



Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2021-2022



Pearson BTEC Level 1/2 TECH AWARD [2 year course]			
Year 10 (2021-22)	Term 1	Term 2 & Term 3 [2x lessons coursework, 1x lesson exam content]	
Unit(s) – As outlined in 39 week plans	Component 1: Human Lifespan Development Learning aim A: Understand human growth and development across life stages and the factors that affect it	Component 1: Human Lifespan Development Learning aim B: Investigate how individuals deal with life events	Component 3: Health and Wellbeing Section A: Factors
Key Retainable Knowledge & Skills	A1 Human growth and development across life stages Students will: <ul style="list-style-type: none"> ✓ Explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. A2 Factors affecting growth and development Students will: <ul style="list-style-type: none"> ✓ Explore the different factors that can affect an individual's growth and development. ✓ Explore how different factors will impact on different aspects of growth and development. Portfolio work – Learning Aim A Assignment 1 Skills: <ul style="list-style-type: none"> ○ Research – Primary and secondary information ○ Reading – Case studies ○ Fact file creation / profiles ○ Extended writing (Design, Explain, Compare and Assess) 	B1 Different types of life event Students will: <ul style="list-style-type: none"> ✓ Explore the different life events that can impact on people's physical, intellectual, emotional and social development. B2 Coping with change caused by life events Students will: <ul style="list-style-type: none"> ✓ Explore how individuals can adapt or be supported through changes caused by life events. Portfolio work – Learning Aim B Assignment 2 Skills: <ul style="list-style-type: none"> ○ Research – Primary and secondary information ○ Research – sources of support, formal, informal and voluntary ○ Extended writing (Explain, Compare and Assess) 	AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing <ul style="list-style-type: none"> • A1 Factors affecting health and wellbeing Students will: <ul style="list-style-type: none"> ✓ Explore how factors can affect an individual's health and wellbeing positively or negatively. Students will: <ul style="list-style-type: none"> ✓ Learn how to interpret lifestyle data in relation to risks posed to physical health such as smoking, inactive lifestyles and alcohol consumption. ✓ Learn how to interpret indicators that can be used to measure physiological health, interpreting data using published guidance for BMI, blood pressure, pulse rate and peak flow.
Key Technical Vocabulary	Growth / Development / Life stages / Infancy / Childhood / Adolescence / Adulthood / Later Adulthood / Characteristics / Classifications / Physical / Intellectual / Emotional / Social / Milestones / Expected patterns / Reflexes / Startle / Moro / Rooting / Gross / Fine / Motor / Skills / Language / Cognitive / Bonding / Attachment / Cognitive / Egocentric / Object permanence / Sexual / Puberty / Reproduction / Hormones / Ovaries / Ovulation / Menstruation / Testes / Sperm / Menopause / Language / Contentment / Self-esteem / Self-image / Genetic / Economic / Cultural / Income / Possessions	Life events / Bereavement / Marriage / Divorce / Imprisonment / Serious injury / Illness / Parenthood / Retirement / Starting School / Leaving school / Moving house / Exclusion / Advice / Support / Information / Crisis / Cope / Adapt / Resilience / Change / Stress / Mental health / Responsibility / Independence / Learning	Health / Wellbeing / Definitions / Holistic / Positive / Negative / Absence / Disease / Economic / Environmental / Physical / Lifestyle / Social / Emotional / Genetic / Cultural / Deprived / Income / Wealth / Self-esteem / Self-image / Integrate / Interactions / Belonging / Support / Mobility / Risk / Needs / Physiological / Pollution / Relationships / Diet / Exercise / Hygiene / Predisposition
Opportunities for Reading	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 1 Bounty www.bounty.com Kids Health www.kidshealth.org NHS Choices www.nhs.uk	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book - Component 1 Cruse Bereavement Care www.cruse.org.uk Relate www.relate.org.uk Gingerbread www.gingerbread.org.uk Mind www.mind.org.uk	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book Pearson BTEC Level 1/2 Tech Award in Health and Social Care Revision Guide British Heart Foundation www.bhf.org.uk Diabetes UK www.diabetes.org.uk Physical Activity Guidelines www.gov.uk Blood pressure www.bloodpressureuk.org Peak Flow www.asthma.org.uk BMI healthy weight www.nhs.uk Pulse rate www.bhf.org.uk
