

Nailsea School Curriculum Map – Health and Social Care: Extended Certificate

| | Topic Title | Key Skills | Content |
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| Year 12 | Term 1 | <p>Induction Topic</p> <p>Unit 1 – Human Lifespan Development: External Assessment (90 GLH) - Jan Year 12 Sept – Mid-Jan 9 lessons fortnight</p> | <p>Independent Research Understanding PIES Skills and Attributes</p> <p>Understanding PIES Medical Knowledge Independent Research Link to Sector Application of Theory</p> <p>Revisiting of Transition and Induction Work (Year 11 – 12). 1 week retrieval and induction programme – key terminology, PIES, schema, research skills and referencing.</p> <p>Overview: Introduction to HSC – developing knowledge of life stages and influencing factors to development. Introduction to HSC processes such as PIES and evaluating theory to inform practice.</p> <ul style="list-style-type: none"> • Learning Aim A: growth and development across the life stages, considering the PIES and theories of development, e.g. Piaget, Chomsky, Bowlby. • Learning Aim B: Factors affecting human growth and development, including nature/nurture debate, genetics and lifestyle factors and relevant theories (e.g. Gesell, Bandura) • Learning Aim C: Effects of Ageing, including physical and psychological changes and relevant theories (e.g. social disengagement theory). <p>1 hour 30 external assessment – January of year 12.</p> <p>Link to Intent: Link to any career – health or social care Invaluable for progression to HEI in the sector Understanding of all service users – all life stages Development of empathy for individual service user's circumstances Exposure to a range of lifestyles Understanding of the society that we live in which they will encounter service users.</p> <p>Enrichment Link: <u>Trip</u> – visit to a residential home to experience effects of ageing. <u>Guest speakers</u> – children's centre in Nailsea to discuss typical development of children. Speaker from Age UK.</p> <p>Cultural Capital: Knowledge and awareness of different life stages. Awareness of where support is needed in society. Awareness of development in children and where intervention is needed. Awareness of how to support child development. Awareness of how children learn to support in parenting. Promotion of healthy lifestyles. Awareness of biological factors in pregnancy affecting future development. Awareness of social and financial issues in our elderly community. Understanding of predictable and unpredictable life events that they might deal with.</p> |
| | Term 2 | <p>Unit 1 – Human Lifespan Development External Assessment (90 GLH) - Jan Year 12 Sept – Mid-Jan 9 lessons fortnight</p> | See above |

