

Year 12: BTEC Level 3 National Extended Certificate in Computing

Unit	Title	Exam or Internal Assessment
1	Building positive relationships in health and social care	Internal Coursework Assessment
2	Equality, diversity and rights in health and social care	Exam
3	Health, safety and security in health and social care	Exam
24	Public Health	Internal Coursework Assessment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Unit 1 Relationships in health, social care or child care environments Foci: Analysis of impacts on relationships	Unit 1 Factors that influence the building of relationships Foci: Application of theory to practice	Unit 1 How a person-centred approach builds positive relationships Foci: Analysis of how approach supports relationship building	Unit 1 Using communication skills effectively to build positive relationships Foci: Application of theory to practice	Unit 1 Use of Reflective Practice to ensure interactions build positive relationships Foci: Use knowledge to justify the use of reflective practice	Unit 24 Understand systems and strategies for Public Health Foci: Application of theory to practice and using knowledge to analyse the effectiveness of strategies
	Unit 2 – LO1 - Concepts of equality, diversity and rights and how these are applied LO2 - Impact of discriminatory practices on individuals Foci: Recall and application, developing exam technique	Unit 2 - LO3 - Legislation and national initiatives promote anti discriminatory practice LO4 – How equality, diversity and rights are promoted Foci: Recall and application, developing exam technique	Unit 3 LO1 - Potential Hazards LO2 - Legislation, policies and procedures promoting health, safety and security Foci: Recall and application, developing exam technique	Unit 3 – LO3 Roles and responsibilities involved in health, safety and security LO4 – Responding to incidents and emergencies Foci: Recall and application, developing exam technique	Unit 3 Revision all LO's Focus: Recall and application, developing exam technique	
Assessments	Unit 1 - P1 and M1 Coursework assignments	Unit 1 - P2 Coursework assignments	Unit 1 - P3 and M2 Coursework assignments	Unit 1 - P4 & P5 practical interactions M3 and D1 Coursework assignments	Unit 1 - Submit to exam board for moderation	Unit 24 – Coursework assignments
	Unit 2 End of topic test LO1 and LO2	Unit 2 End of topic test LO3 and LO4	Unit 3 End of topic test LO1 and LO2	Unit 3 End of topic test LO3 and LO4	Unit 3 – sit external exam	
Building on Prior Learning	Substantive Knowledge – Students will continue to build of their prior learning from Level 2 (year 10/11), delving further into world of health and social care and the variety of different settings. Students will draw upon and continue to build on their knowledge of Communication, Legislation and Health, Safety and Security. Disciplinary/procedural Knowledge - Building on from their prior learning in Year 10 and 11, students will continue to become more sophisticated in their ability to analyse and evaluate key concepts, their application to health and social care settings and scenarios and impact on service users.					
Cultural Capital	There is cultural capital in abundance in this programme of study: In all aspects of the course students are required to apply theory to real world examples in a range of different health and social care settings. To embed this into students' normal mode of working in the subject they are shown various clips from different health and social care documentaries for example: Ambulance and 999 What's your emergency. This enables students to see how different service providers and practitioner apply different theoretical concepts in practice.					
Mastery	In terms of mastery upon completion of unit 1 students, will have through expert modelling and scaffolding, have a comprehensive understanding of relationships and factors which influence relationship building, further demonstrating their understanding through the completion of practical interactions. Upon completion of unit 2 students will have a sophisticated knowledge of equality, diversity and rights in health and social care and be able to evaluate how legislation helps promote anti-discriminatory practice. By the end of unit 3, students will have further developed their understanding of health, safety and security and their application in health and social care settings. In Summer 2 students will explore public health and different organisations roles in promoting different public health initiatives.					

Development of Character	A wide range of virtues are covered through the teaching of Health and Social Care: The course is centred around the ability to apply theory to real world examples and evaluate or analyse the impact this has on service users, therefore students spend a lot of time trying to understand how different actions can impact feel in different ways, which in turn helps instil character virtues such as respect, tolerance, empathy, patience, understanding and willingness.
Extra-Curricular opportunities	Outside of School: NHS Careers Workshop, Applied Healthcare workshop at the UCB
Metacognitive Learning	Students will initially be shown how to approach the competition of their coursework/exam questions and what the application of theory should look like, thorough modelling. Students will be given support and guidance at the start of each unit to help them develop the structure and formatting of their coursework/exam questions. As the units progresses there will be a gradual reduction of scaffolding/assistance in order to develop independence and resilience. Student's will be guided both through teacher/peer feedback to both respond to and set their own targets to help further their progress.