Developing Cultural Capital	Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of socioeconomic factors impacting on growth, development, health and wellbeing Awareness of cultural factors impacting on growth, development, health and wellbeing – tolerance / respect / appreciation for difference	Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of life events/experiences impacting on growth development, health and wellbeing Resilience / Understanding change / Managing change Relationship breakdown / Family dysfunction	Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of the need for support – empathy and sympathy Community cohesion / networks / support Awareness of faith based organisations
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages / Puberty) ○ GCSE English (Explain, describe, compare and assess) ○ GCSE Maths (Milestones, expected patterns of development, norms/averages) 	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages / Puberty) ○ GCSE English (Explain, describe, compare and assess) ○ GCSE Maths (Milestones, expected patterns of development, norms/averages) 	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages / Puberty) ○ GCSE English (Explain, describe, compare and assess) ○ GCSE Maths (Milestones, expected patterns of development, norms/averages)
Key Assessment	Portfolio work – Learning Aim A	Portfolio work – Learning Aim B	Set task - Past paper (Year 10 Trial series) SECTION A: Assessing health and wellbeing Question 1(a) (b) (c) (d)



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Year 11 [2022-23]	Term 1 [2x lessons exam, 1x lesson coursework]	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Component 3: Health and Wellbeing Section B: Indicators of health / Section C: Health Improvement Plans	Component 2: Health and Social Care Service and Values Learning aim B: Demonstrate care values and review own practice	Component 2: Health and Social Care Service and Values Portfolio work
Key Retainable Knowledge & Skills	<p>AO3 Design a person-centred health and wellbeing improvement plan</p> <ul style="list-style-type: none"> C1 Health and wellbeing improvement plans <p>Students will:</p> <ul style="list-style-type: none"> Explore the features of health and wellbeing improvement plans. <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p> <ul style="list-style-type: none"> C2 Obstacles to implementing plans <p>Students will:</p> <ul style="list-style-type: none"> Explore the obstacles that individuals can face when implementing these plans and how they may be mitigated. <p>External assessment preparation activities to include: Assessment objectives</p> <ul style="list-style-type: none"> AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans 	<p>A1 Health and social care services Students will:</p> <ul style="list-style-type: none"> Explore the health and social care services that are available and why individuals may need to use them. <p>A2 Barriers to accessing services Students will:</p> <ul style="list-style-type: none"> Explore barriers that can make it difficult to use these services and how these barriers can be overcome. <p>Portfolio work – Learning Aim A</p> <p>Assignment 1 Skills:</p> <ul style="list-style-type: none"> Research – Health and Social Care Services Reading and imagination – Case studies Application of theory to vocational contexts/situations Extended writing (Explain, analyse and assess) 	<p>B1 Care values Students will:</p> <ul style="list-style-type: none"> Explore and practise applying the different care values that are key to the delivery of effective health and social care services. <p>B2 Reviewing own application of care values Students will:</p> <p>Reflect on their own application of care values, including using teacher or service-user feedback.</p> <p>Portfolio work – Learning Aim B</p> <p>Assignment 2 Skills:</p> <ul style="list-style-type: none"> Reading and imagination – Case Studies Application of theory to vocational contexts/situations Script writing Role play demonstrations Photography Extended writing (Demonstrate, describe, suggest and justify) Reflective account including recommendations for improvement Responding to feedback
