HSC Key 5 Curriculum Map 2024-26

<u>Year 12</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 6	Unit 6	Unit 1	Unit 1	Exams Unit 1, 2, 3	Unit 6 (Tasks 3 & 4)
Work Experience in	Work Experience in Health	Human Lifespan	Human Lifespan	Revision and mock	
Health and Social Care	and Social Care (Tasks 1 & 2)	Development	Development	assessments prior to	Unit 10 Sociological
(Tasks 1 & 2)	Unit 8	Unit 2	Unit 2	May and June	Perspectives
Unit 8	Promoting Public Health	Working in Health &	Working in Health &	external	
Promoting Public Health	Unit 5	Social Care	Social Care	examinations	Unit 14
Unit 5	Meeting Individual Care and	Unit 8	Unit 8		Physiological
Meeting Individual Care	Support Needs	Promoting Public Health	Promoting Public	Unit 6 (Tasks 3 & 4)	Disorders
and Support Needs	Unit 3	Unit 5	Health		
Unit 3	Anatomy and Physiology	Meeting Individual Care	Unit 5	Unit 10 Sociological	Unit 19
Anatomy and Physiology	Unit 7	and Support Needs	Meeting Individual Care	Perspectives	Nutritional Health
Unit 7	Principles of Safe Practice	Unit 3	and Support Needs		
Principles of Safe Practice		Anatomy and Physiology	Unit 3	Unit 14	
			Anatomy and	Physiological	
			Physiology	Disorders	
				Unit 19	
				Nutritional Health	
Unit 6	Unit 6	Unit 1	Unit 1	Unit 6	Unit 6
Learners explore the	As Autumn 1	Learners cover physical,	As Spring 1	LA C & D	As Autumn 1, 2
benefits of work	Unit 8	intellectual, emotional	Unit 2	As Autumn 1, 2	
experience. They carry	As Autumn 1	and social development	As Spring 1		Unit 14
out and reflect on a	Unit 3	across the human	Unit 3	Unit 14	As Summer 1
period of work	As Autumn 1	lifespan,	As Autumn and Spring 1	Learners explore	
experience, and plan for	Unit 7		Unit 5	types of	Unit 10
personal and	As per Autumn 1		As Autumn and Spring 1	physiological	As Summer 1

professional	Unit 5	and the factors affecting	disorders, the	
development.	As per Autumn 1	development and the	procedures for	Unit 19
		effects of ageing.	diagnosis, and the	As Summer 1
Unit 8		Unit 2	development of a	
Learners explore the		Learners explore what it	treatment plan and	
aims of public health		is like to work in the	provision of support	
policy and the current		health and social care	for service users.	
approaches to promoting		sector, including the roles		
and protecting health		and		
and encouraging		responsibilities of	Unit 10 Learners	
behaviour change in the		workers and	study the application	
population.		organisations.	of sociological	
Unit 5			approaches to health	
Learners focus on the		Unit 3	and social care, and	
principles and		As Autumn 1, 2	explore social	
practicalities that			inequalities,	
underpin meeting		Unit 5	demographic	
individuals' care and		As Autumn 1, 2	change, and patterns	
support needs, which are			and trends in social	
the foundation of all the			groups.	
care disciplines.				
Unit 3			Unit 19	
Learners cover the			Learners explore	
structure, organisation			concepts of	
and function of the			nutritional health	
human body, and			and influences on	
anatomical and			dietary intake, and	
physiological systems			learn how to assess	
and medical research			and improve health	

