**Academic Year 2020 – 2021**

***Health and Social Care***

 **Department Shadow Curriculum**

**COVID-19 Remote Learning Plan – Schemes of Learning Overview**

**Purpose**

This document is designed to give a very simple overview of the units planned to be delivered through remote learning should the need arise due to issues related to the Coronavirus/COVID-19 pandemic that lead to school closures for the second half of the academic year 2019-2020.

This is designed only to give a brief overview of the units that will be covered, as this is based on the Oak National Academy curriculum and resources available online. This document is therefore simply a guide as to what would be covered and in what order, if remote learning is required. Weekly power-points will be released on Class Charts to follow and support progress, learning and home learning tasks. Please email me for specific questions or explanations of any areas Charlotte.Bell@sarumacademy.org

**Year 12:**

Term 1

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| **Lesson number** | **Core content** |
| https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.htmlhttp://images.pearsoned-ema.com/jpeg/small/9781292126012.jpg | BTEC National Health and Social Care Student Book 1Publisher: PearsonAuthor:ISBN: 9781292126012* Written by an expert author team of BTEC teachers, verifiers and Health and Social Care professionals so you can be sure the content is reliable, relevant and of the highest quality
* Our 2 Student Books provide coverage across all general Health and Social Care sizes and pathways of qualifications.
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| http://images.pearsoned-ema.com/jpeg/small/9781292126029.jpghttps://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments | BTEC National Health and Social Care Student Book 2Publisher: PearsonAuthor: Carolyn Aldworth, Nicola Matthews, Sue Hocking, Pete Lawrence, Marjorie Snaith, Mary Whitehouse, Elizabeth HaworthISBN: 9781292126029* Written by an expert author team of teachers, verifiers and professionals
* Accompanied by an ActiveBook digital version
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| Unit 5 | Introduction to Level 3 Health and Social Care – format & coverage. ‘Unit 5 Meeting Individual Care and Support Needs’ A,B,C/ D |
| Unit 5 | Learning aim A Examine principles, values and skills which underpin meeting the care and support needs of individuals. |
| Unit 5 | Learning Aim AP1- Explain the importance of promoting equality and diversity for individuals with different needs |
| Unit 5 | Learning Aim AP2- Explain the skills and personal attributes necessary for professionals who care for individuals with different needs |
| Unit 5 | LAM1 – Analyse the impact of preventing discrimination for individuals with different needs |
| Unit 5 | LAM 2 – Assess different methods professionals might use when building relationships and establishing trust with individuals with needs. |
| Unit 1 | Unit 1 Introduce External Assessment ‘Human Lifespan Development’ – Physical development across the life stages. |
| Unit 1 | Intellectual development across the life stages |

Term 2

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| Unit 1 | Emotional and Social development across the life stages |
| Unit 1 | .LAB Nature Vs Nurture LAB - Environmental, Social factors. Official Mock exam. |
| Unit 1 | Economic factors & Major life events that affect development. |
| Unit 1 | LAC -Effects of ageing |
| Unit 1 | Evaluation of skills in A, B & C, Revision resources. |
| Unit 1https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html | REVISION - Unit 1 Informal Mock exam – feedback and targeted revision |
| Unit 1 | Revision Unit1 exam questions, review and examiners comments. |

Term 3 –

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| Unit 1https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html | Revision and exam skills and practice. Exam 8th January 2021 |
| Unit 5 | LAA – Recap and AD1 Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.  |
| Unit 5 | LAB P3 – Explain how to incorporate ethical principles into the provision of support for individuals with different needs |
| Unit 5 | LAB M3 – Analyse how an ethical approach to providing support would benefit specific individuals with different needs |
| Unit 5 | LAC P4 - Explain the strategies and communication techniques used with individuals different needs to overcome different challenges |
| Unit 5  | LAC P5 - Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs. |

Term 4

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| Unit 5  |  LAC M4 - Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs. |
| Unit 5  | LAC P6 - Explain why meeting the needs of the individuals requires the involvement of different agencies |
| Unit 5 | LAD P7 - Explain the roles and responsibilities of different members of the multidisciplinary team inmeeting the needs of specific individuals. |
| Unit 5 | LAD P8 - Explain the arrangements for managing information between professionals. |
| Unit 5 | LAD M5 - Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs. |
| Unit 5 | LAD M6 - Analyse the impact of legislation and codes of practice relating to information managementon multidisciplinary working. **D.D3** Justify how organisations and professionals work together to meetindividual needs while managing information and maintaining confidentiality. **D.D4** Evaluate howmulti-agency and multidisciplinary working can meet the care and support needs of specific individuals. |
| Unit 5 | **Term Definition****Examine** Learners are expected to select and apply knowledge to less familiar contexts.Investigate Learners’ knowledge is based on personal research and development.**Analyse** Learners present the outcome of methodical and detailed examination either:• breaking down a theme, topic or situation in order tointerpret and study the interrelationships between theparts and/or• of information or data to interpret and study key trendsand interrelationships.**Assess** Learners present careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.**Evaluate** Learners draw on varied information, themes or concepts to consider aspects such as:• strengths or weaknesses• advantages or disadvantages• alternative actions• relevance or significance.Learners’ enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.**Explain** Learners’ work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.**Justify** Learners are able to give reasons or evidence to:• support an opinion; or• prove something right or reasonableFormal write up of coursework Unit 5 |
| Unit 5 | Formal write up of coursework Unit 5 |

Term 5

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| Unit 1https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.htmlUnit 5 | Re—sit options for Unit 1, Review and past exam questions, timed answersExaminer commentsDeadline for Unit 5 hand in. |
| Unit 1 | Exam answer practice, May external exam 2021 |
| Unit 12https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments | Introduction of Unit 12 ‘Supporting individuals with additional needsRe submission for Unit 5 coursework |
| Unit 12 | AP1 – Explain diagnostic procedures to determine additional needs, one for a child and one for an adult with different additional needs. Diagnosing and determining additional needs. |
| Unit 12 | Diagnostic tools used to diagnose a disability |
| Unit 12 | Professional background, qualifications and experience of those undertaking the diagnosis and assessment. |
| Unit 12 | AM1 – Assess the requirements of one child and one adult with different additional needs.Cognitive and learning needs. Physical and health needs, Social and emotional needs. |

Term 6

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| Unit 12 | BP2 – Explain how disability can be viewed as a special construct.Definitions of disability. |
| Unit 12 | Minimising environmental and social challenges |
| Unit 12 | BP3 – Describe how health and social care workers can help one child and one adult with different additional needs overcome challenges to daily living.  |
| Unit 12 | Minimising personal challenges. |
| Unit 12 | BM2 – Assess the impact of challenges to daily living that may be experienced by one child and one adult with additional needs, and how effectively these challenges are overcome. |
| Unit 12 | AD1 – Evaluate the significance to the individuals, their families and society of diagnosis of additional needs.[www.legislation.gov.uk](http://www.legislation.gov.uk)[www.nhs.uk](http://www.nhs.uk)[www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)[www.autismspeaks.org](http://www.autismspeaks.org)[www.bild.org.uk](http://www.bild.org.uk)[www.alzheimers.org.uk](http://www.alzheimers.org.uk)[www.diabetes.org.uk](http://www.diabetes.org.uk)[www.scope.org.uk](http://www.scope.org.uk)[www.bhf.org.uk](http://www.bhf.org.uk)[www.healthtalk.org](http://www.healthtalk.org)<http://hda.org.uk>[www.sense.org.uk](http://www.sense.org.uk)<http://pathways.nice.org.uk/pathways/stroke> |