

Subject: Health and Social Care

Year 13

Scheme of Learning 2025-26

BTEC Level 3 National Extended Certificate in Health and Social Care

Subject leader: Mrs S Murphy

Topics by term	Topic overview for Year ?					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Topic 1: Unit 2 Working in health and social care.	Topic 1 (continued): Unit 2 Working in health and social care.	Topic 2: Unit 12 Supporting individuals with additional needs	Topic 2 (continued): Supporting individuals with additional needs	Topic 1: Complete any unfinished coursework	

Exam Board-Pearson

Specification o References	Big questions	Topic area: main Items and learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources
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Term 1

Topic 1: Working in health and social care						
	<p>What are the roles and responsibilities of people who work in health and social care?</p> <p>What are care values?</p> <p>How can care workers help service users to express their needs and preferences?</p> <p>How can health and social care settings keep people safe?</p> <p>How is information and communication managed when working with individuals?</p>	<p>Week 1-3</p> <ul style="list-style-type: none"> The roles and responsibilities of people who work in health and social care Enabling rehabilitation, assessment and care and support planning Involving service users and their families, empowering individuals Ensuring safety in health and social care settings Information management and communication 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the roles and responsibilities of health and social care professionals Demonstrate understanding of the importance of care and support planning Evaluate the role of families in empowering individuals 	<p>Preventative care enablement Health screening Antenatal care Postnatal care Supported housing Rehabilitation Safeguarding Domiciliary care Advocate Risk assessment</p>	<p>In school: Case study-Helping Marjorie Quick test</p> <p>At home: Revision</p>	<p>Text book Health and safety policy Power point https://www.youtube.com/watch?v=PrImwgBFMYE&feature=player_embedded lone-working-policy.pdf (solent.nhs.uk) Lone Working Policy: What Should Be Included Peoplesafe</p>
Topic 1: Working in health and social care						
	<p>Why are multi-disciplinary teams needed to provide care for individuals?</p>	<p>Week 4-6</p> <ul style="list-style-type: none"> Multi-disciplinary working in the health and social care sector. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of information 	<p>Whistleblowing Multi-disciplinary team Accountability</p>	<p>At school: Assessment practice 2.1</p>	<p>Text book Power point IT room</p>

	<p>Who is Accountable for Safeguarding? How is care provided by different organisations?</p>	<ul style="list-style-type: none"> • Roles of organisations in providing health and social care services • Issues that affect access to services • Roles of organisations that regulate and inspect health and social care services • Responsibilities of organisations towards people who work in health and social care settings 	<p>management to include recording, storage and data</p> <ul style="list-style-type: none"> • Understand the importance of working as part of a team • Discuss and evaluate the role of line management in monitoring the work of people in health and social care settings 	<p>Revalidation Holistic approach Line manager Public health</p>	<p>At home: Revision</p>	<p>Data Protection Act Multidisciplinary teams working for integrated care SCIE</p> <p>https://www.youtube.com/watch?v=0E1rKYrP_DY case study – Mr Brimble</p> <p>http://revalidation.nmc.org.uk/welcome-to-revalidation/index.html https://www.youtube.com/watch?v=-cyQWlgV3S4</p>
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Term 2

