

HSC Key 5 Curriculum Map 2024-26

Year 12

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

<p>professional development.</p> <p>Unit 8 Learners explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.</p> <p>Unit 5 Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.</p> <p>Unit 3 Learners cover the structure, organisation and function of the human body, and anatomical and physiological systems and medical research</p>	<p>Unit 5 As per Autumn 1</p>	<p>and the factors affecting development and the effects of ageing.</p> <p>Unit 2 Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.</p> <p>Unit 3 As Autumn 1, 2</p> <p>Unit 5 As Autumn 1, 2</p>		<p>disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.</p> <p>Unit 10 Learners study the application of sociological approaches to health and social care, and explore social inequalities, demographic change, and patterns and trends in social groups.</p> <p>Unit 19 Learners explore concepts of nutritional health and influences on dietary intake, and learn how to assess and improve health</p>	<p>Unit 19 As Summer 1</p>
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<p>related to disorders affecting these systems.</p> <p>Unit 7</p> <p>Learners explore the importance of safe working practices, safeguarding procedures and responding to emergency situations in health</p>				<p>through nutrition plans for individuals.</p>	
<p>Assessment:</p> <p>Unit 6</p> <p>Learning Aim A & B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)</p> <p>A report evaluating the benefits of work experience and the importance of preparing for placement. The report must include a plan to meet personal and professional goals.</p> <p>Unit 8</p> <p>Learning Aim A & B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, AB.D1)</p> <p>A report on the aims of public health policy, and</p>	<p>Assessment:</p> <p>Unit 6</p> <p>Learning Aim A & B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)</p> <p>A report evaluating the benefits of work experience and the importance of preparing for placement. The report must include a plan to meet personal and professional goals.</p> <p>Unit 8</p> <p>Learning Aim A & B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, AB.D1)</p> <p>A report on the aims of public health policy, and how it seeks to minimise the factors adversely affecting</p>	<p>Assessment:</p> <p>Unit 1</p> <p>Written exam set and marked by Pearson. 1.5 hours. 90 marks.</p> <p>AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the</p>	<p>Assessment:</p> <p>Unit 1</p> <p>Written exam set and marked by Pearson.1.5 hours. 90 marks.</p> <p>Unit 2</p> <p>Written exam set and marked by Pearson.1.5 hours. 80 marks.</p> <p>Unit 3</p> <p>Written exam set and marked by Pearson. 1.5 hours. 90 marks.</p> <p>Unit 8</p> <p>Learning aim C & D</p>	<p>Assessment:</p> <p>Unit 10</p> <p>Task 1</p> <p>Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)</p> <p>A report on the role of sociological perspectives in the understanding of society, and models and concepts of health in relation to service provision in a local health and social care setting.</p>	<p>Assessment:</p> <p>Unit 10</p> <p>Task 1</p> <p>Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)</p> <p>A report on the role of sociological perspectives in the understanding of society, and models and concepts of health in relation to service provision in a local health and social care setting.</p>

<p>how it seeks to minimise the factors adversely affecting the health of the population.</p> <p>Unit 5 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) A report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.</p> <p>Unit 3 The unit will be externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes.</p> <p>Unit 7 Learning Aim A & B</p>	<p>the health of the population.</p> <p>Unit 5 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) A report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.</p> <p>Unit 3 The unit will be externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes. AO1 Demonstrate knowledge of the structure, organisation and function of the human body</p>	<p>human lifespan, factors affecting human growth and development and effects of ageing AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p>Unit 2 Written exam set and marked by Pearson.1.5 hours. 80 marks. AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector</p>	<p>(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.</p> <p>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)</p>	<p>Unit 14 Task 1 Learning aim A, B, C Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.</p> <p>Unit 19 Task 1 Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1) A report relating dietary intake and essential nutrients to two individuals with different needs, considering the factors</p>	<p>Unit 14 Task 1 Learning aim A, B, C Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.</p> <p>Unit 19 Task 1 Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1) A report relating dietary intake and essential nutrients to two individuals with different needs, considering the factors influencing their nutritional</p>
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<p>(A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2) A report evaluating duty of care and safeguarding procedures in a health and social care setting.</p>	<p>AO2 Demonstrate understanding of the structure, organisation and function of the human body and relevant medical research AO3 Analyse and evaluate information related to anatomical and physiological systems and medical research related to disorders affecting these systems AO4 Make connections between common disorders and how they affect human anatomical and physiological systems</p> <p>Unit 7 Learning Aim A & B (A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2) A report evaluating duty of care and safeguarding procedures in a health and social care setting.</p>	<p>AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored</p> <p>Unit 3 Written exam set and marked by Pearson.1.5 hours.</p>		<p>influencing their nutritional health.</p>	<p>health.</p>
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<p>Builds on: Unit 6 interpersonal skills: self-management, adaptability and resilience,</p>	<p>Builds on: Unit 6 interpersonal skills: self-management, adaptability and resilience, self-monitoring and</p>	<p>Builds upon: Unit 3 AO1, AO2 knowledge and skills GCSE Science anatomy and physiology knowledge</p>	<p>Builds upon: Unit 3 AO1, AO2, AO3 knowledge and skills Unit 1</p>	<p>Builds upon: Unit 6 This unit draws on knowledge taught in:</p>	<p>Builds upon: Unit 6 This unit draws on knowledge taught in:</p>

