

## KS5 Health and Social Care Curriculum Mapping

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subject(s) Health and Social Care</b>	<b>Unit 1: Equality and Diversity in HSC</b>  <b>Unit 2: Human Growth and Development</b>	<b>Unit 1: Equality and Diversity in HSC</b>  <b>Unit 2: Human Growth and Development</b>	<b>Unit 3: Safeguarding in Health and Social Care</b>  <b>Unit 4: Communication in Health and Social Care</b>	<b>Unit 3: Safeguarding in Health and Social Care</b>  <b>Unit 4: Communication in Health and Social Care</b>	<b>HSC1 – Controlled Assessment</b>  <b>Finalisation of Units 3 &amp; 4</b>	<b>Unit 6 – Psychological Perspectives in Health and Social Care</b>
<b>Knowledge and skills (Content)</b>	<p><b>Unit 1</b> - Students will develop an understanding of the term's equality, diversity inclusion and discriminations. They develop a critical understanding of the ethical dilemmas faced by HSC practitioners and how they can be balanced with the interest of the patient and the service.</p> <p><b>Unit 2</b> – Students develop their understanding of the different life stages and how physical, intellectual, emotional, and social skills are developed through each life stages. Students explore the different psychological theories of human growth and development, for example, Maslow's Hierarchy of Needs and Bandura's Social Learning Theory and how they can support practice.</p>	<p><b>Unit 1</b>- Students explore legislation that protects service users and provides to ensure the highest quality of care is provided.</p> <p>Finally, students consider the role of the professional to ensure equality, diversity, inclusion and independence. The concept of the person-centered approach and empowerment is explored in detail and the ways in which issues and concerns can be reported such as whistleblowing and reviewing and develop policies and procedures; organisational culture. Students finalise Unit 1 at Christmas.</p> <p><b>Unit 2</b> – Students study the range of different life events that can present during the various life stages. The impact of these life stages on the growth and development is analysed and the support mechanisms might be offered are researched. Students finalise Unit 2 at Christmas.</p>	<p><b>Unit 3</b> – Students begin the unit by studying the definitions of safeguarding. Students research a range of different cases where safeguarding has failed and present their findings to the class. The unit covers legislation, policies and procedures and ways in which clients can be considered to be more vulnerable than others. Students research and present their findings on abuse and neglect, and which organisations are available to help and support.</p> <p><b>Unit 4</b> – Students begin this unit by exploring the different range of communication methods including verbal and non-verbal communication. Students develop their knowledge and understanding of theories and methods of communication, and how these can aid health and social care settings.</p>	<p><b>Unit 3</b> – Learners will continue to explore signs and symptoms of abuse and neglect including;</p> <ul style="list-style-type: none"> <li>• Neglect</li> <li>• Self Neglect</li> <li>• Physical Abuse</li> <li>• Emotional Abuse</li> <li>• Sexual Abuse</li> <li>• Domestic Abuse</li> <li>• Financial Abuse</li> <li>• Institutional Abuse</li> <li>• Bullying</li> </ul> <p>Due to the nature of this consent, students are guided through the assignment in a sensitive way, ensuring all students feel supported.</p> <p><b>Unit 4</b> – Students study the legislation to ensure data is kept confidential and secure, and the role of the Caldicott guardian. Students complete research on the role of data security and the importance of maintaining records.</p>	<p>Students spend time researching material in order to complete a controlled assessment. They follow set criteria which are fitted to a synoptic title sent by the exam board. Students have 20 supervised hours in which to complete this assessment.</p>	<p><b>Unit 6:</b> Students begin this unit by researching the role of Psychology and the different psychologists that work in health and social care settings including clinical, educational and forensic. Students explore the different psychological approaches and how they relate to health and social care including;</p> <ul style="list-style-type: none"> <li>• Biological approach</li> <li>• Psychodynamic approach</li> <li>• Social Learning theory</li> <li>• Humanistic approach</li> <li>• Cognitive approach</li> <li>• Behaviorist approach</li> </ul> <p>At the end of Year 12, students complete a week of work experience – they are encouraged to work within the health care sector if they wish to apply to university or an apprenticeship in HSC.</p>
<b>Assessment</b>	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Externally Marked	Internally Marked, Externally Assessed	HSC1 - Externally Marked	Internally Marked, Externally Assessed
<b>Cross Curricular Links</b>	IT skills – use of Microsoft applications and Teams – ongoing	IT skills – use of Microsoft applications and Teams - ongoing	IT skills – use of Microsoft applications and Teams - ongoing	IT skills – use of Microsoft applications and Teams - ongoing	IT skills – use of Microsoft applications and Teams - ongoing	IT skills – use of Microsoft applications and Teams - ongoing
<b>SMSC, British Values, Cultural Capital</b>	Synoptic – understanding the importance of confidentiality and safeguarding children, adults and vulnerable young people. The crucial role of inclusion across all aspects of health and social care.					
<b>CEIAG</b>	Careers:					



	<p>Students explore a wide range of careers within the NHS and have the opportunity to use examples from a broad spectrum. Students explore and research the different roles, qualifications needed to enter the profession, skills and qualities, but also, the way in which multi-disciplinary teams are utilised and the importance of this.</p> <p>Students who wish to pursue a career in the NHS or HSC roles are encouraged to increase their volunteer hours to develop their experience.</p>					
<b>Learning outside the classroom</b>	<p>Students complete 75 hours (certificate) or 175 hours (Extended Diploma) in local health care settings. Support is offered to secure a placement through the sixth form careers team.</p>					<p>At the end of Year 12, students complete a week of work experience – they are encouraged to work within the health care sector if they wish to apply to university or an apprenticeship in HSC.</p>
<b>Additional Subject Specific Information</b>	<p>CACHE L3 Technical Diploma student complete all of the Certificate units in Y1 of study, and then move onto Y2 (Diploma units) students are timetabled in two groups and so they have time to complete Units 1-9.</p>					

