

UNIT R033: Supporting individuals through life events

TERM 1	TERM 2	TERM 3
<p>CONTENT Growth and development through life stages</p> <ul style="list-style-type: none"> Life stages and key milestones of growth and development for age groups PIES development across the life stages Factors affecting growth and development across the life stages 	<p>CONTENT Impact of life events</p> <ul style="list-style-type: none"> Expected and unexpected life events Physical events Relationship changes Life circumstances <p>Impacts that life events have on individuals</p> <ul style="list-style-type: none"> Physical Intellectual Emotional Social Financial <p>Identifying individual's needs based on the impacts of life events</p>	<p>CONTENT Sources of support</p> <ul style="list-style-type: none"> formal informal charities <ul style="list-style-type: none"> The roles of practitioners in providing support The roles of informal care givers in providing support How practitioners meet individual needs <ul style="list-style-type: none"> enable/promote independence medical/mental health support care support respite care financial support advice and guidance <ul style="list-style-type: none"> Research and recommend personalised support based on individual needs <ul style="list-style-type: none"> Match support provision to specific individual needs Offer coordinated care and treatment Justify choices made Apply person-centred values
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> The coursework is the assessment. Students to write a report under medium supervision based on a scenario featured on the assessment brief. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> The coursework is the assessment Students to write a report under medium supervision. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> The coursework is the assessment OCR coursework to be given to IV by date given by OCR for verifying the marking Assignments to be uploaded to OCR websites by 14th May Grades to be entered on OCR websites by exam officer by 15th May
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter brings a charged Chromebook laptop to the lesson Assist pupils in meeting deadlines Read through task sheets and discuss ideas and concepts to investigate. Make sure that their daughter does the homework tasks set by teacher 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter brings a charged Chromebook laptop to the lesson Assist pupils in meeting deadlines Read through task sheets and discuss ideas and concepts to investigate. Make sure that their daughter does the homework tasks set by teacher. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter brings a charged chromebook laptop to the lesson Make sure that their daughter completes all homework assignments on time and to the best of their ability.

UNIT R032:

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Topic Area 1: The rights of service users in health and social care settings</p> <ol style="list-style-type: none"> 1. The types of carer settings <ul style="list-style-type: none"> • Health care • Social Care 1. The Rights of Service Users 1. The benefits to service users’ health and wellbeing when their rights are maintained <p>Topic Area 2: Person-Centred Values</p> <ol style="list-style-type: none"> 2. Person centred values 2. Qualities of a service practitioner, the 6Cs 3. Benefits for providers of applying the person-centred values 4. Benefits for service users of having the person-centred values applied 5. Effects on service users’ health and wellbeing if person-centred values are not applied 	<p>CONTENT</p> <p>Topic Area 3: Effective communication in health and social care settings</p> <ol style="list-style-type: none"> 1. The importance of verbal communication skills in health and social care settings 2. The importance of non-verbal communication skills in health and social care settings 3. The importance of active listening in health and social care settings 4. The importance of special methods of communication in health and social care settings 5. The importance of effective communication in health and social care settings 	<p>CONTENT</p> <p>Topic Area 4: Protecting service users and service providers in health and social care settings</p> <ol style="list-style-type: none"> 1. Safeguarding 2. Infection prevention 3. Safety procedures and measures 4. How security measures protect service users and staff <p>REVISION for exam</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Test in December 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mock in March 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Exam in June 2025