<p>self-monitoring and development. intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation</p> <p>Unit 8 cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology</p> <p>Unit 3 Data skills from GCSE maths & knowledge of GCSE Biology</p> <p>Unit 7 Seminar and presentation skills: intrapersonal skills; communicating, working collaboratively, negotiating and</p>	<p>development. intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation</p> <p>Unit 8 cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology</p> <p>Unit 7 Seminar and presentation skills: intrapersonal skills; communicating, working collaboratively, negotiating and influencing, self-presentation</p> <p>interpersonal skills: self-management,</p> <p>Unit 3 Data skills from GCSE maths & knowledge of GCSE Biology</p>	<p>Unit 1 Component 1 Human Lifespan development BTEC Tech Award HSC</p> <p>Unit 2 Component 2 Health and Social Care Services BTEC Tech Award</p> <p>Unit 8 cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology</p> <p>Unit 5 Autumn 1, 2 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</p>	<p>A01, A02 knowledge and understanding</p> <p>Unit 2 AO1, AO2 knowledge and understanding</p> <p>Unit 8 cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology</p> <p>Unit 5 Spring 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</p>	<ul style="list-style-type: none"> • Unit 2: Working in Health and Social Care • Unit 5: Meeting Individual Care and Support Needs • Unit 7: Principles of Safe Practice in Health and Social Care. <p>reflection of practice in work experience and set future goals</p> <p>Unit 14 Draws on knowledge from Unit 2, Unit 3, Unit 5, Unit 7</p> <p>Unit 10 Data gathering from previous Units, stress diathesis model of ill health from Unit 1, environmental factors for health inequality Unit 1, 2 Unit 8 Public Health</p>	<ul style="list-style-type: none"> • Unit 2: Working in Health and Social Care • Unit 5: Meeting Individual Care and Support Needs • Unit 7: Principles of Safe Practice in Health and Social Care. <p>adaptability and resilience, self-monitoring and development.</p> <p>Unit 14 Draws on knowledge from Unit 2, Unit 3, Unit 5, Unit 7</p> <p>Unit 10 Data gathering from previous Units, stress diathesis model of ill health from Unit 1, environmental factors for health inequality Unit 1, 2 Unit 8 Public Health</p>
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<p>influencing, self-presentation interpersonal skills: self-management, Unit 5 Component 2 & Component 3 BTEC Tech Award; Unit 2</p>	<p>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 Development • Unit 2: Working in Health and Social Care • Unit 7: Principles of Safe Practice in Health and Social Care.</p>	<p>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.</p>	<p>Development • Unit 2: Working in Health and Social Care • Unit 7: Principles of Safe Practice in Health and Social Care.</p>	<p>Unit 19 Builds on knowledge from mandatory Unit 1, 2 and Unit 8</p>	<p>Unit 19 Builds on knowledge from mandatory Unit 1, 2 and Unit 8</p>
<p>Introduces: ALL units: the ability to learn independently • the ability to research actively and methodically • being able to give presentations and being active group members. Unit 6</p>	<p>Introduces: ALL Units the ability to learn independently • the ability to research actively and methodically • being able to give presentations and being active group members. Unit 6</p>	<p>Introduces: Unit 1 AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and</p>	<p>Introduces: Unit 1 AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p>	<p>Introduces: Unit 6 C1 Work experience tasks C2 Work shadowing and Observation D1 Reviewing personal and professional development</p>	<p>Introduces: Unit 6 C1 Work experience tasks C2 Work shadowing and Observation D1 Reviewing personal and professional development</p>

