

EPCHS Art and Technology Department: Year 13 Programme of Study

BTEC Level 3 Extended Certificate Health and Social Care

| Year/Term | Unit of Work | Intent |
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| Overall | | <p>To deliver lessons that increase their knowledge from year one of the Level 3 course and introduce the topics of working in Health and Social Care and Meeting Individual Care and Support Needs</p> <p>To explore the various job roles and responsibilities of Health and Social Care Practitioners and the organisations that they work for.</p> |
| Autumn Term 1 | <p>Unit2: Working in Health and Social Care</p> <p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim A: The Roles and Responsibilities of People who work in the Health and Social Care Sector</p> <p>Unit 5: Meeting Individual Care and Support Needs Learning Aim A of the coursework assessment</p> | <p>To demonstrate knowledge in understanding the roles and responsibilities of people who work in the health and social care sector and settings.</p> <ul style="list-style-type: none"> • Roles of people who work in health and social care – doctors, nurses, midwives, healthcare assistants, social workers, occupational therapists, youth workers, care assistants, care managers and support workers. • Following policies and procedures in Health and Social Care settings including: health and safety policy, equality and diversity policy, medication policy, safeguarding policy, DBS policy, death of a resident procedures and complaints policy. <p>To explore supporting people who are recovering after an illness</p> <ul style="list-style-type: none"> • The range of treatments and care procedures used in health and social care setting including: prescribing medication, surgery, radiotherapy, organ transplant, and support for lifestyle changes and accessing support from specialist agencies. • To assess the purpose of a rehabilitation programme – providing equipment and adaptations to support people in being more independent and providing personal care including washing, toileting and feeding. • To support routines of service users in the context of their day to day family life, education, employment and leisure activities. Planning for assessment, care and support for service users and their families. <p>Coursework Assessment: Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals.</p> |
| Autumn Term 2 | <p>Unit2: Working in Health and Social Care</p> <p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim A: The Roles and Responsibilities of People who work in the Health and Social Care Sector</p> | <p>To investigate specific responsibilities of people who work in health and social care settings.</p> <ul style="list-style-type: none"> • Looking at underpinning care values including commitments to promoting anti-discriminatory practice, empowering individuals, ensuring the safety of staff, maintaining confidentiality and promoting good communication between carers, and between carers and their clients. • Understanding the principles of the care value base and Code of Practice of all Health Care Professionals – the General Medical Council, Nursing and Midwifery Council and Health and Care Professions Council. • Ensuring safety in health and social care settings including protecting service users, staff and volunteers from infection, reporting accidents, complaints procedures. Information on the Data Protection Act 1998 and accountability to professional organisations. <p>To investigate multi-disciplinary working in the health and social care sector</p> |

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| | <p>Unit 5: Meeting Individual Care and Support Needs Learning Aim B of the coursework assessment</p> | <ul style="list-style-type: none"> • Exploring joined-up working with other service providers. • Involving service users, carers and advocates in the multi-disciplinary team identifying holistic approaches to implementing care programmes. <p>To explore the monitoring of working in the health and social care settings.</p> <ul style="list-style-type: none"> • Understanding the need for line management, external inspections, whistleblowing, service user feedback and criminal investigations. <p>Coursework assessment: Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p> |
| Spring Term 1 | <p>Learning Aim B: The Roles of Organisations in the Health and Social Care Sector</p> <p>Unit 5: Meeting Individual Care and Support Needs Learning Aim C of the coursework assessment</p> | <p>To investigate the roles of organisations in providing health and social care services</p> <ul style="list-style-type: none"> • Public sector: Understanding and exploring the differences between primary, secondary and tertiary health care. • Exploring NHS Foundation Trusts, Adult social care, Children’s services, GP practices. • Identifying the differences between voluntary and private sector organisations. • Identifying and exploring the range of settings that provide health and social care services including hospitals, day care centres/units, hospice care, residential care and domiciliary care. <p>Issues that affect access to services</p> <ul style="list-style-type: none"> • Self-referral, Third-party referral, professional referral. • Assessment and eligibility criteria. Looking at the barriers to accessing services in the health and social care sector. <p>Coursework assessment: Learning Aim C: Examine the ethical issues involved when providing care and support to meet individual needs</p> |
| Spring Term 2 | <p>Learning Aim B: The Roles of Organisations in the Health and Social Care Sector</p> | <p>To explore the ways that organisations represent the interests of service users.</p> <ul style="list-style-type: none"> • Charities and patient groups, advocacy, complaints policies and whistleblowing procedures. <p>To understand about the roles of organisations that regulate and inspect health and social care services.</p> <ul style="list-style-type: none"> • In England, the Care Quality Commission, The National Institute for Health and Social Care Excellence, Public Health England, Ofsted. • In Wales, The Care and Social Services Inspectorate, Healthcare Inspectorate Wales, The National Institute for Health and Care Excellence, Her Majesty’s Inspector of Education and Training in Wales. • In Northern Ireland, The Regulation and Quality Improvement Authority, Public Health Agency for Northern Ireland, The National Institute for Health and Care Excellence, Education and Training Inspectorate. <p>To identify the organisations that regulate professions in the health and social care services.</p> <ul style="list-style-type: none"> • In England, Wales and Northern Ireland. The Nursing and Midwifery Council, The Royal College of Nursing, The General Medical Council, • Another for Wales only – Care Council for Wales. • Another for Northern Ireland only – The Northern Ireland Social Care Council. <p>Coursework assessment: To hand in the coursework and following assessment/feedback – the students will make the necessary adjustments</p> |

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| | | before handing in the completed piece for sending to the Standard Verifier. |
| Summer Term 1 | Learning Aim C: Working with people with specific needs in the health and social sector | To investigate working with people with specific needs in the health and social care sector <ul style="list-style-type: none"> • To identify people with special needs in health and social care including physical and mental ill health, learning disabilities, physical and sensory disabilities and poverty and disabilities. • To look at specific age groups and the specific needs of them in health and social care including early years and later adulthood. • To look at working practices and relevant skills that are needed in these areas with particular emphasis on the 6C'. • Identifying why policies and procedures are important with examples used of Baby P, Jessica Chapman and Holly Wells, Victoria Climbié and the Francis Inquiry (Mid Staffordshire NHS Trust). |
| Summer Term 2 | Examination | <ul style="list-style-type: none"> • Examination work • Past papers • Examination unit two completed |