UNIT R035: Health promotion campaigns

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Topic Area 1: Current public health issues and the impact on society</p> <ol style="list-style-type: none"> 1. The importance of a healthy society 2. Public health challenges for society 3. Current health promotion campaigns and their benefits <p>Topic Area 2: Factors influencing health</p> <ol style="list-style-type: none"> 1. Factors influencing health and wellbeing 2. Leading a healthy lifestyle 3. Barriers to leading a healthy lifestyle 	<p>CONTENT</p> <p>Topic Area 3: Plan and create a health promotion campaign</p> <ul style="list-style-type: none"> • How to plan a health promotion campaign 	<p>CONTENT</p> <p>Topic Area 4: Deliver and evaluate a health promotion campaign</p> <ul style="list-style-type: none"> • Do the public health presentation in front of teachers
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • The coursework is the assessment. • Students to write a report under medium supervision based on a scenario featured on the assessment brief. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • The coursework is the assessment • Students to write a report under medium supervision. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • The coursework is the assessment • OCR coursework to be given to IV by date given by OCR for verifying the marking • Assignments to be uploaded to OCR websites by 14th May • Grades to be entered on OCR websites by exam officer by 15th May
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter brings a <u>charged</u> Chromebook laptop to the lesson • Assist pupils in meeting deadlines • Read through task sheets and discuss ideas and concepts to investigate. • Make sure that their daughter does the homework tasks set by teacher 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter brings a <u>charged</u> Chromebook laptop to the lesson • Assist pupils in meeting deadlines • Read through task sheets and discuss ideas and concepts to investigate. • Make sure that their daughter does the homework tasks set by teacher. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter brings a <u>charged</u> Chromebook laptop to the lesson • Make sure that their daughter completes all homework assignments on time and to the best of their ability.

Year 12: EDEXCEL BTEC National Extended Certificate in Health & Social Care Teacher 1: Mrs Carlier UNIT 1 (exam) SINGLE QUALIFICATION

TERM 1	TERM 2	TERM 3
<p>CONTENT Unit 1: Human Lifespan Development</p> <p>Topic A: Human growth and development through the life stages</p>	<p>CONTENT Unit 1: Human Lifespan Development</p> <p>Topic B: Factors affecting human growth and development Topic C: Effects of ageing</p>	<p>CONTENT Unit 1: Human Lifespan Development</p> <p>Topic: Revision and exam practice</p>
<p>ASSESSMENTS – UNIT 1</p> <ul style="list-style-type: none"> This is an externally assessed unit (exam) which the student will take in May 2025. Assessment will consist of regular testing in class also of homework tasks of exam questions. 	<p>ASSESSMENTS – UNIT 1</p> <ul style="list-style-type: none"> This is an externally assessed unit (exam) which the student will take in May 2025. Assessment will consist of a mock paper in January and March and also of homework tasks of exam questions. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Unit 1: exam in May 2025 Unit 1: possible resit in Jan/May 2026
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter attends regularly and meet all deadlines (or catches up from Google Classroom resources if absent). She should also use the Knowledge homework workbook and the Google Classroom resources. A revision guide for Unit 1 can be purchased. Use the TutorNet revision cards 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter uses the Knowledge homework workbook, Google Classroom resources, and also attends revision sessions. Do past papers provided by teacher A Pearson revision guide and workbook for Unit 1 need to be used for exam tips and 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Encourage students to attend revision sessions. Make sure that their daughter attends regularly and meet all deadlines. A Pearson revision guide and workbook for Unit 1 need to be used for exam tips and exam questions and TutorNet revision cards.

TERM 1	TERM 2	TERM 3
<p>CONTENT Unit 14: Physiological Disorders and their Care</p> <p>Learning Aim A: Investigate the causes and effects of physiological disorders Learning Aim B: Examine the investigations and diagnosis of physiological disorders.</p>	<p>CONTENT Unit 14: Physiological Disorders and their Care</p> <p>Learning Aim C: Examine treatment and support for service users with physiological disorders</p>	<p>CONTENT Unit 14: Physiological Disorders and their Care</p> <p>Learning Aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</p>
<p>ASSESSMENTS – UNIT 14:</p> <ul style="list-style-type: none"> This is an internally assessed unit (coursework) 	<p>ASSESSMENTS – UNIT 14:</p> <ul style="list-style-type: none"> This is an internally assessed unit (coursework) 	<p>ASSESSMENTS – UNIT 14</p> <p>This is an internally assessed unit (coursework)</p>
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter attends regularly and meet all deadlines (or catches up from Google Classroom resources if absent). Use resources on Google Classroom 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter attends regularly and meets all the deadlines (or catches up from Google Classroom resources if absent). Use resources on Google Classroom Ensure that their daughter meets the coursework deadlines 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that their daughter attends regularly and meets all the deadlines (or catches up from Google Classroom resources if absent). Use resources on Google Classroom Ensure that their daughter meets the coursework deadlines

