

Diploma Students complete Units 1, 2, 7 and 11

Extended Certificate Students complete Units 1 and 2

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timescale: From: 09/23 To: 10/23	Other timescale: From: 11/23 To: 12/23	Other timescale: From: 01/24 To: 02/24	Other timescale: From: 03/24 To: 04/24	Other timescale: From: 04/24 To: 05/24	Other timescale: From: 06/24 To: 07/24
<p>Topic / Big Question: Unit 1 – Lifespan and Development</p> <p>Topic: Unit 1 – Human Lifespan and Development</p> <p>A1 Physical development across the life stages</p> <p>A2 Intellectual development across the life stages</p> <p>A3 Emotional development across the life stages</p> <p>A4 Social development across the life stages</p> <p>Unit 2 –Working in Health and Social Care</p> <p>Topic: Unit 2</p> <p>A1 The roles of people who work in health and social care settings</p> <p>A2 The responsibilities of people who work in health and social care settings</p> <p>A3 Specific responsibilities of</p>	<p>Topic / Big Question: Unit 1 – Lifespan and Development</p> <p>Topics: B1 The nature/nurture debate related to factors</p> <p>B2 Genetic factors that affect development</p> <p>B3 Environmental factors that affect development</p> <p>Unit 2 –Working in Health and Social Care</p> <p>Topic: Unit 2</p> <p>A5 Monitoring the work of people in health and social care settings</p> <p>B1 The roles of organisations in providing health and social care services</p> <p>B2 Issues that affect access to services</p>	<p>Topic / Big Question: Unit 1 – Lifespan and Development</p> <p>Topics: B4 Social factors that affect development</p> <p>B5 Economic factors that affect development</p> <p>B6 Major life events that affect development</p> <p>Unit 2 –Working in Health and Social Care</p> <p>Topic: Unit 2</p> <p>B4 The roles of organisations that regulate and inspect health and social care services</p> <p>B5 Responsibilities of organisations towards people who work in health and social care settings</p>	<p>Topic / Big Question: Unit 1 – Lifespan and Development</p> <p>Topics: C1 The physical changes of ageing</p> <p>C2 The psychological changes of ageing</p> <p>C3 The societal effects of an ageing population</p> <p>Unit 2 –Working in Health and Social Care</p> <p>Topic: Unit 2</p> <p>C1 People with specific needs</p> <p>C2 Working practices</p>	<p>Topic / Big Question: Unit 1 and Unit 2 – In class revision and practice exam questions until external examination.</p>	<p>Topic / Big Question: Unit 1 and Unit 2 – N/A</p>