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| | Term 3 | <p>Unit 1 – Human Lifespan Development External Assessment (90 GLH) - Jan Year 12 Sept – Mid-Jan 9 lessons fortnight</p> <p>Unit 5 – Meeting Individual Care and Support Needs Internal Assessment (90 GLH) Mid Jan - May/June Year 12 9 lessons fortnight</p> | <p>See above</p> <p>Understanding PIES Independent Research Link to sector Application of theory Skills and attributes Use of legislation Discrimination in HSC settings Making recommendations based on research Evaluation of theory Communication skills</p> | <p>See above</p> <p>Overview: Learning key principles to care for individuals, application to case studies and understanding how to care for service users.</p> <ul style="list-style-type: none"> • Learning Aim A: principles, values and skills which underpin meet care and support needs, including promoting anti-discriminatory practice, skills and attributes to provide care, empathy theories to establish trust. • Learning Aim B: examine the ethical issues involved in providing care, including ethical theories, approaches and principles, including guidance and legislation • Learning Aim C: investigate the principles behind enabling individuals with care needs to overcome challenges, including overcoming challenges, promoting personalisation and communication techniques, including relevant communication theories and approaches. • Learning Aim D: investigate the roles of professionals and how they work together to provide care and support, including multi-disciplinary working, roles and responsibilities and maintaining confidentiality and information. <p>Application of all learning to 2 case studies. 2 assignments – internal assessment.</p> <p>Link to Intent: For any career in H&SC, e.g. social worker, health visitor, practice nurse. Invaluable in progression to higher education in the H&SC field. Working with individuals with specific learning needs.</p> <p>Enrichment Link: <u>Guest speakers:</u> Nurse – caring skills in HSC CEO medical group – legislation in HSC Nurse – communication skills LA – multi-disciplinary working <u>HSC trip</u> – to one area of the sector to further inform practice</p> <p>Cultural Capital: Study of legislation and cases which have triggered changes in the law. Understanding a range of disabilities. Study of empathy theories. Considering confidentiality in HSC practices and beyond.</p> |
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| | | | | Widening awareness and developing strategies to respond to communication barriers – in HSC and society. Considering a range of situations in case studies to widen empathy skills. |
| | Term 4 | Unit 5 – Meeting Individual Care and Support Needs Internal Assessment (90 GLH) Mid Jan - May/June Year 12 9 lessons fortnight | See above | See above |
| | Term 5 | Unit 5 – Meeting Individual Care and Support Needs Internal Assessment (90 GLH) Mid Jan - May/June Year 12 9 lessons fortnight | See above | See above |
| | Term 6 | Unit 5 – Meeting Individual Care and Support Needs Internal Assessment (90 GLH) Mid Jan - May/June Year 12 9 lessons fortnight Unit 2 – Working in HSC – transition unit to year 13 June to July of Year 12 9 lessons fortnight | See above Link to sector Use of legislation Skills and attributes Independent research Understanding the PIES | See above Overview: Introduction to concepts from unit 2 exam Greater challenge and widen research skills and articulate writing Aim to link with intent to allow them to explore an area of HSC that they want to go into <ul style="list-style-type: none"> • Roles and responsibilities project – Challenge Role Play Activity • Role of CQC and Ofsted project • Independent Summer Work Project • Careers Section of Aim Higher Booklet |
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| Term 1 | <p>Unit 2 – Working in HSC External Assessment (120 GLH) - Jan Year 13 Sept – Mid-Jan 8 lessons fortnight</p> | <p>Link to sector Use of legislation Skills and attributes Independent research Understanding the PIES</p> | <p>Overview: Exploration of working in the HSC sector – including the roles and responsibilities of a wide range of staff. Key preparation to understanding how organisations work and exploring a range of legislation that they will come across when working in the sector.</p> <ul style="list-style-type: none"> Learning Aim A: roles and responsibilities of people who work in HSC, including empowering individuals, anti-discriminatory practice, ensuring confidentiality, multi-disciplinary working and whistleblowing. Learning Aim B: the roles of organisations, including issues to access, regulatory organisations, sectors, settings Learning Aim C: working with people with specific needs, including physical and mental disabilities, learning disabilities, physical and sensory disabilities. <p>1 hour 30 external assessment – January of year 13.</p> <p>Link to Intent: Understanding the roles of responsibilities of health and social care professionals, in preparation for learners working in the field, such as safety and safeguarding. Exposure to a wider range of careers. Understanding a wide range of legislation that they will be accountable for. Understanding setup of organisations, such as regulating bodies and unions.</p> <p>Enrichment Link: <u>Trips to different settings</u> – Children’s Hospice, Care Home and Hospital. <u>Visiting Speakers</u> – different job roles. NHS careers fair</p> <p>Cultural Capital: Wider awareness of procedures that H&SC professionals follow. Discussion of case studies, ethical perspectives. Discussion of what professionals should do in a range of scenarios. Discussing a range of individuals’ different backgrounds and circumstances and what arises as a result. Wider understanding of what happens in hospitals.</p> |
| Term 2 | <p>Unit 2 – Working in HSC External Assessment (120 GLH) - Jan Year 13 Sept – Mid-Jan 8 lessons fortnight</p> | <p>See above</p> | <p>See above</p> |
| Term 3 | <p>Unit 2 – Working in HSC External Assessment (120 GLH) - Jan Year 13 Sept – Mid-Jan 8 lessons fortnight</p> | <p>See above</p> | <p>See above</p> |

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| | <p>Unit 14 – Physiological Disorders and their Care Internal Assessment (60 GLH) Mid-Jan – Easter 8 lessons fortnight</p> | <p>Understanding PIES Independent research Link to sector Skills and attributes Use of legislation Making recommendations based on theory Evaluation of theory Communication skills Medical science</p> | <p>Overview: Exploration of different physiological disorders, their diagnosis and treatment. Opportunity to develop treatment plans for specific service users.</p> <ul style="list-style-type: none"> • Learning Aim A: investigate causes and effects of physiological disorders, including signs and symptoms and biological explanation • Learning Aim B: examine the investigation and diagnosis of physiological disorders • Learning Aim C: examine treatment and support for service users, including research of the local area and carers/settings • Learning Aim D: develop a treatment plan for service users with a physiological disorders, including overcoming barriers, reviewing a treatment plan and justifying recommendations. <p>2 assignments – internal assessment</p> <p>Link to Intent: Writing of treatment plans as a starting point for those jobs in all areas of HSC – e.g. writing action plans in social and medical fields. Analysing a service users' needs evidence in all HSC careers. Researching new development in treatment or recommended methods. Considering facilities available in local areas.</p> <p>Enrichment Intent: <u>Guest speakers</u> – asthma nurse to discuss physical symptoms, clinical diagnosis and recommendations of treatment. <u>Trips</u> – Dementia workshop to consider what it is like to live with dementia, the medical research and the skills and attributes required to care for someone with dementia. Dementia Cafe</p> <p>Cultural Capital: Awareness of a wide range of physiological conditions that may be encountered throughout life. Awareness of a range of diagnostic methods. Consideration of how resources vary across the country. Awareness of individual circumstances that may affect treatment and care.</p> |
| Term 4 | <p>Unit 14 – Physiological Disorders and their Care Internal Assessment (60 GLH) Mid-Jan – Easter 8 lessons fortnight</p> | <p>See above</p> | <p>See above</p> |
| Term 5 | <p>Unit 14 – Physiological Disorders and their Care</p> | <p>See above</p> | <p>See above</p> |

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| | | Internal Assessment (60 GLH) Mid-Jan – Easter 8 lessons fortnight | | |
| | Term 6 | | | |