related to disorders				through nutrition	
affecting these systems.				plans for individuals.	
Unit 7					
Learners explore the					
importance of safe					
working practices,					
safeguarding procedures					
and responding					
to emergency situations					
in health					
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Unit 6	Unit 6	Unit 1	Unit 1	Unit 10	Unit 10
Learning Aim A & B:	Learning Aim A & B:	Written exam set and	Written exam set and	Task 1	Task 1
(A.P1, A.P2, B.P3, B.P4,	(A.P1, A.P2, B.P3, B.P4,	marked by	marked by	Learning aims: A and	Learning aims: A and
A.M1, B.M2, AB.D1)	A.M1, B.M2, AB.D1)	Pearson. 1.5 hours.	Pearson.1.5 hours.	B (A.P1, A.P2, B.P3,	B (A.P1, A.P2, B.P3,
A report evaluating the	A report evaluating the	90 marks.	90 marks.	B.P4, A.M1, B.M2,	B.P4, A.M1, B.M2,
benefits of work	benefits of work experience	AO1 Demonstrate	Unit 2	AB.D1)	AB.D1)
experience and the	and the importance of	knowledge of physical,	Written exam set and	A report on the role	A report on the role
importance of	preparing for placement.	intellectual, emotional	marked by	of	of
preparing for placement.	The report must include a	and social development	Pearson.1.5 hours.	sociological	sociological
The report must include	plan to meet personal and	across the human	80 marks.	perspectives in the	perspectives in the
a plan to meet personal	professional goals.	lifespan, factors affecting		understanding of	understanding of
and professional goals.	Unit 8	human growth and	Unit 3	society, and	society, and
Unit 8	Learning Aim A & B	development and effects	Written exam set and	models and concepts	models and concepts
Learning Aim A & B	(A.P1, A.P2, B.P3, B.P4,	of ageing	marked by	of health	of health
(A.P1, A.P2, B.P3, B.P4,	A.M1, B.M2, B.M3, AB.D1)	AO2 Demonstrate	Pearson. 1.5 hours.	in relation to service	in relation to service
A.M1, B.M2, B.M3,	A report on the aims of	understanding of	90 marks.	provision	provision
AB.D1)	public health policy, and	physical, intellectual,		in a local health and	in a local health and
A report on the aims of	how it seeks to minimise the	emotional and social	Unit 8	social care	social care
public health policy, and	factors adversely affecting	development across the	Learning aim C & D	setting.	setting.

how it seeks to minimise	the health of the	human lifespan, factors	(C.P5, C.P6, D.P7, D.P8,		
the factors adversely	population.	affecting human growth	C.M4, D.M5, C.D2,	Unit 14	Unit 14
affecting the health of		and development and	D.D3, D.D4)	Task 1	Task 1
the population.		effects of ageing AO3	A report on how a	Learning aim A, B, C	Learning aim A, B, C
Unit 5	Unit 5	Analyse and evaluate	specific health	Learners explore	Learners explore
Learning aims: A, B and C	Learning aims: A, B and C	information related to	promotion campaign	types of	types of physiological
(A.P1, A.P2, B.P3, C.P4,	(A.P1, A.P2, B.P3, C.P4, C.P5,	human development	has contributed to	physiological	disorders, the
C.P5, A.M1, A.M2, B.M3,	A.M1, A.M2, B.M3, C.M4,	theories/models and	improving the health of	disorders, the	procedures for
C.M4, A.D1, BC.D2)	A.D1, BC.D2)	factors affecting human	a community, with	procedures for	diagnosis, and the
A report in response to	A report in response to case	growth and development	reference to local	diagnosis, and the	development of a
case studies of	studies of individuals of	AO4 Make connections	demographic data	development of a	treatment plan and
individuals of different	different ages that considers	between theories/models	compared to the	treatment plan and	provision of support
ages that considers	the principles, values and	in relation to human	national average.	provision of support	for service users.
the principles, values and	skills needed to provide care	development, factors		for service users.	
skills needed to provide	and support for others while	affecting human growth	Unit 5		Unit 19
care and support for	maintaining an ethical	and development and	Task 1 and Task 2 report	Unit 19	Task 1
others while	approach and enabling	effects of ageing	Learning aims: A, B and	Task 1	Learning aims: A and
maintaining an ethical	individuals to overcome	Unit 2	C (A.P1, A.P2, B.P3,	Learning aims: A and	B (A.P1, A.P2, B.P3,
approach and enabling	challenges.	Written exam set and	C.P4, C.P5, A.M1, A.M2,	B (A.P1, A.P2, B.P3,	B.P4, A.M1, B.M2,
individuals to overcome	Unit 3	marked by	B.M3, C.M4, A.D1,	B.P4, A.M1, B.M2,	AB.D1)
challenges.	The unit will be externally	Pearson.1.5 hours.	BC.D2)	AB.D1)	A report relating
Unit 3	assessed through one	80 marks.		A report relating	dietary intake
The unit will be	examination of 90 marks	AO1 Demonstrate		dietary intake	and essential
externally assessed	lasting 1 hour and 30	knowledge of service user		and essential	nutrients to two
through one examination	minutes.	needs, roles and		nutrients to two	individuals with
of 90 marks lasting 1	AO1 Demonstrate	responsibilities of		individuals with	different
hour and 30 minutes.	knowledge of the structure,	workers, and working		different	needs, considering
Unit 7	organisation and function of	practices within the		needs, considering	the factors
Learning Aim A & B	the human body	health and social care		the factors	influencing their
		sector			nutritional

