

YEAR 1	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
<p>Autumn and Spring Terms</p> <hr/> <p>Summer Term</p>	<p><b>Human Lifespan Development (Unit 1: examined unit):</b></p> <ul style="list-style-type: none"> <li>Students will learn about physical, intellectual, emotional and social development of humans across the life stages they will also gain an appreciation of the factors that affect development (genes, environment, social and economic factors).</li> <li>Students will consider the impact of major life events on development, and the effects of aging for the individual (physical and psychological) and wider society (aging population).</li> </ul> <p><b>Meeting individual care and support needs (Unit 5: internally assessed unit):</b></p> <ul style="list-style-type: none"> <li><b>Learning Aims A, B &amp; C</b> - Students first consider the skills and attributes required to underpin anti-discriminatory practice through the consideration of two case studies. This encompasses the 6Cs of care, empathy theories and establishing trust. Students then go on to consider ethical issues that may arise in care, how to overcome challenges faced by individuals with health/social care needs, legislation and guidance in</li> </ul>	<p><b>Core vocabulary (Unit 1):</b> Growth, development, infancy, childhood, adolescence, early adulthood, middle adulthood, later adulthood. Milestones in development, gross and fine motor skills, primary and secondary sexual characteristics, perimenopause, menopause and hormones (oestrogen, progesterone and testosterone). Self-image, self-esteem, and self-concept. Predictable and unpredictable events.</p> <p><b>Core theories (Unit 1):</b> Piaget, Chomsky, attachment theory, stages of play, social learning theory (Bandura), diathesis-stress model, Gesell's maturation theory, and the SRRS (Holmes and Rahe).</p> <p><b>Understanding of disorders</b> to include: Cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington's disease, Klinefelter's syndrome, Down's syndrome, Duchenne muscular dystrophy, CVD, osteoarthritis and Alzheimer's disorder.</p> <p><b>Unit 1 command words/terms:</b> Describe, discuss, evaluate, explain, identify, justify, outline, which, to what extent.</p> <p><b>Core vocabulary (Unit 5):</b> equality, diversity, discrimination, the 6Cs (care, compassion, commitment, courage, communication and competence), people skills,</p>	<p><b>External examinations:</b> Exact dates TBC by Pearson.</p> <ul style="list-style-type: none"> <li>Human lifespan development (May of Year 12) – 90 marks – 1 hour 30 mins.</li> <li>Working in Health and Social Care (January of Year 13) – 70 marks – 2 hours.</li> </ul> <p><b>Mock exam papers.</b> Full mocks in the penultimate weeks of teaching for each unit. Shorter/part mocks as appropriate throughout the usual teaching cycle alongside formative assessment.</p> <p><b>Examined and internally assessed units:</b> Retrieval practice is a big part of gauging understanding and picking up misconceptions. Low stakes recall activities create high expectations and ensure that information is retained, which is particularly important as the exam in</p>	<p>Some students come to MV with <b>no previous educational experience of health and social care, whilst others have studied it at level 2 in their feeder schools.</b> This disparity in starting point means that students in Year 12 have relatively inequitable levels of understanding, for this reason we teach Human Lifespan Development (examined unit) alongside Meeting Individual Care and Support Needs. This provides additional challenge for those students who have studied health before (where some of the concepts in human lifespan development will be familiar), but does not place excessive strain on those who have not studied the subject before to be ready for a January examination. We weight the course primarily to human lifespan development in the first term (3/5 sessions) to provide a solid grounding for future study, and then reverse this weighting in the spring term to meeting individual care</p>

	<p>relation to conflicts of interest, and the importance of promoting choice and independence for service users. Finally, they consider communication techniques and the promotion of personalisation of care.</p> <ul style="list-style-type: none"> <li>• <b>Learning Aim D</b> - Students will apply their appreciation of the work of multi-disciplinary teams, confidentiality and data protection to case studies, assessing the roles and responsibilities of various professionals and how data is managed.</li> </ul> <p><b>Working in Health and Social Care (Unit 2: examined unit):</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to the roles and responsibilities of people who work in the health and social care sector building on understanding from Unit 5.