TERM 1	TERM 2	TERM 3
<p>CONTENT: Unit 19: Nutritional Health</p> <p>Learning Aim A: Understand concepts of nutritional health and characteristics of essential nutrients Learning Aim B: Examine factors affecting dietary intake and nutritional health</p>	<p>CONTENT: Unit 19: Nutritional Health</p> <p>Learning Aim B: Examine factors affecting dietary intake and nutritional health Learning Aim C: Plan nutrition to improve individuals' nutritional health</p>	<p>CONTENT: Unit 19: Nutritional Health</p> <p>Learning Aim C: Plan nutrition to improve individuals' nutritional health</p>
<p>ASSESSMENT - UNIT 19: This is an internally assessed unit (coursework)</p>	<p>ASSESSMENT - UNIT 19: This is an internally assessed unit (coursework)</p>	<p>ASSESSMENT - UNIT 19: This is an internally assessed unit (coursework).</p>
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter attends regularly and meet all deadlines (or catches up from Google Classroom resources if absent). • Use resources on Google Classroom 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter attends regularly and <u>meet all deadlines</u> (or catches up from Google Classroom resources if absent). • Use resources on Google Classroom 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter attends regularly and <u>meet all deadlines</u> (or catches up from Google Classroom resources if absent). • Use resources on Google Classroom

TERM 1	TERM 2	TERM 3
<p>CONTENT: UNIT 2: Working in Health and Social Care</p> <p>Learning Aim A: The roles & responsibilities of people who work in HSC settings Learning Aim B: The roles of organisations in the HSC sector Learning Aim C: Working with people with specific needs in the HSC sector</p>	<p>CONTENT</p> <p>UNIT 2: Working in Health and Social Care EXAM: January 2022</p> <p>UNIT 5: Meeting Individual Care and Support Needs Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p>	<p>CONTENT UNIT 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • External exam • Mock exam in December 2022 and March 2023 • Homework will be exam questions • Two exam questions revision booklets will be given for students to practice. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Unit 2: Exam in January 2023 • Unit 5: Internally assessed task (coursework) 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Internally assessed task (coursework) • To be completed by 14th May 2023 • Possible resit of Unit 2 in May 2023 • Possible resit of Unit 1 in May 2023
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to attend revision sessions and complete booklets. • Make sure that their daughter comes to every lesson (or catches up from Moodle resources if absent) and meet all deadlines. • The Pearson revision guide Unit 1 (from Year 12) also covers Unit 2. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter comes to every lesson (or catches up from Moodle resources) and meet all deadlines. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter comes to every lesson (or catches up from Moodle resources) and meet all deadlines.

TERM 1	TERM 2	TERM 3
<p>CONTENT: UNIT 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p>	<p>CONTENT</p> <p>Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p> <p>Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>	<p>CONTENT UNIT 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Unit 5: Internally assessed task (coursework) 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Internally assessed task (coursework) • To be completed by 14th May 2022
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter comes to every lesson (or catches up from Google Classroom resources if absent) and meet all deadlines. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter comes to every lesson (or catches up from Google Classroom resources) and meets all deadlines. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter comes to every lesson (or catches up from Google Classroom resources) and meet all deadlines.