<p>A1 Developing skills and attributes A2 Clarifying expectations for employment in health and social care A3 Exploring career options B1 Preparation for work experience B2 Setting goals and learning Objectives</p> <p>Unit 8 A1 The origins and aims of public health policy A2 Strategies for developing public health policy A3 Monitoring the health status of the population A4 Groups that influence public health policy B1 Factors affecting health B2 The socio-economic impact of improving health of individuals and the population</p>	<p>A1 Developing skills and attributes A2 Clarifying expectations for employment in health and social care A3 Exploring career options B1 Preparation for work experience B2 Setting goals and learning Objectives</p> <p>Unit 8 C1 The role of health promoters C2 Approaches to promoting public health and wellbeing C3 Approaches to protecting public health and wellbeing C4 Disease prevention and control methods D1 Features of health promotion campaigns D2 Barriers to participation and challenging Indifference D3 Models and theories that justify health behaviour change</p>	<p>development and effects of ageing AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>Unit 2 AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector</p>	<p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p>Unit 2 AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated AO4 Make connections between the roles and responsibilities of health and social care workers</p>	<p>D2 Using feedback and action Planning</p> <p>Unit 10 Task 1 A1 Concepts and terminology used within sociology A2 The key sociological Perspectives B1 The biomedical model of health and alternatives B2 The concepts of health, ill health and disability</p> <p>Unit 14 Task 1 A1 Types of physiological disorders and effects on body systems and functions</p>	<p>D2 Using feedback and action planning</p> <p>Unit 10 Task 1 A1 Concepts and terminology used within sociology A2 The key sociological Perspectives B1 The biomedical model of health and alternatives B2 The concepts of health, ill health and disability</p> <p>Unit 14 Task 1 LA B Examine the investigation and diagnosis of physiological disorders B1 Investigative procedures for</p>
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<p>Unit 3 Will need to explore and relate to contexts and data presented. AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>Unit 7 A1 Duty of care A2 Complaints procedures B1 Types and signs of abuse and neglect B2 Factors that could contribute to individuals being vulnerable to abuse and neglect B3 Responding to suspected abuse and neglect</p>	<p>D4 Approaches to increasing public awareness of health promotion Unit 3 Will need to explore and relate to contexts and data presented. AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>Unit 7 A1 Duty of care A2 Complaints procedures B1 Types and signs of abuse and neglect B2 Factors that could contribute to individuals being vulnerable to abuse and neglect B3 Responding to suspected abuse and neglect B4 Reducing the likelihood of abuse and neglect</p>	<p>Unit 3 Will need to explore and relate to contexts and data presented. AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <p>Unit 5 C2 Promoting personalisation C3 Communication techniques</p>	<p>and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs</p> <p>Unit 3 Will need to explore and relate to contexts and data presented. AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p>Unit 5 D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multidisciplinary teams</p>	<p>A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders</p> <p>Unit 19 Task 1 A1 Concepts of nutritional health A2 Nutritional measures and recommended dietary intakes A3 Characteristics of essential Nutrients B1 Dietary needs of individuals B2 Factors affecting nutritional health B3 Factors affecting dietary Intake to health and social care practice</p>	<p>physiological disorders B2 Diagnostic procedures for physiological disorders</p> <p>Unit 19 Task 1 A1 Concepts of nutritional health A2 Nutritional measures and recommended dietary intakes A3 Characteristics of essential Nutrients B1 Dietary needs of individuals B2 Factors affecting nutritional health B3 Factors affecting dietary Intake to health and social care practice</p>
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<p>B4 Reducing the likelihood of abuse and neglect</p> <p>Unit 5</p> <p>A1 Promoting equality, diversity and preventing discrimination</p> <p>A2 Skills and personal attributes required for developing relationships with individuals</p> <p>A3 Empathy and establishing trust with individuals</p>	<p>Unit 5</p> <p>B1 Ethical issues and approaches</p> <p>B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p> <p>Enabling individuals to overcome challenges</p>		<p>D3 Maintaining confidentiality D4 Managing information</p>		
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Year 13