Key Technical Vocabulary	Person centred / Objective / Outcomes / Short term / Long term / Targets / Goals / Review / Reflection / Aspirations / Likes / Wishes / Needs / Circumstances / Specific / Measurable / Achievable / Realistic / Time bound / Prioritise / Impact / Obstacles / Implementation / Overcome / Improvement	Services / Values / Primary / Secondary / Tertiary / Allied / Professionals / Domiciliary / Impairments / Respite / Impairments / Foster / Residential / Residential / Barrier / Psychological / Intellectual / Language / Geographical / Resource / Financial / Sensory / Physical / Stigma / Anti-discriminatory practice / Respect / Dignity / Safeguarding / Duty of Care / Empowerment / Independence / Confidentiality/	Anti-discriminatory practice / Respect / Dignity / Safeguarding / Duty of Care / Empowerment / Independence / Confidentiality/ Communication / Performance/ Improvements / Reflection / Suggestions / Analysis / Strengths / Improvements / Application / Review / Conclude
Opportunities for Reading	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book Pearson BTEC Level 1/2 Tech Award in Health and Social Care Revision Guide British Heart Foundation www.bhf.org.uk Diabetes UK www.diabetes.org.uk Physical Activity Guidelines www.gov.uk Blood pressure www.bloodpressureuk.org Peak Flow www.asthma.org.uk BMI healthy weight www.nhs.uk Pulse rate www.bhf.org.uk	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 2 NHS careers www.healthcareers.nhs.uk Step into the NHS www.stepintothens.nhs.uk Social Care Institute www.scie.org.uk Equality and Human Rights Commission www.equalityhumanrights.com	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book - Component 2 Nursing and Midwifery Council – Code of conduct www.nmc.org.uk
Developing Cultural Capital	Case studies / Role models Inspirational people / celebrities Action planning / Goal setting / Reviewing targets	Case studies / Role models Values underpinning health and social care / Rights / Entitlements Awareness of barriers to accessing services – cultural / psychological / socioeconomic	Case studies / Role models Empathy and sympathy – scenarios to encourage imagination Professional roles - accountability / responsibilities / duties / values / codes of conduct / standards and expectations



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Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> o GCSE / BTEC PE (Definitions and measures of health) o GCSE Science (Lifestyle and physiological data) o GCSE English (Explain and describe) o GCSE Maths (formulas, units, published guidance) 	<ul style="list-style-type: none"> o GCSE Religious Studies (Individual needs/preferences related to religion and culture) o GCSE Drama (Role plays, script writing, demonstrating) o GCSE English (Report writing, self-reflections) o Physical sensory team / unit – on site facilities/service 	<ul style="list-style-type: none"> o GCSE Religious Studies (Individual needs/preferences related to religion and culture) o GCSE Drama (Role plays, script writing, demonstrating) o GCSE English (Report writing, self-reflections, responding to feedback) o Physical sensory team / unit – on site facilities/service 	<ul style="list-style-type: none"> o GCSE / BTEC PE (Definitions and measures of health) o GCSE Science (Lifestyle and physiological data) o GCSE English (Explain and describe)
Key Assessment	<p>Set task - Past paper Year 11 scheduled prelims External assessment Winter exam series (Feb)</p> <ul style="list-style-type: none"> o A task worth 60 marks will be completed under supervised conditions. o The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson. 	<p><u>Component 2: Health and Social Care Service and Values</u> Portfolio work – Learning Aim A</p>	<p><u>Component 2: Health and Social Care Service and Values</u> Portfolio work – Learning Aim B</p>	<p><u>Component 2: Health and Social Care Service and Values</u> Complete all Portfolio work</p>



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Pearson BTEC Level 3 National Extended Certificate [First year of study]					
Year 12	Term 1		Term 2		Term 3
Unit(s) – As outlined in 39 week plans	Pearson BTEC Level 3 National Extended Certificate		Pearson BTEC Level 3 National Extended Certificate		Pearson BTEC Level 3 National Extended Certificate
	<ul style="list-style-type: none"> Unit 1 Human Lifespan Development (Exam) Unit 5 Meeting Individual Needs (Coursework) 		<ul style="list-style-type: none"> Unit 1 Human Lifespan Development (Exam) Unit 5 Meeting Individual Needs (Coursework) 		<ul style="list-style-type: none"> Unit 1 Human Lifespan Development (Exam) Unit 5 Meeting Individual Needs (Coursework)