(A.P1, A.P2, B.P3, B.P4,	AO2 Demonstrate	AO2 Demonstrate	influencing their	health.
B.P5, A.M1, B.M2, A.D1,	understanding of the	understanding of service	nutritional	
B.D2)	structure, organisation and	user needs, roles and	health.	
A report evaluating duty	function of the human body	responsibilities of		
of care and safeguarding	and	workers, working		
procedures in a health	relevant medical research	practices and procedures		
and social care setting.	AO3 Analyse and evaluate	in the health and social		
	information related to	care sector		
	anatomical and physiological	AO3 Analyse and evaluate		
	systems and medical	information related to		
	research related to disorders	the roles and		
	affecting these systems	responsibilities of health		
	AO4 Make connections	and social care workers		
	between common disorders	and organisations and		
	and how they affect human	how workers and		
	anatomical and physiological	organisations are		
	systems	monitored and regulated		
		AO4 Make connections		
		between the roles and		
	Unit 7	responsibilities of health		
	Learning Aim A & B (A.P1,	and social care workers		
	A.P2, B.P3, B.P4, B.P5, A.M1,	and organisations, how		
	B.M2, A.D1, B.D2)	workers and		
	A report evaluating duty	organisations are		
	of care and safeguarding	monitored		
	procedures in a health and			
	social care setting.	Unit 3		
		Written exam set and		
		marked by		
		Pearson.1.5 hours.		

		90 marks (see Autumn 1,			
		2)			
		Unit 8			
		Learning aim C & D			
		(C.P5, C.P6, D.P7, D.P8,			
		C.M4, D.M5, C.D2, D.D3,			
		D.D4)			
		A report on how a			
		specific health promotion			
		campaign			
		has contributed to			
		improving the health of a			
		community, with			
		reference to local			
		demographic data			
		compared to the national			
		average.			
		Unit 5			
		Task 1 and Task 2 report			
		Learning aims: A, B and C			
		(A.P1, A.P2, B.P3, C.P4,			
		C.P5, A.M1, A.M2, B.M3,			
		C.M4, A.D1, BC.D2)			
Builds on:	Builds on:	Builds upon:	Builds upon:	Builds upon:	Builds upon:
Unit 6	Unit 6	Unit 3	Unit 3	Unit 6	Unit 6
interpersonal skills:	interpersonal skills:	AO1, AO2 knowledge and	AO1, AO2, AO3	This unit draws on	This unit draws on
self-management,	self-management,	skills GCSE Science	knowledge and skills	knowledge taught in:	knowledge taught in:
adaptability and	adaptability and resilience,	anatomy and physiology	Unit 1		
resilience,	self-monitoring and	knowledge			