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

<p>Unit 20 Task 1 Learners explore the nature of and strategies to promote mental wellbeing and mental health, and the impact of mental ill health on individuals.</p> <p>Unit 14 As year 12 Summer</p>	<p>Unit 20 Task 1 Learners explore the nature of and strategies to promote mental wellbeing and mental health, and the impact of mental ill health on individuals.</p> <p>Revision for Jan retakes Unit 1,2, 3</p>	<p>Unit 10 Task 2 Sociological Perspectives</p>			
<p>Assessment: Unit 4 A task set and marked by Pearson and completed under supervised conditions.</p> <ul style="list-style-type: none"> Learners will be provided with a research article (Part A) four weeks prior to a supervised assessment period in order to carry out secondary research. Learners should compile notes on their secondary research in monitored sessions of six hours scheduled by the centre. The supervised assessment period (Part B) is undertaken in a single morning session of three hours. 	<p>Assessment: retakes examinations in Jan Unit 1, 2, 3 Unit 4 As Autumn 1. NB: Part 1 exam is released in November</p> <p>Unit 14 Learning aim: D (D.P5, D.P6, D.P7, D.M4, D.D3) Treatment plan to meet the needs of a selected service user with a physiological disorder.</p> <p>Unit 10 Task 1 Learning aim B Examine how sociological approaches</p>	<p>Assessment: Unit 12 2 summative assessments LA A A report that demonstrates a clear understanding of how additional needs are determined and diagnosed, with examples of the additional needs that individuals can experience.</p> <p>Learning aim A, B Unit 5, Unit 2, Unit 18 cognitive and problem-solving skills: use critical thinking, approach non-routine problems</p>	<p>Assessment: Unit 20 Task 2 Learning aims: C and D (C.P4, C.P5, D.P6, C.M3, D.M4, CD.D2, D.D3) A report on the importance of promoting, protecting and restoring the mental wellbeing and mental health of a selected individual diagnosed with a mental ill-health condition.</p> <p>Unit 12 2 summative assessments</p>	<p>Assessment: Unit 20 Task 2 Learning aims: C and D (C.P4, C.P5, D.P6, C.M3, D.M4, CD.D2, D.D3) A report on the importance of promoting, protecting and restoring the mental wellbeing and mental health of a selected individual diagnosed with a mental ill-health</p>	<p>left</p>

<ul style="list-style-type: none"> • Written submission • 65 marks. <p>Unit 10 Task 2 Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D2, C.D3) A report on the 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.</p> <p>Unit 14 Task 1 C1 Provision of treatment and support C2 Types of carers and care Settings A report on the impact of two different physiological disorders on the health and wellbeing of service users, and the potential benefits of</p>	<p>support understanding of models and concepts of health</p> <p>Unit 14 Task 2 D1 Care methods and strategies D2 Treatment planning processes Treatment plan to meet the needs of a selected service user with a physiological disorder.</p> <p>Unit 20 Task 1 Learning aims: A and B (A.P1, B.P2, B.P3, A.M1, B.M2, AB.D1) A report, using a case study, on the nature of mental health and wellbeing and the role of current classification systems in improving the diagnosis of two selected mental ill-health conditions and their</p>	<p>applying expert and creative solutions, use systems and technology Learning aim: A (A.P1, A.M1, A.D1) Learning aims: B and C (B.P2, B.P3, C.P4, C.P5, B.M2, C.M3, C.M4, BC.D2, BC.D3)</p> <p>Unit 19 Task 2 Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D2, C.D3) Plans to improve the nutritional health of two individuals with different needs, showing the application of concepts to realistic situations.</p> <p>Unit 10 Task 2 Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D2, C.D3) A report on the sociological explanations for patterns and trends of health and ill</p>	<p>LA A A report that demonstrates a clear understanding of how additional needs are determined and diagnosed, with examples of the additional needs that individuals can experience.</p> <p>Learning aim A, B Unit 5, Unit 2, Unit 18 cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology Learning aim: A (A.P1, A.M1, A.D1) Learning aims: B and C (B.P2, B.P3, C.P4, C.P5, B.M2, C.M3, C.M4, BC.D2, BC.D3)</p> <p>Unit 19</p>	<p>condition.</p> <p>Completion of the course, all folders completed and SV sample.</p> <p>2nd retakes Unit 1, 2, 3, 4</p> <p>Next steps programme to support early finish students - preparation programme for University, finance, courses etc. folders reviewed and Internal moderation and Standards verification completed</p>	
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<p>different investigations and treatment options for service users diagnosed with physiological disorders.</p> <p>Unit 20 Task 1 Learning aims: A and B (A.P1, B.P2, B.P3, A.M1, B.M2, AB.D1) A report, using a case study, on the nature of mental health and wellbeing and the role of current classification systems in improving the diagnosis of two selected mental ill-health conditions and their symptoms.</p>	<p>symptoms.</p>	<p>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. <u>Learning aim C:</u> Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</p>	<p>Task 2 Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D2, C.D3) Plans to improve the nutritional health of two individuals with different needs, showing the application of concepts to realistic situations.</p> <p>Unit 10 Task 2 Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D2, C.D3) A report on the 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.</p>		
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<p>Builds upon: Unit 4 To complete the assessment task for within this unit, you will need to draw on your learning from across your programme.</p> <p>Unit 10 Learning aim A & B Task 1</p> <p>Unit 20 builds on knowledge from Unit 5 & Unit 7</p> <p>Unit 14 Learning Aim A & B Task 1</p>	<p>Builds upon: Unit 4 reading technical texts</p> <ul style="list-style-type: none"> • effective writing • analytical skills <p>Unit 10 Learning aim A & B Task 1</p> <p>Unit 14 Learning Aim A & B Task 1</p> <p>Unit 20 builds on knowledge from Unit 5 & Unit 7</p>	<p>Builds upon</p> <p>Unit 12 This unit draws on knowledge taught in: • Unit 1: Human Lifespan Development • Unit 2: Working in Health and Social Care • Unit 3: Anatomy and Physiology for Health and Social Care • Unit 7: Principles of Safe Practice in Health and Social Care.</p> <p>Unit 19 Learning Aim A & B Task 1</p>	<p>Builds upon: Unit 20 Learning Aim A, B</p> <p>Unit 12 This unit draws on knowledge taught in: • Unit 1: Human Lifespan Development • Unit 2: Working in Health and Social Care • Unit 3: Anatomy and Physiology for Health and Social Care • Unit 7: Principles of Safe Practice in Health and Social Care.</p>	<p>Builds upon: Completion of the course, all folders completed, Iv'd and SV sample sent.</p> <p>Unit 20 Learning Aim A, B, Task 1, Learning Aim C Task 2</p> <p>2nd retake examinations Unit 1, 2, 3, 4</p>	Yr 13 left