Key Retainable Knowledge & Skills	Unit 1 Human Lifespan Development (Exam) A Human growth and development through the life stages <ul style="list-style-type: none"> A1 Physical development across the life stages A2 Intellectual development across the life stages A3 Emotional development across the life stages A4 Social development across the life stages B Factors affecting human growth and development <ul style="list-style-type: none"> B1 The nature/nurture debate related to factors B2 Genetic factors that affect development B3 Environmental factors that affect development B4 Social factors that affect development B5 Economic factors that affect development Key theorists: Bowlby, Bandura, Piaget and Gesell		Unit 1 Human Lifespan Development (Exam) B Factors affecting human growth and development <ul style="list-style-type: none"> B6 Major life events that affect development C Effects of ageing <ul style="list-style-type: none"> C1 The physical changes of ageing C2 The psychological changes of ageing C3 The societal effects of an ageing population 		Unit 1 Human Lifespan Development (Exam) Revision – all content Assessment outcomes <ul style="list-style-type: none"> AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and 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. 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 5 Meeting Individual Needs (Coursework) Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals <ul style="list-style-type: none"> A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs <ul style="list-style-type: none"> B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges <ul style="list-style-type: none"> C1 Enabling individuals to overcome challenges C2 Promoting personalisation C3 Communication techniques 		Unit 5 Meeting Individual Needs (Coursework) Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs <ul style="list-style-type: none"> D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multidisciplinary teams D3 Maintaining confidentiality D4 Managing information Portfolio work – Assignment 1		Unit 5 Meeting Individual Needs (Coursework) Portfolio work – Assignment 2
Key Technical Vocabulary	Unit 1 Exam Growth / Development / Milestones / Norms / Pre-programmed / Biological / Sequential / Predictable / Expected / Cognitive / Schemas / Sensor-motor / Pre-operational / Concrete operational / Formal operational / Gesell / Piaget / Bowlby / Separation anxiety / Bonding / Attachment / Bandura / Reinforcement / Observational / Egocentric / Object permanence	Unit 5 Coursework Equality / Diversity / Rights / Difference / Marginalised / Excluded / Inclusion / Discrimination / Prejudice / Stereotyping / Bullying / Harassment / Policies / Procedures / Courage / Commitment / Communication / Caring / Competence / Compassion / Ethics / Dilemmas	Unit 1 Exam Life events / Bereavement / Marriage / Divorce / Imprisonment / Serious injury / Illness / Parenthood / Retirement / Starting / Leaving / Exclusion / Advice / Support / Information / Crisis / Cope / Adapt / Resilience / Change / Stress / Mental health / Responsibility / Independence / Learning / Ageing / Psychological / Social	Unit 5 Coursework Multi-disciplinary team / Multi agency / Collaboration / Skills / Expertise / Communication / Care Planning / Personalisation / Information management / Confidentiality	See Term 1 and 2 – Application to exam questions Application to coursework
Opportunities for Reading	Unit 1 Human Lifespan Development (Exam) Pearson BTEC Level 3 National Health and Social Care Book 1 Pearson BTEC Level 3 National Health and Social Care Revision Guide				



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Unit 5 Meeting Individual Needs (Coursework) Pearson BTEC Level 3 National Health and Social Care Book 1			
Developing Cultural Capital	Unit 1 Human Lifespan Development (Exam) Case Studies / Role Models Key theorists/influential figures – Piaget, Bowlby, Gesell, Bandura and Chomsky Cultural differences / Religion / Family types Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of life events/experiences impacting on growth development, health and wellbeing Resilience /Understanding change / Managing change / Relationship breakdown / Family dysfunction Awareness of the need for support – empathy and sympathy / Community cohesion / networks / support /Awareness of faith based organisations		
