

Year 13	T1	T2	T3	T4	T5	T6
Content / Topic for Term	<ul style="list-style-type: none"> <li>Unit 2: Working in Health and Social Care</li> <li>Unit 12: Supporting individuals with additional needs</li> </ul>		<ul style="list-style-type: none"> <li>Unit 2: Working in Health and Social Care exam</li> <li>Unit 12: Supporting individuals with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 12: Supporting individuals with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2: Working in Health and Social Care</li> <li>Resits</li> </ul>	
Key Knowledge for acquisition, recall and application in assessment or exam	<p>A4 Multidisciplinary working in the health and social care sector</p> <ul style="list-style-type: none"> <li>Partnership working, to include: <ul style="list-style-type: none"> <li>joined-up working</li> <li>service users, carers and advocates involved in care</li> <li>holistic approaches</li> </ul> </li> </ul> <p>A5 Monitoring the work of people in health and social care settings</p>	<p>B5 Responsibilities of organisations towards people who work in health and social care settings</p> <ul style="list-style-type: none"> <li>understand how to implement the organisations code of practice</li> <li>NOS</li> <li>CPD</li> <li>safeguarded</li> </ul> <p>C1 People with specific needs</p> <ul style="list-style-type: none"> <li>ill health</li> </ul>	<p>Unit 2 – exam January</p> <p>B1 Definitions of disability</p> <ul style="list-style-type: none"> <li>model of disability</li> <li>understanding disability</li> <li>definitions</li> </ul> <p>B2 Minimising environmental and social challenges</p> <p>How society's infrastructure should support equality for people with additional needs.</p> <p>B3 Minimising personal challenges</p>	<p>C1 Professionals involved in supporting individuals with additional needs</p> <p>The basic job roles regarding caring for individuals with additional needs, to include community learning disability nurses, occupational therapists, physiotherapists, psychiatrists, psychologists, social workers, speech and language therapists, special needs teachers.</p>		