		Unit 10 Task 1 Learning aim A & B	Unit 19 Learning Aim A & B Task 1, Learning Aim C Task 2 Unit 10 Task 1 Learning aim A & B		
<p>Introduces: Unit 4 reading technical texts</p> <ul style="list-style-type: none"> • effective writing • analytical skills • preparation for assessment methods used in degrees. <p>AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector</p> <p>AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector</p> <p>Unit 10 Task 1</p>	<p>Introduces: Unit 4 AO3 Analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the research on health & social care practice and service provision</p> <p>AO4 Evaluate current health and social care research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on health and social care practice and service provision</p> <p>Unit 10</p>	<p>Introduces: Unit 12 A Examine reasons why individuals may experience additional needs B Examine how to overcome the challenges to daily living faced by people with additional needs C Investigate current practice with respect to provision for individuals with additional needs</p> <p>Unit 19 C1 Assessment of nutrient intake C2 Nutritional health improvement plan</p>	<p>Introduces: Unit 20 ATsk 2 C1 The impact of mental ill health on individuals C2 Mental ill health and Relationships</p> <p>Unit 12 C1 Professionals involved in supporting individuals with additional needs C2 Support and adaptations for individuals with additional needs C3 Financial support for individuals with additional needs C4 Statutory provision for children with additional needs</p>	<p>Introduces: Passport to further studies programme - bespoke BTEC HSC programme</p> <p>Unit 20 TAsk 2 D1 Legislation, policies and codes of practice D2 Assessment and treatment</p>	left

<p>Learning aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care (P1, P2, M1)</p> <p>Unit 20 A1 Ways in which mental wellbeing and mental health are understood A2 Factors that affect mental wellbeing and mental health across the life span B1 Recognised mental ill-health conditions and their symptoms according to current classification systems B2 Strengths and limitations of classification systems</p> <p>Unit 14 C1 Provision of treatment and support C2 Types of carers and care settings</p>	<p>Task 1 Examine how sociological approaches support understanding of models and concepts of health (P3, P4, M2 criteria)</p> <p>Unit 14 D1 Care methods and strategies D2 Treatment planning processes</p>	<p>Unit 10 Task 2 Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery C1 Inequalities within society C2 Demographic change and data C3 Patterns and trends in health and ill health within social groups Learning aim: C (C.P5, C.P7, C.M3, C.M4)</p>	<p>Unit 19 Task 2 C1 Assessment of nutrient intake C2 Nutritional health improvement plan</p> <p>Unit 10 Task 2 Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery C1 Inequalities within society C2 Demographic change and data C3 Patterns and trends in health and ill health within social groups Learning aim: C (C.P5, C.P7, C.M3, C.M4, D2, D3)</p>		
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