

KS5 Curriculum Sequencing – Homework/Prep Time Work and Private Study Work: *Health & Social Care*

Health & Social Care homework, prep time work and private study work policy

All homework, prep time work and private study work in *Health & Social Care* is set on Edulink homework with a clear set date, due date and time allocation.

Homework	4 hours of homework will be set for each student across both sides of the course every fortnight. This can vary in terms of weighting between the two units completed each year with two teachers. It will vary on completing assessments and exam questions for unit 1, and/ or completion of coursework assignments for unit 2. Homework will be checked for completion in future lessons.
Prep time work	2 hours of prep time work will be set for BTEC Health & Social Care per fortnight. Prep time work is based on prior knowledge as well as preparation and planning for coursework assignments and exam practice. Prep time work will be checked for completion in future lessons.
Private study work	<p>2 hours of private study work will be set each fortnight across both sides of the course. One piece of work that is set from the start of September up until the end of the academic year is access to the supra-curricular content that has been developed for private study. This includes the following areas:</p> <ol style="list-style-type: none"> 1. wider reading resources (articles, textbooks etc) 2. TED Talks lined to each unit of study 3. Alan’s Lessons on You Tube <p>All of the above can be found here: https://drive.google.com/drive/u/0/folders/1RscOVN9XHUAHeX882xMsEtosOuHa2Su</p> <p>Private study work is not checked for completion but evidence of completion will show through assessments.</p>

Sequencing of homework, prep time work and private study work

Year 12

Unit 1: Human Lifespan development (External assessment)

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
Learning aim A:	X3 tasks for Revision activity.

<ul style="list-style-type: none"> – physical development across the lifespan – Intellectual development across the lifespan – Emotional development across the lifespan – Social development across the lifespan 	<p>X3 tasks to research and review.</p> <p>X2 tasks researching, reading and reviewing.</p> <p>x1 TED talk and feedback task.</p> <p>Exam prep and questions</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXgIAzC7M</p>
<p>Learning aim B:</p> <ul style="list-style-type: none"> - Nature Vs Nurture - Genetic factors that affect development - Environmental factors. - Social factors. - Economic factors. - Major life events. 	<p>x1 task for Revision.</p> <p>X4 tasks to research and review.</p> <p>x1 task researching, reading and reviewing.</p> <p>X2 TED talk and feedback tasks.</p> <p>Exam prep and questions</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXgIAzC7M</p>
<p>Learning aim C:</p> <ul style="list-style-type: none"> - The physical changes. - The psychological changes. - Society effects of an ageing population 	<p>x1 task for Revision.</p> <p>x1 task researching, reading and reviewing.</p> <p>x1 TED talk and feedback task.</p> <p>Exam prep and questions</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXgIAzC7M</p>

Unit 5: Meeting individual care and support needs (Internal assessment).

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
Learning aim A:	<p>x4 research-based tasks as extensions to the current content being delivered.</p> <p>x2 Literacy/ reading tasks link to a specific topic - diverse case studies used.</p>

<ul style="list-style-type: none"> - Definition of equality, diversity and discrimination. - Importance of preventing discrimination. - Initiatives aimed at preventing discrimination in care, 	<p>x2 tasks linked to school values (empathy and diversity)</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination).</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXgIAzC7M</p>
<p>Learning aim B:</p> <ul style="list-style-type: none"> - Ethical issues and approaches. - Managing conflict & conflict of interest. - Organisations. - Legislations. - Guidance. 	<p>x4 research-based tasks as extensions to the current content being delivered.</p> <p>x2 Literacy/ reading tasks link to a specific topic (equality)</p> <p>x1 task linked to careers and capital culture (integrity)</p> <p>x1 task to be completed as prep for a verbal debate/ class discussion (teamwork)</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination).</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXgIAzC7M</p>
<p>Learning Aim C:</p> <ul style="list-style-type: none"> - Different types of challenges & methods for identifying challenges. - Strategies used to overcome challenges. - Policy frameworks. - Impact of not enabling individuals to overcome challenges & promoting personalisation. - Methods of recognising preferences & communication techniques. - Different approaches. - Types of communication. - Alternative communication & techniques. 	<p>x3 thought provoking prep time tasks (independent learning)</p> <p>x3 research-based tasks as extensions to the current content being delivered.</p> <p>x1 task linked to creativity (poster work)</p> <p>x1 task exploring the needs of the local community (equality)</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination).</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXgIAzC7M</p>