	<ul style="list-style-type: none"> <li>○ line management</li> <li>○ external inspection</li> <li>○ whistleblowing</li> <li>○ service user feedback</li> <li>○ criminal investigations</li> </ul> <p>B1 The roles of organisations in providing health and social care services</p> <ul style="list-style-type: none"> <li>○ public sector</li> <li>○ voluntary sector</li> <li>○ private sector</li> <li>○ settings where care is provided</li> </ul> <p>B2 Issues that affect access to services</p> <ul style="list-style-type: none"> <li>○ referral</li> <li>○ assessment</li> <li>○ eligibility criteria</li> </ul>	<ul style="list-style-type: none"> <li>○ learning disability</li> <li>○ physical and sensory disabilities</li> <li>○ age categories</li> </ul> <p>C2 Working practices</p> <ul style="list-style-type: none"> <li>○ relevant skills required to work</li> <li>○ how policies and procedures affect people working in these areas</li> <li>○ how regulation affect people working in these areas</li> <li>○ how working practices affect people</li> <li>○ recent example of</li> </ul>	<ul style="list-style-type: none"> <li>○ physical</li> <li>○ intellectual</li> <li>○ emotional</li> <li>○ social</li> </ul> <p>B4 Attitudes of others</p> <ul style="list-style-type: none"> <li>○ stereotyping</li> <li>○ marginalisation</li> <li>○ discrimination</li> <li>○ disempowerment</li> <li>○ labelling</li> </ul> <p>Controlled assessment for LAB</p>	<p>C2 Support and adaptations for individuals with additional needs</p> <ul style="list-style-type: none"> <li>○ equipment</li> <li>○ therapies</li> </ul> <p>C3 Financial support for individuals with additional needs</p> <ul style="list-style-type: none"> <li>○ welfare rights</li> <li>○ support for work</li> <li>○ transport support</li> <li>○ support for carers</li> </ul> <p>C4 Statutory provision for children with additional needs</p> <ul style="list-style-type: none"> <li>○ CAF</li> <li>○ the requirements on health, colleges, schools and early years</li> <li>○ EHCP</li> <li>○ codes of practice,</li> </ul>		
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	<ul style="list-style-type: none"> <li>○ barriers</li> </ul> <p>B3 Ways organisations represent interests of service users</p> <ul style="list-style-type: none"> <li>○ charities / patients groups</li> <li>○ advocacy</li> <li>○ complaints procedures</li> <li>○ whistleblowing policies</li> </ul> <p>B4 The roles of organisations that regulate and inspect health and social care services</p> <ul style="list-style-type: none"> <li>• Organisation that regulates services <ul style="list-style-type: none"> <li>○ CQC</li> <li>○ Ofsted</li> </ul> </li> <li>• The role of organisations which regulate</li> </ul>	<p>poor working practices</p> <p>Unit 12 – LAA controlled assessment</p>		<p>legislations and policies</p> <p>C5 Statutory provision for adults with additional needs</p> <ul style="list-style-type: none"> <li>○ codes of practice</li> <li>○ care and support statutory guidance</li> <li>○ guidelines of caring for adults with mental illness</li> <li>○ personal health budget</li> <li>○ requirements for charities</li> </ul> <p>C6 Person-centred care for all individuals with additional needs</p> <ul style="list-style-type: none"> <li>○ involving patients in their own care</li> <li>○ involving patients as equal partners</li> </ul>		
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	<ul style="list-style-type: none"> <li>○ how are inspections carried out</li> <li>○ how they respond</li> <li>○ changes in working practices</li> <li>○ how services are improved</li> <li>• Organisations that regulate professions             <ul style="list-style-type: none"> <li>○ NMC</li> <li>○ GMC</li> <li>○ HCPC</li> </ul> </li> <li>• The role of organisations             <ul style="list-style-type: none"> <li>○ how regulation is carried out</li> <li>○ how they respond to regulation</li> <li>○ changes in working practices</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>○ involving communities</li> </ul> <p>Controlled assessment for LAC</p>		
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	<ul style="list-style-type: none"> <li>○ how services are improved</li> </ul> <p>A1 Diagnosing or determining additional needs</p> <ul style="list-style-type: none"> <li>○ definitions of mild, moderate, severe and profound disability</li> <li>○ diagnostic procedures</li> <li>○ professionals background</li> <li>○ parameters used to describe the diagnosis</li> </ul> <p>A2 Cognitive and learning needs</p> <ul style="list-style-type: none"> <li>○ learning difficulties</li> <li>○ autism-spectrum disorders</li> <li>○ inherited conditions</li> </ul>					
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	<ul style="list-style-type: none"> <li>○ needs of older people</li> </ul> <p>A3 Physical and health needs</p> <ul style="list-style-type: none"> <li>○ need of older people</li> <li>○ health needs</li> <li>○ sensory disabilities</li> <li>○ accidents</li> <li>○ infectious disease</li> <li>○ problems during pregnancy</li> </ul> <p>A4 Social and emotional needs</p> <ul style="list-style-type: none"> <li>○ need generated from family circumstances</li> <li>○ needs generated by being elderly</li> <li>○ needs affects by the environment</li> </ul>					
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**Health and Social Care (BTEC)**  
**Year 13 curriculum map**



Key skills to apply in assessment or exam	<ul style="list-style-type: none"> <li>• Describe</li> <li>• Discuss</li> <li>• Identify</li> <li>• Explain</li> <li>• Analyse</li> <li>• Assess</li> <li>• Evaluate</li> <li>• Justify</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse</li> <li>• Assess</li> <li>• Evaluate</li> <li>• Justify</li> <li>• Explain</li> <li>• Describe</li> </ul>		
Title of Knowledge Organiser	<ul style="list-style-type: none"> <li>• Unit 2: Working in health and social care</li> <li>• Unit 12: Supporting individuals with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 12: Supporting individuals with additional needs</li> </ul>		