self-monitoring and	development.		A01, A02 knowledge	• Unit 2: Working in	• Unit 2: Working in
development.	intrapersonal skills:	Unit 1	and understanding	Health and Social	Health and Social
intrapersonal skills:	communicating, working	Component 1 Human	Unit 2	Care	Care
communicating, working	collaboratively, negotiating	Lifespan development	AO1, AO2 knowledge	• Unit 5: Meeting	• Unit 5: Meeting
collaboratively,	and	BTEC Tech Award HSC	and understanding	Individual Care and	Individual Care and
negotiating and	influencing,	Unit 2	Unit 8	Support Needs	Support Needs
influencing,	self-presentation	Component 2 Health and	cognitive and	• Unit 7: Principles	Unit 7: Principles of
self-presentation	Unit 8	Social Care Services	problem-solving skills:	of Safe Practice in	Safe Practice in
Unit 8	cognitive and	BTEC Tech Award	use critical thinking,	Health and Social	Health and Social
cognitive and	problem-solving skills: use	Unit 8	approach non-routine	Care.	Care.
problem-solving skills:	critical thinking, approach	cognitive and	problems applying	reflection of practice	adaptability and
use critical thinking,	non-routine	problem-solving skills:	expert and creative	in work experience	resilience,
approach non-routine	problems applying expert	use critical thinking,	solutions, use systems	and set future goals	self-monitoring and
problems applying expert	and creative solutions, use	approach non-routine	and technology		development.
and creative solutions,	systems and technology	problems applying expert		Unit 14	
use systems and	Unit 7	and creative solutions,	Unit 5	Draws on knowledge	Unit 14
technology	Seminar and presentation	use systems and	Spring 1	from Unit 2, Unit 3,	Draws on knowledge
	skills: intrapersonal skills;	technology	Learning Aim A, B, C	Unit 5, Unit 7	from Unit 2, Unit 3,
Unit 3	communicating, working	Unit 5	current policies,		Unit 5, Unit 7
Data skills from GCSE	collaboratively, negotiating	Autumn 1, 2 Task 1	legislation and codes of	Unit 10	
maths & knowledge of	and	Learning Aim A, B, C	practice from Unit 7	Data gathering from	Unit 10
GCSE Biology	influencing,	current policies,	and Unit 6 learners'	previous Units,	Data gathering from
Unit 7	self-presentation	legislation and codes of	work experience	stress diathesis	previous Units, stress
Seminar and	interpersonal skills:	practice from Unit 7 and	placement	model of ill health	diathesis model of ill
presentation skills:	self-management,	Unit 6 learners' work	The assessment for this	from Unit 1,	health from Unit 1,
intrapersonal skills;		experience placement	unit should draw on	environmental	environmental
communicating, working	Unit 3	The assessment for this	knowledge,	factors for health	factors for health
collaboratively,	Data skills from GCSE maths	unit should draw on	understanding and skills	inequality Unit 1, 2	inequality Unit 1, 2
negotiating and	& knowledge of GCSE	knowledge,	developed from: • Unit	Unit 8 Public Health	Unit 8 Public Health
	Biology	understanding and skills	1: Human Lifespan		

influencing, self-presentation interpersonal skills: self-management, Unit 5 Component 2 & Component 3 BTEC Tech Award; Unit 2	Unit 5 Autumn 1 Task 1 Learning Aim A, B, C current policies, legislation and codes of practice from Unit 7 and Unit 6 learners' work experience placement The assessment for this unit should draw on knowledge, understanding and skills developed from: • Unit 1: Human Lifespan	developed from: • Unit 1: Human Lifespan Development • Unit 2: Working in Health and Social Care • Unit 7: Principles of Safe Practice in Health and Social Care.	Development • Unit 2: Working in Health and Social Care • Unit 7: Principles of Safe Practice in Health and Social Care.	Unit 19 Builds on knowledge from mandatory Unit 1, 2 and Unit 8	Unit 19 Builds on knowledge from mandatory Unit 1, 2 and Unit 8
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	Development • Unit 2:				
	Working in Health and Social				
	Care • Unit 7: Principles of				
	Safe Practice in Health and				
	Social Care.				
Introduces:	Introduces:	Introduces:	Introduces:	Introduces:	Introduces:
ALL units:	ALL Units	Unit 1	Unit 1	Unit 6	Unit 6
the ability to learn	the ability to learn	AO1 Demonstrate	AO3 Analyse and	C1 Work experience	C1 Work experience
independently	independently	knowledge of physical,	evaluate information	tasks	tasks
 the ability to research 	 the ability to research 	intellectual, emotional	related to human	C2 Work shadowing	C2 Work shadowing
actively and methodically	actively and methodically	and social development	development	and Observation	and Observation
 being able to give 	 being able to give 	across the human	theories/models and	D1 Reviewing	D1 Reviewing
presentations and being	presentations and being	lifespan, factors affecting	factors	personal and	personal and
active group members.	active group members.	human growth and	affecting human growth	professional	professional
Unit 6	Unit 6		and development	development	development