Year 12: EDEXCEL BTEC National Extended Diploma in Health & Social Care (new course) Teacher: Mrs Carlier – Unit 4 – EXAM - DOUBLE QUALIFICATION

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Unit 4: Enquiries into Current Research in Health and Social Care: Human Lifespan Development Topic A: Types of issues where research is carried out in the health and social care sector Topic B: Research methods in health and social care Topic C: Carrying out and reviewing relevant secondary research into a contemporary health and social care issue.</p> <p>QUESTION 1 / QUESTION 2</p>	<p>CONTENT</p> <p>Unit 4: Enquiries into Current Research in Health and Social Care: Human Lifespan Development Topic A: Types of issues where research is carried out in the health and social care sector Topic B: Research methods in health and social care Topic C: Carrying out and reviewing relevant secondary research into a contemporary health and social care issue.</p> <p>QUESTION 3 / QUESTION 4</p>	<p>CONTENT</p> <p>Unit 4 : Revision and exam practice</p> <p>Unit 4: Enquiries into Current Research in Health and Social Care: Human Lifespan Development Topic A: Types of issues where research is carried out in the health and social care sector Topic B: Research methods in health and social care Topic C: Carrying out and reviewing relevant secondary research into a contemporary health and social care issue.</p>
<p>ASSESSMENT: UNIT 4:</p> <ul style="list-style-type: none"> • Mock exam in December 2021 • Exam questions for homework 	<p>ASSESSMENTS – UNIT 4</p> <ul style="list-style-type: none"> • A task set and marked by Pearson and completed under supervised controlled conditions. • Learners will be given a choice of two articles (Part A) four weeks prior to a supervised assessment period in order to carry out research in March 2022. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • A task set and marked by Pearson and completed under supervised controlled conditions. • Learners will be given a choice of two articles (Part A) given to them four weeks prior to a supervised assessment period in order to carry out research. Released in March 2023. • The supervised assessment period (Part B) is undertaken in a single session of three hours in May 2023.
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter attends regularly and complete all homework tasks • Use Pearson blue revision guide for Unit 4 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that their daughter attends regularly and complete all homework. • Use Pearson blue revision guide for Unit 4 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage students to attend revision sessions. • Make sure that their daughter attends regularly and complete all homework. • Use Pearson blue revision guide for Unit 4

TERM 1	TERM 2	TERM 3
<p>CONTENT UNIT 8: Promoting Public Health</p> <p>Learning Aim A: Examine strategies for developing public health policy to improve the health of individuals and the population Learning Aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health</p>	<p>UNIT 8: Promoting Public Health</p> <p>Learning Aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health</p> <p>Learning Aim C: Investigate how health is promoted to improve the health of the population</p>	<p>CONTENT UNIT 8: Promoting Public Health Learning Aim D Investigate how health promotion encourages individuals to change their behaviour in relation to their own health.</p>
<p>ASSESSMENT</p> <ul style="list-style-type: none"> Unit 8: Internally assessed task (coursework) 	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Unit 8: Internally assessed task (coursework) 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> Unit 8: Internally assessed task (coursework)
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that the student meets the coursework deadlines Also make sure that she uses the Google Classroom resources If their daughter is absent, check that she catches up with her work Check her attendance MCAS 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that the student meets the coursework deadlines Also make sure that she uses the Google Classroom resources If their daughter is absent, check that she catches up with her work Check her attendance MCAS 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that the student meets the coursework deadlines Also make sure that she uses the Google Classroom resources If their daughter is absent, check that she catches up with her work Check her attendance MCAS