Topic 1: Working in health and social care

	<p>How do we support individuals with specific needs? What are the different working practices used in health and social care?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> • People with specific needs and specific age groups • Working practices. • Visit from health professional 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe the range of provision available • Explain how provision of services will vary according to need 	<p>Impairment Disabling environment Braille Menopause</p>	<p>At school: Assessment practice 2.2 Assessment practice 2.3</p> <p>At home: Revision</p>	<p>Text book Power point IT room Health professional</p>
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	Topic 1					
	What do I need to do to achieve a Pass/Merit/distinction grade in the exam?	Weeks 4-6 <ul style="list-style-type: none"> How to answer exam questions Exam practice 	Students should be able to: <ul style="list-style-type: none"> Know the difference between an identify, describe, explain and discuss question 		At school: Mock exam At home: Revision	Text book Power point Exemplar exam answers
Term 3						
	Topic 2: Supporting individuals with additional needs					
	What is the difference between mild, moderate, severe and profound learning disabilities? Why is it important for individuals and their families to get a diagnosis of additional needs?	Weeks 1-3 <ul style="list-style-type: none"> Examine reasons why individuals may experience additional needs. Diagnosing or determining additional needs Cognitive and learning needs, physical and health needs and social and emotional needs. 	Students should be able to: <ul style="list-style-type: none"> Explain diagnostic procedures to determine additional needs Assess the requirements of one child and one adult with different additional needs 	Mild, moderate, severe and profound learning disabilities Symptoms Diagnostic procedures Prognosis Impairment Cognitive Key worker Inherited	At school: External exam Assessment practice 12.1 Task 1 At home: Research benefits available to people with additional needs	Text book Screeningtests inpregnancy - NHS(www.nhs.uk) Assignment brief Case studies https://www.nice.org.uk/guidance/ng41/chapter/recommendations#training-and-skills
	Topic 2: Supporting individuals with additional needs					
	Why do some individuals need support to overcome challenges to daily living? What is a model of disability?	Weeks 4-6 <ul style="list-style-type: none"> Examine how to overcome the challenges to daily living faced by people with additional needs 	Students should be able to: <ul style="list-style-type: none"> Explain how disability can be viewed as a social construct Describe how health or social care workers can help one child and 	Medical and social models of disability Social construct Assistive technology Discrimination Stereotyping	At school: Assessment practice 12.2 Begin task 2	https://www.scoppe.org.uk/about/our-bran/social-mode-of-disabiity

	<p>What environmental and social challenges might an individual with additional needs face?</p>	<ul style="list-style-type: none"> • Definitions of disability • Minimising personal challenges • Attitudes of others. 	<p>one adult with different additional needs overcome challenges to daily living</p> <ul style="list-style-type: none"> • Assess the impact of challenges to daily living that may be experienced by one child and one adult with different additional needs and how effectively these challenges are overcome 	<p>Gillick competence</p>		<p>http://www.transportforall.org.uk/personal/mobility https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines</p>
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Term 4

<p>Topic 2: Supporting individuals with additional needs</p>						
	<p>What are the benefits of adaptations and support provided to people with additional needs?</p> <p>Why are frequent reviews needed for people with additional needs?</p> <p>What financial support is available for people with additional needs?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> • Investigate current practice with respect to provision for individuals with additional needs • Professionals involved in supporting individuals with additional needs • Support and adaptations for individuals with additional needs • Financial support for individuals with additional needs 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain the benefits of adaptations and support provided to one adult and one child with additional needs • Analyse how the provision and support for one adult and one child with additional needs have benefited them • Justify the support and adaptations provided for two individuals with 	<p>Cognitive behavioural therapy Statutory provision for children and adults with additional needs Mobility aids and adaptations</p>	<p>At school: Complete task 2 Assessment practice 12.2</p> <p>At home:</p>	<p>Text books Power point Case study Rudy IT room Case study Sasha Case studies Adrian and Anna Assignment brief</p>

			different additional needs to help them overcome challenges to daily living			
Topic 2: Supporting individuals with additional needs						
	<p>What is the meaning of statutory provision?</p> <p>What is the benefit of person centred care for individuals with additional needs?</p> <p>What do I need to do to achieve all Pass, Merit and Distinction Criteria?</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> Statutory provision for children and adults with additional needs Person centred care for all individuals with special needs. Task 2 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain the impact of statutory provision on the support provided for individuals with additional needs Analyse how statutory provision has impacted on current practice in caring for individuals with additional needs Evaluate the impact of providing support for two individuals diagnosed with different additional needs in improving their wellbeing and life chances 	<p>Common assessment framework</p> <p>Local offer Education, health and care plans</p>	<p>At school: Assessment practice 12.3 Task 3</p> <p>At home: Research communication aids for somebody who cannot verbalise</p>	Assignment brief
Term 5						
		<p>Weeks 1-3</p> <ul style="list-style-type: none"> Complete any unfinished coursework 				

Term 6						