A1 Developing skills and	A1 Developing skills and	development and effects	AO4 Make connections	D2 Using feedback	D2 Using feedback
attributes	attributes	of ageing	between	and action Planning	and action planning
A2 Clarifying	A2 Clarifying expectations	AO2 Demonstrate	theories/models in		
expectations for	for	understanding of	relation to human	Unit 10	Unit 10
employment in health	employment in health and	physical, intellectual,	development, factors	Task 1	Task 1
and social care	social care	emotional and social	affecting human growth	A1 Concepts and	A1 Concepts and
A3 Exploring career	A3 Exploring career options	development across	and development and	terminology	terminology
options	B1 Preparation for work	the human lifespan,	effects of ageing	used within	used within sociology
B1 Preparation for work	experience	factors affecting human		sociology	A2 The key
experience	B2 Setting goals and	growth and development		A2 The key	sociological
B2 Setting goals and	learning Objectives	and effects of ageing		sociological	Perspectives
learning Objectives				Perspectives	B1 The biomedical
				B1 The biomedical	model of
Unit 8	Unit 8	Unit 2	Unit 2	model of	health and
A1 The origins and aims	C1 The role of health	AO1 Demonstrate	AO3 Analyse and	health and	alternatives
of	promoters	knowledge of service user	evaluate information	alternatives	B2 The concepts of
public health policy	C2 Approaches to promoting	needs, roles and	related to the roles and	B2 The concepts of	health,
A2 Strategies for	public health and wellbeing	responsibilities of	responsibilities of	health,	ill health and
developing public health	C3 Approaches to protecting	workers,	health and social	ill health and	disability
policy	public health and wellbeing	and working practices	care workers and	disability	
A3 Monitoring the health	C4 Disease prevention and	within the health and	organisations and how		
status of the population	control methods	social care sector	workers and	Unit 14	Unit 14
A4 Groups that influence	D1 Features of health	AO2 Demonstrate	organisations are	Task 1	Task 1
public health policy	promotion campaigns	understanding of service	monitored and	A1 Types of	LA B Examine the
B1 Factors affecting	D2 Barriers to participation	user needs, roles and	regulated	physiological	investigation and
health	and challenging Indifference	responsibilities of	AO4 Make connections	disorders and effects	diagnosis of
B2 The socio-economic	D3 Models and theories that	workers, working	between the roles and	on	physiological
impact of improving	justify health behaviour	practices and procedures	responsibilities of	body systems and	disorders
health of individuals and	change	in the health and social	health and social care	functions	B1 Investigative
the population		care sector	workers		procedures for

Unit 3	D4 Approaches to increasing		and organisations, how	A2 Causes of	physiological
Will need to explore and	public awareness of health		workers and	physiological	disorders B2
relate to contexts and	promotion		organisations are	disorders	Diagnostic
data presented.	Unit 3	Unit 3	monitored and	A3 Signs and	procedures for
AO1 Demonstrate	Will need to explore and	Will need to explore and	regulated and how	symptoms of	physiological
	relate to contexts and data	relate to contexts and	-		disorders
knowledge of physical,			multidisciplinary teams	physiological	uisoruers
intellectual, emotional	presented.	data presented.	work together to meet	disorders	U.:: 10
and social development	AO2 Demonstrate	AO3 Analyse and evaluate	service user needs		Unit 19
across the	understanding of physical,	information related to		Unit 19	Task 1
human lifespan, factors	intellectual, emotional and	human development	Unit 3	Task 1	A1 Concepts of
affecting human growth	social development across	theories/models and	Will need to explore	A1 Concepts of	nutritional
and development and	the human lifespan, factors	factors	and relate to contexts	nutritional	health
effects of ageing	affecting human growth and	affecting human growth	and data presented.	health	A2 Nutritional
	development and effects of	and development	AO4 Make connections	A2 Nutritional	measures and
	ageing		between	measures and	recommended
			theories/models in	recommended	dietary intakes
Unit 7	Unit 7	Unit 5	relation to human	dietary intakes	A3 Characteristics of
A1 Duty of care	A1 Duty of care	C2 Promoting	development, factors	A3 Characteristics of	essential
A2 Complaints	A2 Complaints procedures	personalisation C3	affecting human growth	essential	Nutrients
procedures	B1 Types and signs of abuse	Communication	and development and	Nutrients	B1 Dietary needs of
B1 Types and signs of	and neglect	techniques	effects of ageing	B1 Dietary needs of	individuals
abuse and neglect	B2 Factors that could			individuals	B2 Factors affecting
B2 Factors that could	contribute to individuals		Unit 5	B2 Factors affecting	nutritional
contribute to individuals	being vulnerable to abuse		D1 How agencies work	nutritional	health
being vulnerable to	and neglect		together to meet	health	B3 Factors affecting
abuse	B3 Responding to suspected		individual care and	B3 Factors affecting	dietary Intake to
and neglect	abuse and neglect		support needs D2 Roles	dietary Intake to	health and social care
B3 Responding to	B4 Reducing the likelihood		and responsibilities of	health and social	practice
suspected abuse and	of abuse and neglect		key professionals on	care practice	F
neglect			multidisciplinary teams		