	Unit 5 Meeting Individual Needs (Coursework) Individual needs, wishes and circumstances / Person centred care / British Values – Tolerance / Promoting equality and diversity / Expectations within the workplace – Standards of care, accountability, skills, attributes and character / Multidisciplinary team working – Job roles and responsibilities		
Cross Curricular Links (Authentic Connections)	Unit 1 Exam <ul style="list-style-type: none"> o GCSE / BTEC PE (Human body – anatomy and physiology) o GCSE Science (Growth and Development / Life stages / Puberty) o GCSE English (Explain, describe, compare and assess) o GCSE Maths (Milestones, expected patterns of development, norms/averages) 		
	Unit 5 Coursework GCSE English (Extended writing – discuss, analyse, assess and justify)		
Key Assessment	Unit 1 Human Lifespan Development (Exam) <ul style="list-style-type: none"> o Content Review 1 o Growth and Development question booklet (A01/A02) o Content Review 2 	Unit 1 Human Lifespan Development (Exam) In class prelim (Unit 1 - Past paper) Y12 Trial exams (Unit 1 – past paper)	Unit 1 Human Lifespan Development (Exam) External assessment – Summer exam series (May) (Year 12 First attempt / Year 13 Resit opportunity)
	Unit 5 Meeting Individual Needs (Coursework) Mock assignment practice	Unit 5 Meeting Individual Needs (Coursework) Portfolio work Learning Aims A, B & C – Assignment 1	Unit 5 Meeting Individual Needs (Coursework) Portfolio work Learning Aim D– Assignment 2



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Pearson BTEC Level 3 National Diploma[First year of study]			
Year 12	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 7 Safe Practice in Health and Social Care (Coursework) Unit 8 Promoting Public Health (Coursework) 	Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 7 Safe Practice in Health and Social Care (Coursework) Unit 8 Promoting Public Health (Coursework) 	Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 7 Safe Practice in Health and Social Care (Coursework) Unit 8 Promoting Public Health (Coursework)
Key Retainable Knowledge & Skills	<u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u> Learning aim A: Examine how a duty of care contributes to safe practice in health and social care settings <ul style="list-style-type: none"> A1 Duty of care A2 Complaints procedures Learning aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings <ul style="list-style-type: none"> 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 Learning aim C: Investigate the influence of health and safety legislation and policies in health and social care settings <ul style="list-style-type: none"> C1 Health and safety legislation and policies in health and social care C2 Influence of legislation and policies on health and social care practice 	<u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u> Learning aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings <ul style="list-style-type: none"> D1 Procedures to maintain health and safety D2 Procedures for responding to accidents and emergencies D3 Health and safety responsibilities Portfolio work – Assignment 1	<u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u> Portfolio work – Assignment 2
	<u>Unit 8 Promoting Public Health (Coursework)</u> Learning aim A: Examine strategies for developing public health policy to improve the health of individuals and the population <ul style="list-style-type: none"> 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 Learning aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health <ul style="list-style-type: none"> B1 Factors affecting health B2 The socio-economic impact of improving health of individuals and the population Learning aim C: Investigate how health is promoted to improve the health of the population <ul style="list-style-type: none"> 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 	<u>Unit 8 Promoting Public Health (Coursework)</u> Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health <ul style="list-style-type: none"> D1 Features of health promotion campaigns D2 Barriers to participation and challenging indifference D3 Models and theories that justify health behaviour change D4 Approaches to increasing public awareness of health promotion Portfolio work – Assignment 1	<u>Unit 8 Promoting Public Health (Coursework)</u> Portfolio work – Assignment 2