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s) Certificate & Diploma (EYE)	Unit 6 – Psychological Perspectives in Health and Social Care  Unit 7 – Sociological Perspectives in Health and Social Care	Unit 7 – Sociological Perspectives in Health and Social Care  Unit 5: Infection, Prevention and Control in Health and Social Care	Unit 9: Reflective Practice  Unit 5: Infection, Prevention and Control in Health and Social Care	Unit 9: Reflective Practice  Unit 5: Infection, Prevention and Control in Health and Social Care  Unit 8: Working in Health and Social Care	Unit 8: Working in Health and Social Care	
Knowledge and skills (Content)	<p><b>Unit 6</b> – Students continue with Psychological Investigations in HSC and look at comparing approaches and their ideas on treatments and support within the HSC sector. Students conclude this unit by considering treatments for mental health issues such as addiction, eating disorders, schizophrenia, depression and anxiety. Students finalise the unit by analysing the psychological approaches in relation to an identified mental health condition they explored previously.</p> <p><b>Unit 7</b> – Students begin this unit by Summarising the sociological approach to the study of human behaviour and Sociological perspectives. Students then describe the social realism social, constructionism and labelling theory. In addition, the biomedical, social and ecological models of health and well-being are explored.</p>	<p><b>Unit 7</b> – Students learn about the social classes recognised in own Home Nation and how this can have an impact on health outcomes. Students also explore the patterns of health across social classes. With this knowledge, students can explain how demographic data is used in planning health and social care services and finally, the sociological explanations for the patterning of mortality and morbidity rates in the demographic groups including;</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• age</li> <li>• ethnicity</li> <li>• area of residence</li> </ul> <p><b>Unit 5</b> – Students focus on the foundations of this unit ahead of the Christmas break including;</p> <ul style="list-style-type: none"> <li>• Describing types of microbiological organisms that cause disease</li> <li>• Explaining the features of vector borne disease.</li> <li>• Describing how pathogenic microorganisms are transmitted.</li> <li>• Explaining why individuals may be more vulnerable to infection.</li> <li>• Describing the body's defence mechanisms against infection</li> <li>• Explaining how to break the chain of infection.</li> </ul>	<p><b>Unit 5</b> – Students move onto to developing their knowledge of micro-organism control, the importance of personal hygiene and attire in relation to infection control. Students are required to demonstrate three skills in this unit including;</p> <ul style="list-style-type: none"> <li>• The correct hand-washing technique</li> <li>• The use of personal protective equipment</li> <li>• The process of safe waste disposal</li> </ul> <p>Students develop their knowledge of two main pieces of legislation including RIDDOR and COSHH.</p> <p><b>Unit 9</b> – The unit begins with students considering the role of reflective practice and how it can vary between different professionals in the HSC sector. Students develop their knowledge of CPD and different sources of CPD support. Students focus on considering different models of reflection including;</p> <ul style="list-style-type: none"> <li>• Kolb's Experiential Learning Cycle</li> <li>• Honey and Mumford's learning styles</li> <li>• Gibbs' Reflective Cycle</li> <li>• Schon: Reflection in action; Reflection on action.</li> </ul>	<p><b>Unit 5</b> – is concluded after February half term. Students explore how antimicrobial resistance occurs, evaluate the use of drugs to control and treat infectious disease and for the A* criteria, students analyse the role and responsibilities of the health and social care practitioner in relation to infection prevention and control.</p> <p>Unit 9 – Students develop their knowledge and understanding of professional development, the health and social care practitioners own values, beliefs and experiences can influence delivery of care. Students conclude the unit by understanding how to identify learning needs, and planning for professional development in health and social care. Students reflect on their own care (whilst on placement) and plan for their own personal development.</p> <p><b>Unit 8</b> – Students start Unit 8 by developing their knowledge of legislation, policies, and procedures in relation to health and social care. Research then continues into understanding the requirements of professional standards and codes of practice in the health and social care setting.</p>	<p><b>Unit 8</b> – After Easter, students complete the final two assignments for Unit 8 which consider;</p> <ul style="list-style-type: none"> <li>• The functions of health and social care provision and factors which influence service delivery.</li> <li>• The roles and responsibilities of practitioners within health and social care.</li> </ul> <p>All work is signed off and final checks are made to ensure students have completed all of the units to their target grade.</p>	



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<b>Cross Curricular Links</b>	IT skills – use of Microsoft applications and Teams - ongoing	Links to approaches and perspectives in A Level Sociology and Psychology.				
<b>SMSC, British Values, Cultural Capital</b>	Synoptic – understanding the importance of confidentiality and safeguarding children, adults and vulnerable young people. The crucial role of inclusion across all aspects of health and social care.					
<b>CEIAG</b>	<p><b>Careers:</b></p> <p>Students explore a wide range of careers within the NHS and have the opportunity to use examples from a broad spectrum. Students explore and research the different roles, qualifications needed to enter the profession, skills and qualities, but also, the way in which multi-disciplinary teams are utilised and the importance of this.</p> <p>Students who wish to pursue a career in the NHS or HSC roles are encouraged to increase their volunteer hours to develop their experience.</p> <p>Students applying to university, and those who seek to apply for apprenticeships are encouraged to engage in outreach programmes and sessions run by local and national organisations such as online seminars, lectures and skills sessions.</p>					
<b>Learning outside the classroom</b>	Students complete 75 hours (certificate) or 175 hours (Extended Diploma) in local health care settings.					
<b>Additional Subject Specific Information</b>			Students will have a re-sit opportunity for HSC1 in the January window.			