B4 Reducing the	Unit 5	D3 Maintaining	
likelihood of abuse and	B1 Ethical issues and	confidentiality D4	
neglect	approaches	Managing information	
	B2 Legislation and guidance		
Unit 5	on conflicts of interest,		
A1 Promoting equality,	balancing resources and		
diversity and preventing	minimising risk		
discrimination	Enabling individuals to		
A2 Skills and personal	overcome challenges		
attributes required for			
developing relationships			
with individuals			
A3 Empathy and			
establishing trust with			
individuals			

<u>Year 13</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 4	Unit 4	Unit 12	Unit 20 Task 2	Completion of the	left
Enquiries into Current	Enquiries into Current	Supporting Individuals with	Understanding Mental	course, all folders	
Research in	Research in	Additional Needs	Wellbeing	completed and SV	
Health and Social Care Unit 10 Sociological Perspectives Unit 20 Task 1 Understanding Mental Wellbeing Unit 14	Health and Social Care Unit 10 Sociological Perspectives Unit 14 Physiological disorders Unit 20 Task 1 Understanding Mental	Unit 19 Task 2 Nutritional Health Revision for May, second external retakes if required: Unit 1, 2, 3, 4 Unit 10 Task 2	Unit 19 Task 2 Nutritional Health Unit 12 Supporting Individuals with Additional Needs Revision, PPE's for May/June external	sample. Unit 20 Task 2 Understanding Mental Wellbeing Retake examinations: Unit 1, 2, 3, 4	
Physiological disorders	Wellbeing Revision January external retakes Unit 1, 2, 3	Sociological Perspectives	retakes if required Unit 10 Task 2 Sociological Perspectives		
Unit 4	Unit 4	Unit 12	Unit 20	Completion of the	left
Learners explore the	As Autumn 1 (Synoptic Test	Learners explore the role	As Autumn 1&2	course, all folders	
methodologies of contemporary research and	Part 1 released Nov)	of health and social care services in providing care	Unit 19 As Spring 1	completed and SV sample.	
investigate the implications for	Unit 10 Task 2	and support to individuals	Unit 12		
health and social care practice and services.	As Autumn 1	with additional needs.	As Spring 1 Unit 19 Task 2	2nd retakes Unit 1, 2, 3, 4	
	Unit 14	Unit 19 Task 2	As Spring 1		
Unit 10 Task 2	Physiological disorders	As Summer Year 12	Unit 10 Task 2		
As Summer Year 12	As Autumn 1		Sociological Perspectives		

		Unit 10 Task 2			
Unit 20 Task 1	Unit 20 Task 1	Sociological Perspectives			
Learners explore the nature of	Learners explore the nature				
and strategies to promote	of and strategies to				
mental wellbeing and mental	promote mental wellbeing				
health,	and mental health,				
and the impact of mental ill	and the impact of mental ill				
health on individuals.	health on individuals.				
Unit 14	Revision for Jan retakes				
As year 12 Summer	Unit 1,2, 3				
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	left
Unit 4	retakes examinations in Jan	Unit 12	Unit 20	Unit 20	
A task set and marked by	Unit 1, 2, 3	2 summative assessments	Task 2	Task 2	
Pearson and completed under	Unit 4	LA A	Learning aims: C and D	Learning aims: C	
supervised conditions.	As Autumn 1. NB: Part 1	A report that	(C.P4, C.P5, D.P6, C.M3,	and D (C.P4, C.P5,	
Learners will be provided	exam is released in	demonstrates a clear	D.M4, CD.D2, D.D3)	D.P6, C.M3,	
with a research article (Part A)	November	understanding of how	A report on the	D.M4, CD.D2,	
four weeks prior to a		additional needs are	importance of	D.D3)	
supervised assessment period	Unit 14	determined and	promoting, protecting	A report on the	
in order to carry out secondary	Learning aim: D (D.P5, D.P6,	diagnosed, with examples	and	importance of	
research.	D.P7, D.M4, D.D3)	of the additional needs	restoring the mental	promoting,	
 Learners should compile 	Treatment plan to meet the	that individuals can	wellbeing	protecting and	
notes on their secondary	needs of a selected service	experience.	and mental health of a	restoring the	
research in monitored sessions	user with a physiological		selected individual	mental wellbeing	
of six hours scheduled by the	disorder.	Learning aim A, B	diagnosed with a mental	and mental	
centre.		Unit 5, Unit 2, Unit 18	ill-health	health of a	
• The supervised assessment	Unit 10 Task 1 Learning aim	cognitive and	condition.	selected	
period (Part B) is undertaken in	B Examine how sociological	problem-solving skills: use		individual	
a single morning session of	approaches	critical thinking, approach	Unit 12 2 summative	diagnosed with a	
three hours.		non-routine problems	assessments	mental ill-health	