<p>people who work in health and social care settings A4 Multidisciplinary working in the health and social care sector</p> <p>Unit 7 – Principles of safe practice in Health and Social Care Topic: Unit 7 A1 Duty of care A2 Complaints procedures</p> <p>Unit 11 – Psychological Perspectives Topic: Unit 11 A1 Principal psychological perspectives as applied to the understanding of development and behaviour A2 Application of psychological perspectives to health and social care practice</p>	<p>B3 Ways organisations represent interests of service users</p> <p>Unit 7 – Principles of safe practice in Health and Social Care Topic: Unit 7 B1 Types and signs of abuse and neglect B2 Factors that could contribute to individuals being vulnerable to abuse and neglect</p> <p>Unit 11 – Psychological Perspectives Topic: Unit 11 A3 Contribution of psychological perspectives to the understanding of specific behaviours</p>	<p>Unit 7 – Principles of safe practice in Health and Social Care Topic: Unit 7 B3 Responding to suspected abuse and neglect B4 Reducing the likelihood of abuse and neglect</p> <p>Unit 11 – Psychological Perspectives Topic: Unit 11 B1 Factors that affect human development and specific behaviours B2 Contribution of psychological perspectives to the management of behaviours B3 Contribution of psychological perspectives to the treatment of behaviours</p>	<p>Unit 7 – Principles of safe practice in Health and Social Care Topic: Unit 7 C1 Health and safety legislation and policies in health and social care C2 Influence of legislation and policies on health and social care practice</p> <p>Unit 11 – Psychological Perspectives Topic: Unit 11 C1 Behaviour of service users in health and social care settings C2 Practices in health and social care settings</p>	<p>Unit 7 – Principles of safe practice in Health and Social Care Topic: Unit 7 D1 Procedures to maintain health and safety D2 Procedures for responding to accidents and emergencies D3 Health and safety responsibilities</p> <p>Unit 11 – Psychological Perspectives Topic: Unit 11 Students should be working on completing their internal assessment.</p>	<p>Unit 7 – Principles of safe practice in Health and Social Care Topic: Unit 7 Students should be working on completing their internal assessment.</p> <p>Unit 11 – Psychological Perspectives Topic: Unit 11 Students should be working on completing their internal assessment.</p>
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<p>Skills (students should be able to do): Unit 1 - Students should be able to demonstrate knowledge around the different physical, intellectual, emotional and social development across the lifespan as well as being able to discuss the factors that affect human lifespan and development. Unit 2 – Students should be able to demonstrate knowledge of service user's needs, roles and responsibilities of worker, and working practices within the health and social care sector.</p> <p>Unit 7 – Students should be able to examine how a duty of care contributes to safe practice in health and social care settings.</p> <p>Unit 11 – Students will be able to examine how psychological perspectives contribute to the understanding of human development and behaviour.</p>	<p>Skills (students should be able to do): Unit 1 – Students should be able to demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effect of aging. Unit 2 – Students should be able to demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.</p> <p>Unit 7 – Students should be able to understand how to recognise and respond to concerns about abuse and neglect in health and social care settings.</p> <p>Unit 11 – Students will be able to examine how psychological perspectives contribute to the understanding of human development and behaviour.</p>	<p>Skills (students should be able to do): Unit 1 – Students will be able to analyse and evaluate information related to human development theories / models and factors affecting human growth and development. Unit 2 – Students should be able to analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.</p> <p>Unit 7 – Students should be able to understand how to recognise and respond to concerns about abuse and neglect in health and social care settings.</p> <p>Unit 11 – Students will be able to examine the contribution of psychological perspectives to the management and treatment of services users' specific behaviours.</p>	<p>Skills (students should be able to do): Unit 1 – Students will be able to make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing. Unit 2 – Students should be able to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisation are monitored and regulation and how multidisciplinary teams work together to meet services user needs.</p> <p>Unit 7 – Students should be able to Investigate the influence of health and safety legislation and policies in health and social care settings.</p> <p>Unit 11 - Students will be able to examine how psychological perspectives are applied in health and social care settings.</p>	<p>Skills (students should be able to do): Unit 1 and Unit 2 – Students should know all unit content and be able to apply this in their exam.</p> <p>Unit 7 – Students should be able to explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings.</p> <p>Unit 11 - Students should be working on completing their internal assessment.</p>	<p>Skills (students should be able to do): Unit 1 and Unit 2 – N/A</p> <p>Unit 7 – Students should be able to produce coursework independently.</p> <p>Unit 11 – Students should be working on completing their internal assessment.</p>
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<p>Key Learning Outcomes (students should know):</p> <p>Unit 1 – Students should be able demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.</p> <p>Unit 2 – Students should be able to demonstrate knowledge of service user's needs, roles and responsibilities of worker, and working practices within the health and social care sector.</p> <p>Unit 7 – Students should be able to examine how a duty of care contributes to safe practice in health and social care settings.</p> <p>Unit 11 – Students will be able to examine how psychological perspectives contribute to the understanding of</p>	<p>Key Learning Outcomes (students should know):</p> <p>Unit 1 – Students should be able to demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effect of aging.</p> <p>Unit 2 – Students should be able to demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector.</p> <p>Unit 7 – Students should be able to understand how to recognise and respond to concerns about abuse and neglect in health and social care settings.</p> <p>Unit 11 – Students will be able to examine how psychological perspectives contribute to the understanding of human development and behaviour.</p>	<p>Key Learning Outcomes (students should know):</p> <p>Unit 1 – Students will be able to analyse and evaluate information related to human development theories / models and factors affecting human growth and development.</p> <p>Unit 2 – Students should be able to analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.</p> <p>Unit 7 – Students should be able to understand how to recognise and respond to concerns about abuse and neglect in health and social care settings.</p> <p>Unit 11 – Students will be able to examine the contribution of psychological perspectives to the management and treatment of services</p>	<p>Key Learning Outcomes (students should know):</p> <p>Unit 1 – Students will be able to make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing.</p> <p>Unit 2 – Students should be able to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisation are monitored and regulation and how multidisciplinary teams work together to meet services user needs.</p> <p>Unit 7 – Students should be able to Investigate the influence of health and safety legislation and policies in health and social care settings.</p> <p>Unit 11 - Students will be able to examine how psychological perspectives are applied in health and social care settings.</p>	<p>Key Learning Outcomes (students should know):</p> <p>Unit 1 and Unit 2 – Students should be fully prepared for the external examination in May 2020. Students should be able to understanding everything outlined on their PLC.</p> <p>Unit 7 – Students should be able to explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings.</p> <p>Unit 11 - Students should be working on completing their internal assessment.</p>	<p>Key Learning Outcomes (students should know):</p> <p>Unit 1 and Unit 2 – N/A</p> <p>Unit 7 – Students should be able to produce coursework independently.</p> <p>Unit 11 – Students should be working on completing their internal assessment.</p>
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human development and behaviour.		users' specific behaviours.			
End of term 1 assessment to cover: Unit 1 – Two in class tests and one mock paper and individual exam questions in lesson. Unit 2 – Two in class tests and individual exam questions in lesson. Unit 7 – Monitoring of class notes for internal coursework post term 1. Unit 11 – Monitoring of class notes for internal coursework post term 1.		End of term 2 assessment to cover: Unit 1 – Two in class tests and one mock paper and individual exam questions in lesson. Unit 2 – One in class tests and one mock paper and individual exam questions in lesson. Unit 7 – Continue to monitor class notes for prepare for internal coursework post term 1. Students to produce coursework within set deadlines. Unit 11 – Continue to monitor class notes for prepare for internal coursework post term 1. Students to produce coursework within set deadlines.		End of year assessment to cover: Unit 1 – Students to sit their actual May 2022 Unit 2 – Students to sit their actual May 2022 Unit 7 – Students to produce coursework within set deadlines. Unit 11 – Students to produce coursework within set deadlines.	
Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.	Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.	Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.	Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.	Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.	Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.
Home – Learning: Unit 1 and Unit 2 – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. Unit 7 and 11 – Students to work on research	Home – Learning: Unit 1 and Unit 2 – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. Unit 7 and 11 – Students to work on research	Home – Learning: Unit 1 and Unit 2 – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. Unit 7 and 11 – Students to work on research	Home – Learning: Unit 1 and Unit 2 – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. Unit 7 and 11 – Students to work on coursework	Home – Learning: Unit 1 and Unit 2 – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. Unit 7 and 11 – Students to work on coursework	Home – Learning: Unit 1 and Unit 2 – N/A Unit 7 and 11 – Students to work on coursework