Key Technical Vocabulary	<u>Unit 7 (Coursework)</u> Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment		<u>Unit 8 (Coursework)</u> Demographics / Trends / Patterns/ Strategies / Initiatives / Health Protection / Prevention / Average / Risk / Campaigns / Success / Influence / Pandemic / Policies / Improvements / Population
Opportunities for Reading	<u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u> Pearson BTEC Level 3 National Health and Social Care Book 1 Legislation documents: Health and Safety Executive www.hse.gov.uk		
	<u>Unit 8 Promoting Public Health (Coursework)</u> Pearson BTEC Level 3 National Health and Social Care Book 2		



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	Public Health England https://fingertips.phe.org.uk/profile/health-profiles					
Developing Cultural Capital	<u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u>					
	<ul style="list-style-type: none"> ○ Case Studies ○ Legislation – Safeguarding and Duty of Care 					
	<u>Unit 8 Promoting Public Health (Coursework)</u>					
	<ul style="list-style-type: none"> ○ Case studies ○ Data analysis - local demographic area. Suggestions for improvements. ○ Legislation – reforms and advancements 					
Cross Curricular Links (Authentic Connections)	<u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u>					
	<ul style="list-style-type: none"> ○ GCSE / BTEC Science (Safety / Infection control) ○ Life Skills (Signs of harm and abuse) 					
	<u>Unit 8 Promoting Public Health (Coursework)</u>					
	<ul style="list-style-type: none"> ○ GCSE History (Historical background – Public Health reforms) ○ GCSE Science (Medical and technological advances) ○ GCSE Maths (Patterns and trends – data analysis) 					
Key Assessment	<u>Unit 7 (Coursework)</u> Mock assignment practice	<u>Unit 8 (Coursework)</u> Mock assignment practice	<u>Unit 7 (Coursework)</u> <u>Portfolio work</u> Learning Aims A&B – Assignment 1	<u>Unit 8 (Coursework)</u> <u>Portfolio work</u> Learning Aims A&B – Assignment 1	<u>Unit 7 (Coursework)</u> <u>Portfolio work</u> Learning Aim C&D – Assignment 2	<u>Unit 8 (Coursework)</u> <u>Portfolio work</u> Learning Aim C&D – Assignment 2



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Pearson BTEC Level 3 National Extended Certificate [Second Year of study]				
Year 13	Term 1	Term 2	Term 3	
Unit(s) – As outlined in 39 week plans	Pearson BTEC Level 3 National Extended Certificate <ul style="list-style-type: none"> Unit 2 Working in Health and Social Care (Exam) Unit 14 Physiological Disorders and their care (Coursework) 	Pearson BTEC Level 3 National Extended Certificate <ul style="list-style-type: none"> Unit 2 Working in Health and Social Care (Exam) Unit 14 Physiological Disorders and their care (Coursework) 	Pearson BTEC Level 3 National Extended Certificate <ul style="list-style-type: none"> Unit 14 Physiological Disorders and their care (Coursework) 	
Key Retainable Knowledge & Skills	<p align="center">Unit 2 Working in Health and Social Care (Exam)</p> <p>A The roles and responsibilities of people who work in the health and social care sector</p> <ul style="list-style-type: none"> A1 The roles of people who work in health and social care settings A2 The responsibilities of people who work in health and social care settings A3 Specific responsibilities of people who work in health and social care settings A4 Multidisciplinary working in the health and social care sector A5 Monitoring the work of people in health and social care settings <p>B The roles of organisations in the health and social care sector</p> <ul style="list-style-type: none"> B1 The roles of organisations in providing health and social care services B2 Issues that affect access to services B3 Ways organisations represent interests of service users B4 The roles of organisations that regulate and inspect health and social care services B5 Responsibilities of organisations towards people who work in health and social care settings <p>C Working with people with specific needs in the health and social care sector</p> <ul style="list-style-type: none"> C1 People with specific needs C2 Working practices 	<p align="center">Unit 2 Working in Health and Social Care (Exam)</p> <p align="center">Revision – all content</p> <p><u>Assessment outcomes</u></p> <ul style="list-style-type: none"> 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 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 and regulated and how multidisciplinary teams work together to meet service user needs <p align="center">External assessment – Winter Exam Series [Jan]</p>	<p align="center">Unit 2 Working in Health and Social Care (Exam)</p> <p align="center">External assessment resit opportunity – Summer exam series [May]</p>	
