Curriculum Map

Subject: **Health and Social Care**   **Year group: 12 Extended Certificate**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Unit 1 – Human Lifespan Development Unit 5 – Meeting individual care and support needs.	Unit 1 **AO1** Demonstrate knowledge of PIES across the human lifespan and factors affecting human growth and development Unit 5 **A1** Promoting equality, diversity and preventing discrimination.	Unit 1 **AO3** Analyse and evaluate information related to development including theories/models and factors **AO4** Make connections between theories/models and factors affecting human growth and development Unit 5 **A2** Skills and personal attributes required for developing relationships with individuals.	Unit 5 **B1** Examine the ethical issues involved when providing care and support to meet individual needs **B2** Legislation and guidance on conflicts of interest, balancing resources and minimising risk.	Unit 5 **C1** Investigate the principles behind enabling individuals with care and support needs to overcome challenges **C2** Promoting personalisation when meeting the needs of individuals **C3** Identifying barriers to communication and overcoming these barriers.	Unit 5 **D** Investigate the roles of professionals and how they work together to provide the care and support necessary to meet needs. **D1** Evaluate how agencies work together **D2** Evaluate roles and responsibilities of key professionals on multidisciplinary teams.	Unit 5 **D** Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. **D3** Maintaining confidentiality **D4** Managing information.
Skills *Apply* *Justify* *Reflect* *Develop*	**Unit 1:** Describe, discuss, evaluate, identify, justify, to what extent. Developing exam skills to answer questions ranging from 3 to 6 marks **Unit 5** **A.P1** Explain the importance of … . **A.M1** Analyse the impact of … **A.D1** Evaluate the success of …	**Unit 1**: Describe, discuss, evaluate, identify, justify, to what extent. Develop exam skills to answer questions ranging from 10 to 12 marks **Unit 5** **A.P2** Explain the skills and personal attributes **A.M2** Assess different methods used by Professionals.	Unit 5 **B.P3** Explain how to incorporate ethical principles into the provision of support for individuals **B.M3** Analyse how an ethical approach to providing support would benefit individuals **BC.D2** Justify the strategies and techniques used.	Unit 5 **C.P4** Explain the strategies and communication techniques used.. **C.P5** Explain the benefits of promoting personalisation **C.M4** Assess the strategies and communication techniques. **BC.D2** Justify the strategies	Unit 5 **D.P6** Explain the need for multidisciplinary teams. **D.P7** Explain the roles and responsibilities of different members. **D.M5** Assess the benefits of multidisciplinary working **D.D4** Evaluate how multidisciplinary working can meet the care and support needs	Unit 5 **D.P8** Explain the arrangements for managing information between professionals. **D.M6** Analyse the impact of legislation and codes of practice. **D.D3** Justify how organisations and professionals work together while maintaining confidentiality.

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Key Questions	Unit 1: Why are set milestones important when assessing development? Why do some individuals cope with the ageing process better than others? Unit 5: How does society benefit from diversity? What impact does discrimination have on individuals and a community?	Unit 1: How relevant are theories of development in contemporary society? Unit 5: Why is it important that services users trust the professionals working with them? How does the theory of attachment influence the approach staff should use when trying to establish a trusting relationship with their service users?	How does legislation influence procedures in a HSC setting? What rights do individuals have when using HSC settings? What challenges might staff face when trying to meet the demands of many service users, and how might these challenges be met?	How does the communication theories link to effective communication and support identifying barriers to communication? How might modern technology be used to overcome communication challenges faced by individuals using HSC services?	How does working as part of a multi-agency team benefit the service users and the organisations working with them? What challenges may professionals face when working in a multi-disciplinary or multi-agency team? Why are clear roles and responsibilities essential to work within a team effectively?	What influence does the Data protection Act and GDPR have on the sharing and storing of information? What methods are used to share information across a multi-agency team, and what steps need to be taken to ensure they don't break GDPR? What are the effects of breaking GDPR on the service user?
Assessment	Unit 1: Assessment: Pre-Public Examination Unit 5: Assessment Coursework Task 1 – Promoting equality and Diversity in HSC	Unit 1: Assessment: External examination Unit 5: Assessment Coursework Task 2 – Skills and Attributes required to promote positive relationships in HSC	Unit 5: Assessment Coursework Task 3 – Working ethically in HSC	Unit 5: Assessment Coursework Task 4 – effective communication in HSC	Unit 5: Assessment Coursework: Task 5a – Multiagency and multi-disciplinary working in HSC	Unit 5: Assessment Coursework: Task 5b – Information sharing in HSC
Literacy/Numeracy/ SMSC/Character	Synthesising information from a range of sources. Developing empathy Understanding cultural differences	Synthesising information from a range of sources. Developing empathy Understanding cultural differences	Validating sources of information Extended research task to include qualitative and quantitative information	Comprehensive literacy task applying key terminology, theories and ideas, in context.	Validating sources of information Extended research task to include qualitative and quantitative information	Comprehensive literacy task applying key terminology, theories and ideas, in context.