</li> </ul>	<p>communication skills, and observation skills. Attachment, emotional resilience and the triangle of care. Legislation and guidance (on conflicts of interest). Challenges (skills, practical, motivational, communication, awareness, acceptance and belief). Personalisation, clinical commissioning groups, health and wellbeing boards, EHCPs, multi-disciplinary working, confidentiality and data protection.</p> <p><b>Core theories (Unit 5):</b> Empathy theories (Volkelt, Hoffman and Rogers), ethical theories (consequentialism, deontology, virtue ethics and principlism), and theories of communication (Tuckman, Argle, Berne).</p> <p><b>Reading (all units):</b> Web sources, original research/journal articles (Nursing Times), use of google scholar, subject specific textbooks, news articles (guardian). Students are specifically taught how to select and analyse sources for their credibility. They are also explicitly taught the transferable skill of Harvard referencing.</p>	<p>Year 1 is not until the end of the academic year and the Year 2 exam is synoptic. They are completed in every taught session in various forms, from metacognition tasks and warm up routines, to brain dumps and find and fix activities.</p> <p><b>Internally assessed units:</b> Coursework assignments are broken down into manageable chunks that teach students how to work to deadlines and manage their own time. Each assignment task follows a short period of teacher input and engagement in exemplar tasks with alternative case studies. Students are provided formal feedback and given the opportunity for one resubmission in line with BTEC guidelines.</p>	<p>and support needs. This pattern is then amended in response to the needs of the cohort in the summer term.</p> <p>The <b>course is taught sequentially</b> for two reasons: Firstly, gaining an understanding of human lifespan development provides a solid foundation of learning that is synoptic, helping to introduce a broad array of specialist vocabulary; secondly, should a student wish to move on from MV at the end of Year 12, they would be able to claim a qualification at the certificate level, by completing units 1 and 5.</p> <p>Much of the content in Units 1 and 5 provide <b>opportunities to broaden their behaviour and skills</b>. As such we engage in multiple links with health and social care professionals, HE institutions and careers providers through both face-to-face and virtual talks/experiences.</p>
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YEAR 2	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
<p>Autumn Term</p> <hr/> <p>Spring and Summer Terms</p>	<p><b>Working in Health and Social Care (Unit 2: examined unit):</b></p> <ul style="list-style-type: none"> <li>Students will learn the roles and responsibilities of people who work in health and social care to include nurses, midwives, healthcare assistants, social workers, occupational therapists, youth workers, care managers/assistants and support workers.</li> <li>They will learn specific responsibilities and be able to apply these to unseen case studies. To include: promoting anti-discriminatory practice, empowering individuals, ensuring safety, information management and communication, and being accountable to professional bodies.</li> <li>Students will learn about the importance of monitoring professionals in health and social care settings through looking at recent care studies of whistleblowing and abuse/neglect in care settings. This includes the roles of organisations in the field and their roles in regulation and inspection (e.g., the role of Ofsted and the CQC in England).</li> </ul>	<p><b>Core vocabulary (Unit 2):</b> Anti-discriminatory practice (codes of practice, policies), empowerment (dignity, independence, choice, individual rights and conflict), ensuring safety (risk assessment, infection control, complaints), information management (confidentiality and data protection), accountability to professional bodies (codes of conduct, safeguarding procedures, whistleblowing), multi-disciplinary working, monitoring (line management, inspection, service user feedback, criminal investigations), the public, voluntary and private sectors, issues that affect access (referral and assessment), representing the interests of service users (patient groups, advocacy, complaints and whistleblowing policies), and regulation and inspection (Ofsted and the CQC, NMC, HCPC, and the GMC),</p> <p><b>Unit 2 command words/terms:</b> Describe, discuss, evaluate, explain, identify, justify, outline, which, to what extent.</p> <p><b>Core vocabulary (Unit 14):</b> Inheritance, lifestyle, diet and environment. Observable signs and felt symptoms (of</p>	<p><b>Examined unit:</b> As per Year 12 retrieval practice is utilised throughout taught lessons. As the second paper (Working in Health and Social Care) requires students to engage with material at a deeper level, particularly in extended writing questions, a significant proportion of exam skills development is focused on this during lessons and practiced during independent study.