<ul style="list-style-type: none"> - Theories of communication. 	
<p>Learning aim D:</p> <ul style="list-style-type: none"> - How different agencies work together and the role of organisations for commissioning healthcare. - Health & wellbeing boards, eligibility framework & The education, Health and Care plans. - Roles & responsibilities of multidisciplinary teams. - Voluntary sector workers & multi agency. - Maintain confidentiality. - Codes of practice, legislation & HSCIC. 	<p>x5 research-based tasks as extensions to the current content being delivered.</p> <p>x1 task linked sharing ideas of multi-disciplinary working (teamwork and careers)</p> <p>x2 Literacy tasks, reading around the needs of the local community and applying knowledge gained to case studies (equality)</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination)</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>

Year 13

Unit 2: Working in health & social care (External assessment).

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
<p>Learning aim A:</p> <ul style="list-style-type: none"> - The roles of professionals. - Responsibility of professionals - Specific responsibilities. - Multidisciplinary working. - Monitoring the work of people. 	<p>x2 tasks to research and review.</p> <p>x2 TED talk and feedback tasks.</p> <p>x4 tasks researching, reading and reviewing.</p> <p>x1 task for Revision.</p> <p>x1 task based on a case study and revision</p> <p>Exam prep and questions</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>

<p>Learning aim B:</p> <ul style="list-style-type: none"> - The public, voluntary & private sector. - The range of settings. - Issues that affect access. - Ways organisations represent the interests of service users. - Roles of organisations that regulate & inspect health & social care services. - Organisations with regulations. - Responsibilities of organisations. 	<p>x16 tasks researching, reading and reviewing.</p> <p>X2 tasks for revision and reflection.</p> <p>Exam prep and questions</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>
<p>Learning aim C:</p> <ul style="list-style-type: none"> - Working with people with specific needs. - Working practices. 	<p>x6 tasks researching, reading and reviewing.</p> <p>x2 task for revision and reflection.</p> <p>Exam prep and questions.</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>

Unit 14: Physiological disorders and their care (Internal assessment).

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
<p>Learning aim A:</p> <ul style="list-style-type: none"> - Types of physiological disorders and effect of physiological disorders. - Causes of physiological disorders. - Signs and Symptoms of physiological disorders. 	<p>x4 research-based tasks as extensions to the current content being delivered.</p> <p>x2 Literacy/ reading tasks link to a specific topic – causes of physiological disorders.</p> <p>x2 tasks linked to comparisons of signs and symptoms</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination).</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>

<p>Learning aim B:</p> <ul style="list-style-type: none"> - Investigative procedures for physiological disorders. - Diagnostic procedures for physiological disorders. 	<p>x4 research-based tasks as extensions to the current content being delivered.</p> <p>x2 Literacy/ reading tasks link to a specific topic (procedures)</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination).</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>
<p>Learning aim C:</p> <ul style="list-style-type: none"> - Provision of treatment and support. - Types of carers and care settings. 	<p>x3 research-based tasks as extensions to the current content being delivered.</p> <p>x1 task exploring the different forms of treatment available for each physiological disorder.</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination).</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>
<p>Learning aim D:</p> <ul style="list-style-type: none"> - Care methods and strategies. - Treatment planning process. 	<p>x3 research-based tasks as extensions to the current content being delivered.</p> <p>x1 task linked sharing ideas of different treatment plans.</p> <p>x2 Literacy tasks, reading around the needs of the local community and applying knowledge gained to bot chosen physiological disorders.</p> <p>x2 organisational tasks working towards two internally assessed deadlines (determination)</p> <p>Supra-curricular resources to access every day on the learning platform: https://drive.google.com/drive/u/0/folders/1vhQ2FdHc10tQhF_FGI39MUzXXglAzC7M</p>

