

EPCHS Technology Department: Year 13 Programme of Study

BTEC Level 3 Health and Social Care

Year/term	Unit of work	Intent
Overall		Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.
Autumn Term 1	<p>Learning Aim A The roles and responsibilities of people who work in the health and social care sector.</p>	<p>A1 The roles of people who work in health and social care settings Understand the roles of people who work in health and social care settings, to include:</p> <ul style="list-style-type: none"> • doctors • nurses • midwives • healthcare assistants • social workers • occupational therapists • youth workers • care managers/assistants • support workers <p>A2 The responsibilities of people who work in health and social care settings. Understand the day-to-day responsibilities of people who work in health and social care settings, to include:</p> <ul style="list-style-type: none"> • policies and procedures • healing and supporting recovery • enabling rehabilitation • providing personal care • supporting routines of service users • assessment and support planning <p>A3 Specific responsibilities of people who work in health and social care settings. Applying care values and principles. Promoting anti-discriminatory practice by:</p> <ul style="list-style-type: none"> • implementing codes of practice and policies • empowering individuals • promoting and supporting individuals' rights to dignity and independence • providing active support consistent with beliefs, cultures and preferences of health and social care service users • supporting individuals who need health and social care services to express their needs and preferences.
Autumn Term 2	<p>Learning Aim B The roles of organisations in the health and social care sector.</p> <p>Learning Aim C Working with people with specific needs in the health and social care sector.</p>	<p>Learning Aim B The roles of organisations in the health and social care sector</p> <ul style="list-style-type: none"> • NHS Foundation Trusts • Adult social care – children's services • GP practices • Voluntary sector, private sector. <p>Issues that affect access to services</p> <ul style="list-style-type: none"> • Referral, Assessment, Eligibility criteria, <p>Barriers to access services</p> <ul style="list-style-type: none"> • Specific needs, individual preferences, financial, geographical, social, cultural. <p>Ways organisations represent interests of service users.</p> <ul style="list-style-type: none"> • charities/patient groups, advocacy, complaints policies, whistleblowing policies. <p>Organisations that regulate or inspect health and social care services.</p> <ul style="list-style-type: none"> • England: Care Quality Commission (CQC), Ofsted. • Wales: o Care and Social Services Inspectorate Wales (CSSIW) • Healthcare Inspectorate Wales (HIW). • In Northern Ireland: • Regulation and Quality Improvement Authority (RQIA)

		<ul style="list-style-type: none"> Public Health Agency (PHA) Education and Training Inspectorate (ETI). <p>Learning Aim C Working with people with specific needs in the health and social care sector</p> <p>People with specific needs</p> <ul style="list-style-type: none"> Ill health, both physical and mental. Learning disabilities. Physical and sensory disabilities. <p>Working practices</p> <ul style="list-style-type: none"> Relevant skills required to work in these areas. How policies and procedures affect people working in these areas. How regulation affects people working in these areas. How working practices affect people who use services in these areas. Recent examples of how poor working practices have been identified and addressed
Spring Term 1	Learning Aim A	<p>Memory and Retrieval exercises – external examination preparation</p> <p>External Examination will take place at the start of January.</p> <p>Start with Unit 12: Supporting Individuals with Additional Needs</p> <p>This is the chosen optional unit that the students must complete for their internal assessment. They will start with a brief introduction.</p> <p>Learning Aim A: Examine reasons why individuals may experience additional needs.</p> <ul style="list-style-type: none"> Two case studies – one on a young person with additional needs and the other on an adult with additional needs. Examine reasons why individuals may experience additional needs.
Spring Term 2	Learning Aim B and Learning Aim C	<p>Examine how to overcome the challenges to daily living faced by people with additional needs.</p> <ul style="list-style-type: none"> Assess the impact of challenges to daily living that may be experienced by one child and one adult with different additional needs, and how they effectively overcome these challenges. <p>Investigating current practice with respect to provision for individuals with additional needs.</p> <ul style="list-style-type: none"> Looking at the statutory provision that is in place for the adult and child. Evaluating the impact of providing support.
Summer Term 1		<p>Students will be fine tuning their coursework and possibly doing external examination revision if they have to resit their paper.</p>
Summer Term 2		