UNIT 9: Infection Prevention and Control

TERM 1	TERM 2	TERM 3
<p>CONTENT: Learning Aim A: Understand the causes of infections and the transmission of infection A1 Causes of infection</p> <ul style="list-style-type: none"> • Agents of infection, to include bacteria, virus, parasites, fungi. • Reservoirs of infection, to include other people, organisms, spore/cyst formation. • Carriers of infection, to include water-borne diseases, vector-(insect-)borne diseases, human contact, raw or infected food. <p>A2 Types of infection and resulting diseases</p> <ul style="list-style-type: none"> • Types of infection, to include systematic infection, localised infection. • Symptoms of diseases transmitted through: <ul style="list-style-type: none"> o fungi, e.g. athlete’s foot, ringworm o viruses, e.g. influenza, common cold, Norovirus, HIV, Hepatitis B, poliomyelitis o bacteria, e.g. MRSA, tetanus, Legionnaires’ disease, tuberculosis, cholera, salmonellosis o vector-borne diseases, e.g. malaria, Lyme disease. <p>A3 Ways infections are transmitted</p> <ul style="list-style-type: none"> • Conditions needed for growth of micro-organisms – • Factors aiding transmission • How infective agents can be transmitted and enter the body 	<p>CONTENT Learning Aim B: Explore how to prevent and control the transmission of infection in health and social care settings B1 The use of standard procedures to prevent infection in health and social care settings</p> <ul style="list-style-type: none"> • Cleanliness, including hand-washing techniques, use of antiseptics and alcohol gels, using washing facilities, maintaining a clean environment, maintaining equipment in the setting. • Appropriate food-handling practices for preparing, cooking, serving and storing food, including: chilling/freezing, wrapping, storage times post preparation, food storage temperatures, defrosting, use-by dates, prevention of cross contamination. • Correct handling and disposal of waste, e.g. spillages, soiled laundry management, household waste, sharps, clinical/hazardous waste, biological spillages, correct handling and disposal of waste using the correct colour-coded bag or bin. • Use of personal protective equipment (PPE) – purpose, <p>B2 Decontamination techniques To include:</p> <ul style="list-style-type: none"> • following organisational policy on decontamination • role of PPE • three steps of the decontamination process – cleaning, disinfection, sterilisation • importance of cleaning, disinfection and sterilisation; differences between them 	<p>CONTENT Learning Aim C: Investigate the roles and responsibilities of health and social care organisations and workers in preventing and controlling infections C1 Organisational policies and procedures to minimise infections in health and social care settings</p> <ul style="list-style-type: none"> • Impact of relevant legislation on organisational policies and procedures. • Roles of organisations in preventing and controlling infections, to include provision of worker training, provision of correct equipment, production of policy on decontamination, in line with national guidelines, legislation and regulations. <p>• Ensuring policies and procedures are in place and are followed, to include:</p> <ul style="list-style-type: none"> o documentation and record keeping o reporting outbreaks of infectious diseases o admissions and transfer of patients with infections o collection, handling and storing of specimens o personal hygiene procedures o food hygiene procedures o correct use of PPE o disposal of waste procedures o ensuring visitors comply with hygiene policies and procedures. <p>C2 Roles and responsibilities of health and social care workers</p> <ul style="list-style-type: none"> • The role of health and social care workers, formal and informal carers, specialist infection control workers, e.g. infection control nurses, environmental health officers, work of the health protection services. <p>• Following policies and procedures</p> <ul style="list-style-type: none"> • Protection of service users
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Unit 9: Internally assessed task (coursework) 	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Unit 9: Internally assessed task (coursework) + <u>role play in work experience</u> 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Unit 9: Internally assessed task (coursework)
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that the student meets the coursework deadline • Also make sure that she uses the Google Classroom resources • If their daughter is absent, check that she catches up with her work • Check her attendance MCAS 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that the student meets the coursework deadline • Also make sure that she uses the Google Classroom resources • If their daughter is absent, check that she catches up with her work • Check her attendance MCAS 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Make sure that the student meets the coursework deadline • Also make sure that she uses the Google Classroom resources • If their daughter is absent, check that she catches up with her work • Check her attendance MCAS

Year 13 - EDEXCEL BTEC National Diploma in Health & Social Care Teacher Ms Carlier Unit 10 (coursework) Sociology for health and social care TRIPLE QUALIFICATION (if offered)

TERM 1	TERM 2	TERM 3
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Unit 10: Internally assessed task (coursework) 	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Unit 10: Internally assessed task (coursework) 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> Unit 10: Internally assessed task (coursework)
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that the student meets the coursework deadline Also make sure that she uses the Google Classroom resources If their daughter is absent, check that she catches up with her work Check her attendance MCAS 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that the student meets the coursework deadline Also make sure that she uses the Google Classroom resources If their daughter is absent, check that she catches up with her work Check her attendance MCAS 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Make sure that the student meets the coursework deadline Also make sure that she uses the Google Classroom resources If their daughter is absent, check that she catches up with her work Check her attendance MCAS