</p> <p><b>Internally assessed unit:</b> The second piece of coursework makes up just 20% of the whole qualification (as opposed to 25% for the first internal assessment). As per Year 12, assignments are broken down into manageable tasks to fit into the two core assignments (causes signs and symptoms first, followed by</p>	<p>Examinations are sat in the January of the second year. This is done to allow <b>resit opportunities</b> for students, who can resit any examined unit up to a maximum of two additional attempts. This means students can (if they choose) use the summer series to raise their overall grade profile of either unit in the second year. Whilst we do not encourage students to consider this as an option, in the advance of their first sitting, it is an important aspect of planning of the curriculum structure.</p> <p>Students enter year 13 with a broad array of knowledge and skills, which they will be able to apply to their subsequent learning. For the first part of the autumn/winter term, focus is on working in health and social care, and <b>honing higher order thinking skills</b>. This will involve revisiting the synoptic content studied in Year 12 (e.g., discrimination and multi-disciplinary working) and applying them to specific roles. Moreover, students will come to appreciate what the roles of health professionals actually entail, enabling them to be better informed in interviews for HE courses and jobs within the field. Specific skills focused upon as part of the whole college drive towards embedding the knowledge, skills and behaviours required in the world of work.</p>

	<p><b>Physiological disorders and their care (Unit 14: internally assessed unit):</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to a range of physiological disorders from different categories (endocrine, nervous, Musculo-skeletal, respiratory and circulatory disorders, and cancers). They will then select two disorders, from different categories, to complete independent research into the causes, signs, symptoms, diagnosis and treatment of each disorder. They will make comparisons and consider local provision of care available to service users. They will then create a treatment plan for a real service user (who will be anonymised) with one of the two disorders they have researched, and analyse its success.</li> </ul>	<p>a disorder). Investigative and diagnostic procedures. Medication, surgery, rehabilitation, and/or complimentary therapies. Carers (professional, informal, private and/or voluntary) and care settings (own home, residential, hospital and/or rehabilitation centres). Primary, secondary and tertiary care, reliability, validity and the cycle of planning.</p> <p><b>Reading (all units):</b> Web sources, original research/journal articles (Nursing Times), use of google scholar, subject specific textbooks, news articles (guardian). Students are specifically taught how to select and analyse sources for their credibility. They are also explicitly taught the transferable skill of Harvard referencing.</p>	<p>diagnosis and treatment, and then creation of a care plan). Each assignment is preceded by a taught section of work which directs students to specific texts and data sources (see reading) for independent analysis. The idea is that students by this point have learned the skills required to analyse data and qualitative sources independently. They are expected to manage their own learning and the teachers' role becomes that of a facilitator – so that they are better prepared for the world of work or higher education. These assignments are then assessed, with the opportunity for one resubmission based on personalised feedback.</p>	<p>After the October break, one double a week is set aside begin completion of the second internal assessment (which is completed and sent for standards verification with Pearson by the beginning of May in Year 13). Assuming there is no need for resit opportunities, <b>the course will at this point be complete.</b></p> <p><b>Links with whole college PD</b> (personal development) programme occur frequently throughout the course, where the applied nature makes cross-curricular links explicitly clear to students e.g., consideration of protected characteristics. During National Apprenticeship week online sessions are run specifically talking about healthcare professions that can be accessed via this route. In the winter term those applying for nursing/midwifery courses are able to access support from Lincoln university in preparation for interviews etc.</p>
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