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 &	<u>external</u>	
Promoting Public Health	Unit 5	Social Care	Social Care	<u>examinations</u>	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

Linit E	and the feeters offerting	ı	disorders the	
	- I		·	11-11-40
As per Autumn 1	·		•	Unit 19
			•	As Summer 1
	•		•	
	is like to work in the		provision of support	
	health and social care		for service users.	
	sector, including the roles			
	and			
	responsibilities of		Unit 10 Learners	
	workers and		study the application	
	organisations.		of sociological	
			approaches to health	
	Unit 3		and social care, and	
	As Autumn 1, 2		explore social	
			inequalities,	
	Unit 5		demographic	
	As Autumn 1, 2			
	· ·			
			groups.	
			Unit 19	
			Learners explore	
			concepts of	
			•	
			and influences on	
			learn how to assess	
			and improve health	
	Unit 5 As per Autumn 1	As per Autumn 1 development and the effects of ageing. 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. Unit 3 As Autumn 1, 2 Unit 5	As per Autumn 1 development and the effects of ageing. 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. Unit 3 As Autumn 1, 2 Unit 5 As Autumn 1, 2	As per Autumn 1 development and the effects of ageing. 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. Unit 3 As Autumn 1, 2 Unit 5 As Autumn 1, 2 Unit 5 As Autumn 1, 2 Unit 19 Learners explore concepts of nutritional health and influences on dietary intake, and

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 factors adversely affecting the health of the population.

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.

Unit 3

The unit will be externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes.

Unit 7

Learning Aim A & B

the health of the population.

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.

Unit 3

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

The unit will be externally

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

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

(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)

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.

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

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.

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

	1	I		
(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	Iomeage taabiit iii.	owicage taugiit iii.
resilience,	self-monitoring and	knowledge	Jiiit I		
resilience,	Joen monitoring and	KITOWICUEC	<u> </u>	l	

self-monitoring and development. intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation

Unit 8

cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology

Unit 3

Data skills from GCSE maths & knowledge of GCSE Biology

Unit 7

Seminar and presentation skills: intrapersonal skills; communicating, working collaboratively, negotiating and

development.
intrapersonal skills:
communicating, working
collaboratively, negotiating
and
influencing,
self-presentation

Unit 8

cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology

Unit 7

Seminar and presentation skills: intrapersonal skills; communicating, working collaboratively, negotiating and influencing, self-presentation interpersonal skills: self-management,

Unit 3

Data skills from GCSE maths & knowledge of GCSE Biology

Unit 1

Component 1 Human Lifespan development BTEC Tech Award HSC

Unit 2

Component 2 Health and Social Care Services BTEC Tech Award

Unit 8

cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology

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

A01, A02 knowledge and understanding

Unit 2

AO1, AO2 knowledge and understanding

Unit 8

cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology

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

- 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. reflection of practice in work experience and set future goals

Unit 14

Draws on knowledge from Unit 2, Unit 3, Unit 5, Unit 7

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

- 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. adaptability and resilience, self-monitoring and development.

Unit 14

Draws on knowledge from Unit 2, Unit 3, Unit 5, Unit 7

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

influencing,	Heia E	developed from: • Unit 1:	Development • Unit 2:	Unit 19	Unit 19
self-presentation	Unit 5	Human Lifespan	Working in Health and	Builds on knowledge	Builds on knowledge
interpersonal skills:	Autumn 1 Task 1 Learning	Development • Unit 2:	Social Care • Unit 7:	from mandatory	from mandatory
self-management,	Aim A, B, C	Working in Health and	Principles of Safe	Unit 1, 2 and Unit 8	Unit 1, 2 and Unit 8
Unit 5	current policies, legislation	Social Care • Unit 7:	Practice in Health and		
Component 2 &	and codes of practice from	Principles of Safe Practice	Social Care.		
Component 3 BTEC Tech	Unit 7 and Unit 6 learners'	in Health and Social Care.			
Award; Unit 2	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.				
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 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

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

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

AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing

D2 Using feedback D2 Using feedback and action Planning and action planning

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

Unit 10 Task 1 A1 Concepts and

terminology used within sociology A2 The kev sociological Perspectives B1 The biomedical model of health and alternatives B2 The concepts of health. ill health and disability

Unit 8

A1 The origins and aims 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

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

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

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

Unit 14

Task 1 A1 Types of physiological disorders and effects on body systems and functions

Unit 14

Task 1 LA B Fxamine the investigation and diagnosis of physiological disorders **B1** Investigative procedures for

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

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

D4 Approaches to increasing public awareness of health promotion

Will need to explore and

relate to contexts and data

Unit 3

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

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

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

Unit 5

C2 Promoting personalisation C3 Communication techniques

and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs

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

Unit 5

D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multidisciplinary teams A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders

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

physiological disorders B2 Diagnostic procedures for physiological disorders

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

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	
Unit 10 Sociological Perspectives Unit 20 Task 1 Understanding Mental Wellbeing Unit 14 Physiological disorders	Unit 10 Sociological Perspectives Unit 14 Physiological disorders Unit 20 Task 1 Understanding Mental Wellbeing Revision January external retakes Unit 1, 2, 3	Unit 19 Task 2 Nutritional Health Revision for May, second external retakes if required: Unit 1, 2, 3, 4	Unit 19 Task 2 Nutritional Health Unit 12 Supporting Individuals with Additional Needs Revision, PPE's for May/June external retakes if required	sample. Unit 20 Task 2 Understanding Mental Wellbeing Retake examinations: Unit 1, 2, 3, 4	
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	Part 1 released Nov)	of health and social care	Unit 19	completed and SV	
contemporary research and	<u> </u>	services in providing care	As Spring 1	sample.	
investigate the implications for	Unit 10 Task 2	and support to individuals	Unit 12		
health and social care practice	As Autumn 1	with additional needs.	As Spring 1	2nd retakes Unit	
and services.			Unit 19 Task 2	1, 2, 3, 4	
	Unit 14	Unit 19 Task 2	As Spring 1		
Unit 10 Task 2	Physiological disorders	As Summer Year 12			
As Summer Year 12	As Autumn 1				

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Unit 20 Task 1	Unit 20 Task 1				
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					
As year 12 Summer	Revision for Jan retakes				
	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 2 Learning aim:	cognitive and	condition.	selected	
period (Part B) is undertaken in	C (C.P5, C.P6, C.P7, C.M3,	problem-solving skills: use		individual	
	C.M4, C.D2, C.D3)	critical thinking, approach	Unit 12		

a single morning session of three hours.

- Written submission
- 65 marks.

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.

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

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.

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

Unit 20

disorder.

Task 1 Learning aims: A and B (A.P1, B.P2, B.P3, A.M1, B.M2, AB.D1) 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)

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.

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.

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)

diagnosed with a mental ill-health condition.

Completion of the course, all folders completed and SV sample.

2nd retakes Unit 1, 2, 3, 4

Next steps programme to support early finish students preparation programme for University, finance, courses etc.

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wellbeing of service users, and	A report, using a case study,				
the potential benefits of	on the nature of mental		Unit 19		
different investigations and	health		Task 2		
treatment options for service	and wellbeing and the role		Learning aim: C (C.P5,		
users diagnosed with	of current classification		C.P6, C.M3, C.M4, C.D2,		
physiological disorders.	systems in improving the		C.D3)		
	diagnosis of two selected		Plans to improve the		
Unit 20	mental ill-health		nutritional health of two		
Task 1	conditions and their		individuals with different		
Learning aims: A and B (A.P1,	symptoms.		needs, showing the		
B.P2, B.P3, A.M1, B.M2, AB.D1)			application		
A report, using a case study, on			of concepts to realistic		
the nature of mental health			situations.		
and wellbeing and the role of					
current classification systems					
in improving the diagnosis of					
two selected mental ill-health					
conditions and their					
symptoms.					
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, Iv'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:		

builds on knowledge from Unit	Unit 20	• Unit 7: Principles of Safe	Anatomy and Physiology	Learning Aim C	
5 & Unit 7	builds on knowledge from	Practice in Health and	for Health and Social	Task 2	
	Unit 5 & Unit 7	Social Care.	Care • Unit 7: Principles		
Unit 14			of Safe Practice in Health	2nd retake	
Learning Aim A & B Task 1		Unit 19	and Social Care.	examinations Unit	
		Learning Aim A & B Task 1		1, 2, 3, 4	
			Unit 19		
			Learning Aim A & B Task		
			1, Learning Aim C Task 2		
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		
		intake	additional needs		
		C2 Nutritional health			

Unit 10	research on health and	improvement plan	C4 Statutory provision	
Task 2	social care practice and	p. 3 terrient plan	for children with	
Learning aim C: Examine how	service provision		additional needs	
social inequalities,				
demographic change, and	Unit 10		Unit 19	
patterns and trends affect	Task 2		C1 Assessment of	
health and social care delivery	Learning aim C: Examine		nutrient	
C1 Inequalities within society	how social inequalities,		intake	
C2 Demographic change and	demographic change, and		C2 Nutritional health	
data C3 Patterns and trends in	patterns and trends affect		improvement plan	
health and ill health within	health and social care			
social groups	delivery			
Learning aim: C (C.P5, C.P7,	Learning aim: C (C.P5, C.P6,			
C.M3, C.M4)	C.P7, C.M3, C.M4, C.D2,			
	C.D3)			
Unit 20				
A1 Ways in which mental				
wellbeing and mental	Unit 14			
health are understood	D1 Care methods and			
A2 Factors that affect mental	strategies			
wellbeing and mental health	D2 Treatment planning			
across the life span	processes			
B1 Recognised mental				
ill-health conditions and				
their symptoms according				
to current classification				
systems				
B2 Strengths and limitations				
of classification systems				

Unit 14			
C1 Provision of treatment and			
support			
C2 Types of carers and care			
settings			