		<p align="center">Unit 14 Physiological Disorders and their care (Coursework)</p> <p align="center"><u>Portfolio work – Learning Aims A, B & C</u></p> <p><u>Assignment 1 Research Skills:</u></p> <p>Learning aim A: Investigate the causes and effects of physiological disorders</p> <ul style="list-style-type: none"> A1 Types of physiological disorders and effects on body systems and functions A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders <p>Learning aim B: Examine the investigation and diagnosis of physiological disorders</p> <ul style="list-style-type: none"> B1 Investigative procedures for physiological disorders B2 Diagnostic procedures for physiological disorders <p>Learning aim C: Examine treatment and support for service users with physiological disorders</p> <ul style="list-style-type: none"> C1 Provision of treatment and support C2 Types of carers and care settings <p align="center"><u>Portfolio work – Learning Aim D</u></p> <p><u>Assignment 2 Research Skills:</u></p> <p>Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</p> <ul style="list-style-type: none"> D1 Care methods and strategies D2 Treatment planning processes 	<p align="center">Unit 14 Physiological Disorders and their care (Coursework)</p> <p align="center"><u>Portfolio work</u></p> <p align="center">Learning Aims A, B & C – Assignment 1 Learning Aim D – Assignment 2</p>	
Key Technical Vocabulary	Unit 2 Exam	Roles / Responsibilities / Settings / Inspection / Regulation Care values / Roles / Responsibilities / Eligibility criteria / Assessment / Policies / Procedures / Standards / Complaints/ Care values / Roles / Responsibilities / Eligibility criteria / Assessment / Policies / Procedures / Standards / Complaints / Redress / Care Quality Commission / Register / Candour / Code / Conduct	Unit 14 Coursework	Signs / Symptoms / Causes / Treatments Digestive / Respiratory / Cardiovascular/ Body systems / Physiological / Signs / Symptoms / Differential diagnosis / Pain / Endocrine / Circulatory / Digestive / Chronic / Acute / Diagnosis / Diagnostic / Investigative/ Body systems / Physiological / Signs / Symptoms / Differential diagnosis / Pain / Endocrine / Circulatory / Digestive / Chronic / Acute / Diagnosis / Diagnostic / Investigative
Opportunities for Reading	<p>Unit 2 Exam</p> <p>Pearson BTEC Level 3 National Health and Social Care Book 1</p> <p>Pearson BTEC Level 3 National Health and Social Care Revision Guide</p>			



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	Unit 14 Coursework Pearson BTEC Level 3 National Health and Social Care Book 1	
Developing Cultural Capital	Unit 2 Working in Health and Social Care (Exam) <ul style="list-style-type: none"> ○ Case Studies ○ High profile – Serious Case Reviews 	
	Unit 14 Physiological Disorders and their care (Coursework) <ul style="list-style-type: none"> ○ Sheffield University – Medical students visit / lesson delivery 	
Cross Curricular Links (Authentic Connections)	Unit 2 Exam <ul style="list-style-type: none"> ○ BTEC Public Services (Job roles and responsibilities) ○ GCSE / BTEC Business Studies (Management / Organisational culture / Policies and Procedures / Legislation) 	
	Unit 14 Coursework <ul style="list-style-type: none"> ○ GCSE / BTEC Science (Physiology and body systems) ○ GCSE / BTEC PE (Body systems) 	
Key Assessment	Unit 2 Working in Health and Social Care (Exam) <ul style="list-style-type: none"> ○ Content Review ○ Year 13 Trial exam series ○ External Assessment in the winter series [Jan] Resit opportunity in the Summer exam series [May] 	Unit 14 Physiological Disorders and their care (Coursework) Portfolio work Learning Aims A, B & C – Assignment 1 Learning Aim D – Assignment 2



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Pearson BTEC Level 3 National Diploma [Second Year of study]			
Year 13	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<ul style="list-style-type: none"> • Unit 4 Enquiries into Health and Social Care Research • Unit 12 Supporting Individuals with additional needs 	<ul style="list-style-type: none"> • Unit 4 Enquiries into Health and Social Care Research • Unit 12 Supporting Individuals with additional needs 	<ul style="list-style-type: none"> • Unit 4 Enquiries into Health and Social Care Research • Unit 12 Supporting Individuals with additional needs
