

Roundwood Park School



KS5 Health and Social Care

At Roundwood park school we value providing our students with a range of opportunities and routes through education. BTEC Nationals in Health & Social Care offer up-to-date, vocational content, to prepare students for working in the Health and Social care setting in a practical and interactive way. The skills and the knowledge acquired are transferable and will be a supportive step into many job roles, apprenticeships and further education.

The course teaches students all aspects of growth and development of individuals, life factors that can affect that development and gives an insight into the roles and responsibilities of people working in the Health and Social care sectors. It also gives students the opportunity to delve deeper into some serious physical and mental health conditions and work to develop holistic care plans to support a return to health for those individuals. They will develop skills and knowledge of working in the sector through visits and external speakers, research tasks and case studies.

The practical approach to learning and assessment is welcomed by students and the course has high credibility with higher education and employers. It provides the students the opportunity to gain a real insight into working in this field in a way that is interesting and accessible.

BTEC Level 5 in Health and Social Care can help you take your first steps towards a career in caring for people and communities. Through studying the course students learn the essential skills needed to support the development of people with a wide range of needs, from babies and toddlers to adults and the elderly. Students will also study psychological theories and models regarding human development including ageing as well as factors affecting human growth and development. They will make connections between theories and learn to critically analyse and evaluate information related to a wide range of case studies developing empathy, compassion and problem-solving skills. Students will gain an understanding of professional responsibilities, how workers and organisations are monitored and regulated and how multidisciplinary teams work effectively to meet service user needs. This course empowers our students to become better care providers, better team players in a work setting and therefore more valuable members of the wider community.

BTEC Nationals require applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace. This is typically in the form of visiting and working with young children in a primary setting, care homes, hospices and senior living environments.

This course uses a combination of assessment styles, internal assignment and examinations, to give students confidence to apply their knowledge to succeed in the workplace and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments – both practical and written – mean students can showcase their learning and achievements to best effect when they take their next steps.

Year / term	Unit of work	Assessment
<p>Year 12 Autumn term</p>	<p>Unit 1: Human Lifespan Development</p> <p>Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.</p> <p>A1 Physical development across the life stages A2 Intellectual development across the life stages A3 Emotional development across the life stages A4 Social development across the life stages B1 The nature/nurture debate related to factors B2 Genetic factors that affect development B3 Environmental factors that affect development B4 Social factors that affect development B5 Economic factors that affect development B6 Major life events that affect development C1 The physical changes of ageing C2 The psychological changes of ageing C3 The societal effects of an ageing population</p>	<p>Regular internal assessments every three-four weeks</p> <p>Mock exam end of Dec.</p> <p>External Exam Early Jan.</p>
<p>Super Curricular</p>	<p>Observe babies and children of friends and family, identify the key milestones achieved.</p> <p>Read magazines and articles https://www.psychologytoday.com/gb https://www.skillsforcare.org.uk/About/News/Care-magazine.aspx Listen to podcasts https://www.skillsforcare.org.uk/About/News/Care-magazine.aspx</p>	

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<p>Year 12 Spring term</p>	<p>Unit 2: Working in Health and Social Care</p> <p>Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.</p> <p>A1 The roles of people who work in health and social care settings A2 The responsibilities of people who work in health and social care settings A3 Specific responsibilities of people who work in health and social care settings A4 Multidisciplinary working in the health and social care sector 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 B2 Issues that affect access to services B3 Ways organisations represent interests of service users B4 The roles of organisations that regulate and inspect health and social care services B5 Responsibilities of organisations towards people who work in health and social care settings</p> <p>C1 People with specific needs C2 Working practices</p>	<p>Regular internal assessments every three-four weeks</p> <p>Mock exam April.</p>
<p>Super Curricular</p>	<p>Volunteer at a nursery, elderly care home to develop care value skills. Interview a professional about their roles and responsibility. Watch TV documentaries such as Panorama https://www.bbc.co.uk/programmes/m000w7rk</p>	

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<p>Year 12 Summer term</p>	<p>Revision of Unit 2 and exam preparation Work experience – visit in a HSC setting of your choice</p> <p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learners focus on the principles and practicalities that underpin meeting individuals’ care and support needs, which are the foundation of all the care disciplines.</p> <p>A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals D2 Roles and responsibilities of key professionals on multidisciplinary teams</p>	<p>External Exam May. Work experience developing care value skills</p>
<p>Super Curricular</p>	<p>Carryout a self-assessment of your own care value skills, set targets to achieve on Work experience. Find a range of different settings for work experience-get out of your comfort zone. Register with Future learn and take one of the online courses such as Can Music Do More In Adult Care Settings? https://www.futurelearn.com/ https://www.futurelearn.com/courses/caring-with-music</p>	

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<p>Year 13 Autumn Term</p>	<p>Unit 5: Meeting Individual Care and Support Needs</p> <p>A3 Empathy and establishing trust with individuals B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk C1 Enabling individuals to overcome challenges C2 Promoting personalisation C3 Communication techniques D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multidisciplinary teams D3 Maintaining confidentiality D4 Managing information</p> <p>Reflect and correct on assignment Resubmission of final draft</p>	<p>Internal assessment-short mini assessment tasks every three-four weeks Completion of written assignment within strict timeframe Deadline for first draft beginning December Final deadline end December</p>
<p>Super Curricular</p>	<p>Devise questions and Interview an individual with a specific care need such as a learning or physical disability. Volunteer at a local charity such as Scope https://www.scope.org.uk/volunteering/ Take part in an event or do an activity that raises money for a charity of your choice. https://www.keech.org.uk/get-involved/fundraising-and-you</p>	

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<p>Year 13 Spring Term</p>	<p>Unit 14: Physiological Disorders and their Care</p> <p>Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.</p> <p>A1 Types of physiological disorders and effects on body systems and functions A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders B1 Investigative procedures for physiological disorders B2 Diagnostic procedures for physiological disorders C1 Provision of treatment and support C2 Types of carers and care settings D1 Care methods and strategies D2 Treatment planning processes</p>	<p>Internal assessment-short mini assessment tasks every three-four weeks Completion of written assignment within strict timeframe Deadline for first draft April Final deadline May</p>
<p>Super Curricular</p>	<p>Devise questions and Interview an individual with a specific health need such as diabetes or asthma. Learn about a diabetic diet, eat food from this diet for a week. How did you find it? https://www.diabetes.org.uk/guide-to-diabetes/enjoy-food/eating-with-diabetes/10-ways-to-eat-well-with-diabetes Understand about specific care planning https://www.diabetes.org.uk/guide-to-diabetes/enjoy-food/eating-with-diabetes/10-ways-to-eat-well-with-diabetes</p>	