Written submission	support understanding of	applying expert and	LA A	condition.
• 65 marks.	models and concepts of	creative solutions, use	A report that	
	health	systems and technology	demonstrates a clear	Completion of the
		Learning aim: A (A.P1,	understanding of how	course, all folders
Unit 10		A.M1, A.D1)	additional needs are	completed and SV
Task 2	Unit 14	Learning aims: B and C	determined and	sample.
Learning aim: C (C.P5, C.P6,	Task 2	(B.P2, B.P3, C.P4, C.P5,	diagnosed, with	
C.P7, C.M3, C.M4, C.D2, C.D3)	D1 Care methods and	B.M2, C.M3, C.M4, BC.D2,	examples of the	2nd retakes Unit
A report on the sociological	strategies	BC.D3)	additional needs that	1, 2, 3, 4
explanations for patterns and	D2 Treatment planning		individuals can	
trends of health and ill health	processes	Unit 19	experience.	
in different social groups. This	Treatment plan to meet the	Task 2		Next steps
should include how	needs of a selected service	Learning aim: C (C.P5,	Learning aim A, B	programme to
demographic data is used in	user with a physiological	C.P6, C.M3, C.M4, C.D2,	Unit 5, Unit 2, Unit 18	support early
service provision in a local	disorder.	C.D3)	cognitive and	finish students -
health and social care setting		Plans to improve the	problem-solving skills:	preparation
to reduce social inequality	Unit 20	nutritional health of two	use critical thinking,	programme for
affecting those groups.	Task 1	individuals with different	approach non-routine	University,
	Learning aims: A and B	needs, showing the	problems applying	finance, courses
Unit 14	(A.P1, B.P2, B.P3, A.M1,	application	expert and creative	etc. folders
Task 1	B.M2, AB.D1)	of concepts to realistic	solutions, use systems	reviewed and
C1 Provision of treatment and	A report, using a case study,	situations.	and technology	Internal
support	on the nature of mental		Learning aim: A (A.P1,	moderation and
C2 Types of carers and care	health	Unit 10 Task 2 Learning	A.M1, A.D1)	Standards
Settings	and wellbeing and the role	aim: C (C.P5, C.P6, C.P7,	Learning aims: B and C	verification
A report on the impact of two	of current classification	C.M3, C.M4, C.D2, C.D3)	(B.P2, B.P3, C.P4, C.P5,	completed
different physiological	systems in improving the	A report on the	B.M2, C.M3, C.M4,	
disorders on the health and	diagnosis of two selected	sociological	BC.D2, BC.D3)	
wellbeing of service users, and	mental ill-health	explanations for patterns		
the potential benefits of	conditions and their	and trends of health and ill	Unit 19	

