

## EPCHS Technology Department: Year 12 Programme of Study

### *BTEC Level 3 Extended Certificate Health and Social Care*

Year/Term	Unit of Work	Intent
<b>Overall</b>		<p>To deliver lessons that increase their knowledge from BTEC Tech Award and further embed the various topic areas with more detail and expansion of knowledge.</p> <p>To explore the factors that affect an individual's growth and development, including an individual's concept of self.</p> <p>To investigate the physical effects of aging and the theories that help to explain psychological changes.</p>
<b>Autumn Term 1</b>	<b>Learning Aim A:</b>	<p><b>Unit one: Human Growth and Development through the Life Stages</b>  <b>Physical, intellectual, social, and emotional development through the life stages</b>                      Infancy (0–2 years),                      Early childhood (3–8 years),                      Adolescence (9–18 years),                      Early adulthood (19–45 years),                      Middle adulthood (46–65 years),                      Later adulthood (65+ years),                      The students will examine the principles of growth and development throughout the life stages. Under the growth and development topic the students will study three main theorists – Piaget, Chomsky, and Bowlby. Piaget model of how children's logic and reasoning develop – including stages of cognitive development, schemas, conservation, and egocentrism. Chomsky's Language Acquisition Device which may explain how children seem to instinctively gain language.                      Bowlby and theories of attachment exploring types of attachment and disruption to attachment.                      The students will also gain an understanding of the effects of peer pressure and the development of independence as they move through the life stages.</p>
<b>Autumn Term 2</b>	<b>Learning Aim B and C</b>	<p><b>Factors affecting human growth and development.</b>                      Students will discuss the nature/nurture debate. Two more theorists will be introduced – Gesell's maturation theory and Bandura's social learning theory. The students will also be introduced to the stress -diathesis model which will discuss nature and nurture both playing a part in the development of a person linking this to genetic predispositions/disorders to conditions.                      Predictable and unpredictable life events.                      The impact of life events on a person's health. A further theory Holmes-Rahe social readjustment rating scale is introduced looking at the effects of life events on a person's stress levels and health.  <b>The physical effects of ageing.</b>                      Cardiovascular disease, the degeneration of the body, dementia, to include Alzheimer's disease and the effects of illnesses that are common in ageing.  <b>The psychological changes of ageing</b>                      Effects on confidence and self-esteem, social changes, and the societal effects of an ageing population.</p>
<p><b>Within this time of teaching examination content there will be past paper questions and activities that will allow the students to revise and test their understanding of the knowledge. They will be encouraged to apply what they know to exam questions and feedback will be provided to allow them to know their strengths and weaknesses.</b></p>		

<p><b>Spring Term 1</b></p>	<p><b>External Examination Learning Aim A of internal assessment.</b></p>	<p>In January the students will be presented with a first attempt at the external examination. Prior to the examination they will have revision lessons, after school sessions, past paper practice.</p> <p>On completion of the examination the students will start the internal coursework assessment. They will carry out Unit 5 mandatory coursework assessment – Meeting Individual Care and Support Needs. The focus will be on learning aim A: Examine principles, values, and skills which underpin discrimination. This will include the following information:</p> <ul style="list-style-type: none"> <li>• Equality, diversity, and discrimination.</li> <li>• Skills and personal attributes required for developing relationships.</li> <li>• Observation skills, people skills, communication skills.</li> <li>• Empathy and establishing trust with individuals – Bowlby, Volkert, Vischer, Scheler, and Hoffman.</li> </ul>
<p><b>Spring Term 2</b></p>	<p><b>Learning Aim B of internal assessment</b></p>	<p>Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs.</p> <ul style="list-style-type: none"> <li>• Consequentialism, deontology, principlism, virtue ethics.</li> <li>• Managing conflicts.</li> <li>• Legislation – NHS Act 2006, Mental Health Act 2007, Equality Act 2010, Care Act 2014</li> <li>• Publicly funded organisations – NHS, Department of Health, National Institute for Health and Care Excellence, Health, and Safety Executive.</li> </ul>
<p>Summer Term 1</p>	<p><b>Learning Aim C- hopefully this can be started in spring 2.</b></p>	<p><b>Learning Aim C/D: investigate the principles behind enabling individuals with care and support needs to overcome challenges.</b></p> <ul style="list-style-type: none"> <li>• Overcoming challenges</li> <li>• Promoting personalisation</li> <li>• Communication techniques</li> </ul> <p><b>Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</b></p> <ul style="list-style-type: none"> <li>• Professionals roles involved in care of individuals.</li> <li>• Multi-disciplinary team working</li> <li>• Confidentiality of documentation.</li> </ul>
<p>Summer Term 2</p>	<p><b>Examination</b></p>	<ul style="list-style-type: none"> <li>• Examination work</li> <li>• Past papers</li> <li>• Examination unit one completed – second attempt</li> </ul>