and emergencies</p>				
Assessment	<p>Unit 3 Regular 4 weekly knowledge tests short and long answer exam questions. Unit 1 portfolio assignments P4 P5 M3 D1</p>	<p>Unit 3 Regular 4 weekly knowledge tests short and long answer exam questions. PPE unit 3</p>	<p>Unit 3 External examination Unit 1 Visiting external moderator to assess Unit 14 Assignments P1 M1 P2 P3 M2 P4 P5 M3</p>	<p>Unit 14 Assignments P6 P7 P8 P9 D1 P10 D2 P11 M4 D3</p>	<p>Unit 14 Visiting external moderator to assess</p>	
CEIAG (<i>Careers that are linked to that topic</i>)	<ul style="list-style-type: none"> - Health promotion - Nursing - Dietician - Social work - Teaching and Early Years 	<ul style="list-style-type: none"> - Health promotion - Nursing - Dietician - Social work - Teaching and Early Years 	<ul style="list-style-type: none"> - Health promotion - Nursing - Dietician - Social work - Teaching and Early Years 	<ul style="list-style-type: none"> - Health promotion - Nursing - Dietician - Social work - Teaching and Early Years 	<ul style="list-style-type: none"> - Health promotion - Nursing - Dietician - Social work - Teaching and Early Years 	

Independent learning:

Independent learning is a core support to the learning in class, to enrich the student experience and develop knowledge and skills. It can be consolidation of learning, as a flipped learning activity, language for learning or retrieval practice. Past papers and exam questions will be used extensively in to improve exam technique. Portfolio tasks aim to develop the ability of students to research and complete assignment work. Preparation for forms of assessment is an essential part of each topic. Assessment allows teachers and students to see their progress.