around topics taught to gather information and understand concepts in preparation for their assignment brief and coursework tasks.	around topics taught to gather information and understand concepts in preparation for their assignment brief and coursework tasks.	around topics taught to gather information and understand concepts in preparation for their assignment brief and coursework tasks.	preparation and construction.	preparation and construction.	preparation and construction.
<p>Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.</p> <p>Unit 7 and Unit 11 – Reading online textbook for unit of study and ensure reading set by teacher around topics are accessed. Reading around legislation and theories.</p>	<p>Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.</p> <p>Unit 7 and Unit 11 – Reading online textbook for unit of study and ensure reading set by teacher around topics are accessed. Reading around legislation and theories.</p>	<p>Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.</p> <p>Unit 7 and Unit 11 – Writing up coursework for unit of study using help on Firefly, online textbook and own class notes.</p>	<p>Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.</p> <p>Unit 7 and Unit 11 – Writing up coursework for unit of study using help on Firefly, online textbook and own class notes.</p>	<p>Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.</p> <p>Unit 7 and Unit 11 – Writing up coursework for unit of study using help on Firefly, online textbook and own class notes.</p>	<p>Reading / literacy: Unit 1 and Unit 2 – N/A</p> <p>Unit 7 and Unit 11 – Writing up coursework for unit of study using help on Firefly, online textbook and own class notes.</p>
<p>Numeracy: Unit 1 – Reviewing of statistics related to ill health and statistics around birth and death rates. Reading of centile charts.</p> <p>Unit 7 – Looking at statistics around health and safety facts.</p>	<p>Numeracy: Unit 2 – Reviewing statistics round report abuse in HSC.</p> <p>Unit 7 – Looking at statistics around abuse cases.</p> <p>Unit 11 – Students review statistics around demographic changes.</p>	<p>Numeracy: Unit 1 and Unit 2 - N/A Unit 7 and 11 - NA</p>	<p>Numeracy: Unit 1 and Unit 2 - N/A Unit 7 and 11 - NA</p>	<p>Numeracy: Unit 1 and Unit 2 - N/A Unit 7 and 11 - NA</p>	<p>Numeracy: Unit 1 and Unit 2 - N/A Unit 7 and 11 - NA</p>
<p>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</p> <p>Unit 1 - SMSC woven throughout this unit of study as students are asked to learn about the factors that affect health and wellbeing, while learning about physiological and lifestyle indicators. They then need to apply this knowledge to current case studies and also reflect on theories. This will support their learning for the exam, but their own personal life and that of their family members.</p>					

Students will also attend lunch time exam boosters ran by both Mr Andrews and Miss Farid to support learning for Unit 1 and Unit 2.

Unit 2 - SMSC woven throughout this unit of study as students are asked to learn about working in the health and social care sector. Students learn about reviewing how good care settings on by looking at online reports from the CQC and Ofsted. They also look at real cases where HCPs have been removed from their professional register. Students also get to do 1 weeks work experience at the end of year 12 which help with future careers.

Students will also attend lunch time exam boosters ran by both Mr Andrews and Miss Farid to support learning for Unit 1 and Unit 2.

Unit 7 – All students will hopefully find employment in the future and in this unit they learn all the health and safety legislation which apply to all work settings.

Unit 11 – Students learn about different treatments for mental health and review opinions around mental health in our society. Very topic in our current climate which is been government driven.