different investigations and	symptoms.	health in different social	Task 2	
treatment options for service		groups. This should	Learning aim: C (C.P5,	
users diagnosed with		include how demographic	C.P6, C.M3, C.M4, C.D2,	
physiological disorders.		data is used in service	C.D3)	
		provision in a local	Plans to improve the	
Unit 20		health and social care	nutritional health of two	
Task 1		setting to reduce social	individuals with different	
Learning aims: A and B (A.P1,		inequality affecting those	needs, showing the	
B.P2, B.P3, A.M1, B.M2, AB.D1)		groups.	application	
A report, using a case study, on		Learning aim C: Examine	of concepts to realistic	
the nature of mental health		how social inequalities,	situations.	
and wellbeing and the role of		demographic change, and		
current classification systems		patterns and trends affect	Unit 10 Task 2 Learning	
in improving the diagnosis of		health and social care	aim: C (C.P5, C.P6, C.P7,	
two selected mental ill-health		delivery	C.M3, C.M4, C.D2, C.D3)	
conditions and their			A report on the	
symptoms.			sociological	
			explanations for patterns	
			and trends of health and	
			ill health in different	
			social groups. This	
			should include how	
			demographic data is	
			used in service provision	
			in a local	
			health and social care	
			setting to reduce social	
			inequality affecting those	
			groups.	

			Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery		
Builds upon:	Builds upon:	Builds upon	Builds upon:	Builds upon:	Yr 13 left
Unit 4 To complete the	Unit 4		Unit 20	Completion of the	
assessment task for within this	reading technical texts	Unit 12	Learning Aim A, B	course, all folders	
unit, you will need to draw	effective writing	This unit draws on	_	completed, lv'd	
on your learning from across	analytical skills	knowledge taught in: •	Unit 12	and SV sample	
your programme.		Unit 1: Human Lifespan	This unit draws on	sent.	
	Unit 10	Development • Unit 2:	knowledge taught in: •		
Unit 10	Learning aim A & B Task 1	Working in Health and	Unit 1: Human Lifespan	Unit 20	
Learning aim A & B Task 1		Social Care • Unit 3:	Development • Unit 2:	Learning Aim A,	
	Unit 14	Anatomy and Physiology	Working in Health and	B, Task 1,	
Unit 20	Learning Aim A & B Task 1	for Health and Social Care	Social Care • Unit 3:	Learning Aim C	
builds on knowledge from Unit	Unit 20	• Unit 7: Principles of Safe	Anatomy and Physiology	Task 2	
5 & Unit 7	builds on knowledge from	Practice in Health and	for Health and Social		
	Unit 5 & Unit 7	Social Care.	Care • Unit 7: Principles	2nd retake	
Unit 14			of Safe Practice in Health	examinations Unit	
Learning Aim A & B Task 1		Unit 19	and Social Care.	1, 2, 3, 4	
		Learning Aim A & B Task 1			

		Unit 10 Task 1 Learning	Unit 19 Learning Aim A & B Task		
		aim A & B	1, Learning Aim C Task 2		
			Unit 10 Task 1 Learning		
			aim A & B		
Introduces:	Introduces:	Introduces:	Introduces:	Introduces:	left
Unit 4	Unit 4	Unit 12	Unit 20 ATsk 2	Passport to	
reading technical texts	AO3 Analyse information	A Examine reasons why	C1 The impact of mental	further studies	
 effective writing 	and data related to current	individuals may	ill	programme -	
 analytical skills 	research in health and social	experience additional	health on individuals	bespoke BTEC	
 preparation for assessment 	care, demonstrating the	needs	C2 Mental ill health and	HSC programme	
methods used in degrees.	ability to interpret the	B Examine how to	Relationships		
AO1 Demonstrate knowledge	potential impact and	overcome the challenges		Unit 20 TAsk 2	
and understanding of methods,	influence of the research on	to daily living faced by		D1 Legislation,	
skills and ethical issues related	health & social care practice	people with additional	Unit 12	policies and	
to	and service provision	needs	C1 Professionals involved	codes of practice	
carrying out research within	AO4 Evaluate current health	C Investigate current	in supporting individuals	D2 Assessment	
the health and social care	and social care research to	practice with respect to	with additional needs	and treatment	
sector	make informed judgements	provision for individuals	C2 Support and		
AO2 Apply knowledge and	about the	with additional needs	adaptations for		
understanding of the methods,	validity of the research		individuals with		
skills and ethical issues to	methods used, further areas		additional needs		
current research in the health	for research and the	Unit 19	C3 Financial support for		
and social care sector	potential impact of the	C1 Assessment of nutrient	individuals with		
	research on health and	intake	additional needs		
	social care practice and	C2 Nutritional health	C4 Statutory provision		
Unit 10	service provision	improvement plan	for children with		
Task 1			additional needs		
	Unit 10				