Year 12	HT1-HT2	HT3-HT5	HT5-6
Unit	Human Lifespan Development	Meeting individual needs	Working in Health and Social Care
Developing Cultural Capital	This unit will allow learners to develop a knowledge base for working with people in every stage of their lives, exploring how their own experiences relate to health and wellbeing. Students will consider the impact of deterioration in health with age following adulthood and how medical intervention means people are living longer and have better life prospects. Students will explore the impact of both predictable and unpredictable life events and recognise how they impact on individuals and will be introduced to a range of theories that have cross curricula application. Additionally, they will examine the impact of an ageing population on society. **Illuminating Texts/ opportunities for wider reading/ research**: • *BTEC National Health and Social Care Textbook* • *Meggitt, C., Child Development: An illustrated Guide, Birth to 19 Years, Pearson (2012) ISBN 9780435078805* • *Tassoni, P., BTEC Level 3 National in Children's Play, Learning and Development Student Book 1, Revised Edition, Pearson (2014) ISBN 9781447970965*	This unit will allow learners to develop a knowledge and understanding of the principles behind providing quality care and support. This unit introduces students to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment. Students will look at some of the ethical issues that arise when personalising care and examine factors that can impact the professionals who provide the care and support, the challenges that must be overcome and the consideration of multiagency working. **Illuminating Texts/ opportunities for wider reading/ research**: • *BTEC National Health and Social Care Textbook* • *Melia, K., Ethics for Nursing and Healthcare Practice, Sage, 2013 (ISBN 9780857029300)* • *www.citizensadvice.org.uk - The Citizens Advice Bureau website contains information about rights and services.* • *www.cqc.org.uk - The website for the Care Quality Commission.* • *www.hscic.gov.uk - The website for the Health and Social Care Information Centre.* • *www.nhs.co.uk - The National Health Service website.*	This unit will explore important responsibilities that those working in health and social care have; these include maintaining the safety of and safeguarding individuals with health and social care needs, making sure personal information is handled properly and preventing discrimination towards them. Students will develop an understanding of being accountable to these individuals and the regulatory bodies that represent people who work in the health and social care sector. Students will explore the range of roles and responsibilities of people who work in health and social care settings and learn about the organisations that provide services in this sector. **Illuminating Texts/ opportunities for wider reading/ research**: • *BTEC National Health and Social Care Textbook* • *www.skillsforcare.org.uk - practical guides to help support workers in social care.* • *Care Quality Commission (CQC)- www.cqc.org.uk* • *National Institute of Health and Clinical Excellence (NICE) - www.nice.org.uk*
Retainable Knowledge	• Physical, intellectual, emotional and social development across the human lifespan • Factors affecting human growth and development and effects of ageing. • Analysis/ evaluation of information related to human development theories/models and factors affecting human growth and development.	• Principles, values and skills which underpin meeting the care and support needs of individuals. • Ethical issues involved when providing care. • Principles behind enabling individuals with care and support needs to overcome challenges. • The roles of professionals and how they work together to provide care and support	• Knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector. • Knowledge of the connections between the roles and responsibilities of health and social care workers and organisations. • How workers and organisations are monitored and regulated /how multidisciplinary teams work together to meet service user needs.
Cross Curricular Links	• **English Language** – theories of cognitive/ language development. • **Psychology/ Criminology** – theories of development/ learning • **Science** – Genetic factors / **Sociology** – ageing population	• **Psychology** – Attachment theory • **Life skills** - equality, diversity and preventing discrimination. • **English** – communication techniques/ listen skills	• **Religious studies** – dietary requirements, equality and diversity • **Science** – Use of radiotherapy, surgery and specialist fields
Vocabulary	• Infancy • Early childhood • Adolescence • Early adulthood • Middle adulthood • Later adulthood • Physical development • Intellectual development • Language development • Emotional development • Social development • Equilibrium · • Genetic inheritance • Nature/ Nurture • Predisposition • Ageing population • Social Learning Theory • Language Acquisition Device • Activity Theory • Social Disengagement Theory • Cognitive Development • Schema	• Diversity • Culture • Multicultural • Discrimination • Prejudice • Personal attributes • Philosopher • Ethical • Moral • Consequentialism • Deontology · • Principlism • Autonomy • Beneficence • Non-maleficence • Justice • Virtue • Conflict • Legislation • Statutory • Personalisation • Confidentiality	• Preventative Care • Antenatal care • Postnatal care • Policies • Procedures • Safeguarding • Code of Practice • Prejudice • Empowerment • Individualised Care • Self-esteem · • Radiotherapy • Complementary Therapies • Assistive technology • Halal • Kosher • Advocate • Lone workers policy • Risk assessment • Hazard • Whistleblowing • Multidisciplinary
Assessments	Learning Aim A – Exam style Assessment Learning Aim A & B – Exam style Assessment Unit 1 exam sat in January	Unit 5 coursework covering all learning aims A-D	Learning Aim A – Exam style Assessment Unit 2 exam sat in January following year