Key Retainable Knowledge & Skills	<p style="text-align: center;"><u>Unit 4 Enquiries into Health and Social Care Research</u></p> <p>A Types of issues where research is carried out in the health and social care sector</p> <ul style="list-style-type: none"> ○ A1 Purpose of research in the health and social care sector ○ A2 Issues <p>B Research methods in health and social care</p> <ul style="list-style-type: none"> ○ B1 Research methodologies ○ B2 Planning Research ○ B3 Ethical issues ○ B4 Research skills <p>C Carrying out and reviewing relevant secondary research into a contemporary health and social care issue</p> <ul style="list-style-type: none"> ○ C1 Selecting appropriate secondary sources ○ C2 Evaluation of research ○ C3 Wider applications of research 	<p style="text-align: center;"><u>Unit 4 Enquiries into Health and Social Care Research</u></p> <p style="text-align: center;">Revision – all content</p> <p><u>Assessment outcomes</u></p> <ul style="list-style-type: none"> ○ AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector ○ AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector ○ 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 and social care practice and service provision ○ 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 style="text-align: center;"><u>Unit 4 Enquiries into Health and Social Care Research</u></p> <p style="text-align: center;">Exam results – March 2020 Resit preparation</p>
Key Technical Vocabulary	<p style="text-align: center;"><u>Unit 12 Supporting Individuals with additional needs</u></p> <p>Learning aim A: Examine reasons why individuals may experience additional needs</p> <ul style="list-style-type: none"> ○ A1 Diagnosing or determining additional needs ○ A2 Cognitive and learning needs ○ A3 Physical and health needs ○ A4 Social and emotional needs <p>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</p> <ul style="list-style-type: none"> ○ B1 Definitions of disability ○ B2 Minimising environmental and social challenges ○ B3 Minimising personal challenges ○ B4 Attitudes of others 	<p style="text-align: center;"><u>Unit 12 Supporting Individuals with additional needs</u></p> <p>Learning aim C: Investigate current practice with respect to provision for individuals with additional needs</p> <ul style="list-style-type: none"> ○ 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 ○ C5 Statutory provision for adults with additional needs ○ C6 Person-centred care for all individuals with special needs 	<p style="text-align: center;"><u>Unit 12 Supporting Individuals with additional needs</u></p> <p>Portfolio work</p> <p>Learning Aim A – Assignment 1 Learning Aim B&C – Assignment 2</p>
Opportunities for Reading	<p style="text-align: center;"><u>Unit 4</u></p> <p>Methodology / Questionnaires / Sampling / Interviews / Structured / Unstructured / Surveys / Case Studies / Longitudinal / Placebo / Control / Double Blind / Randomised / Advantages / Disadvantages / Validity / Reliability/ Primary / Secondary / Credible / References / Purpose / Implications / Planning / Methodology / Importance / Future / Practitioners / Society / Individuals</p>	<p style="text-align: center;"><u>Unit 12</u></p> <p>Disability / Disablement / Social Construct / Medical Model / Social Model / Mild / Profound / Moderate / Prognosis / Assessment / Additional / Challenges / Disempowerment / Modifications / Reasonable / Adjustments / Statutory / Provision / Adaptations / Legislation / Person centred / Financial / Budget / Policies / Welfare / Common Assessment / Framework / Benefits</p>	<ul style="list-style-type: none"> ○ Research books available in the classroom ○ Kings fund website - Contemporary articles related to H&SC ○ Health Service Journal (HSJ) ○ Nursing Times ○ GCSE & GCE Sociology text book – Research methods ○ Articles – past papers ○ NHS Evidence website – Journals ○ Blogs re contemporary health issues ○ NICE website / guidance
Developing Cultural Capital	<p style="text-align: center;"><u>Unit 4 Enquiries into Health and Social Care Research</u></p> <ul style="list-style-type: none"> ○ Contemporary issues in society / health and social care <p style="text-align: center;"><u>Unit 12 Supporting Individuals with additional needs</u></p> <ul style="list-style-type: none"> ○ Case Studies – Empathy and Sympathy ○ British Values – Tolerance ○ Pressure groups / Charities / Campaigning for Change 		



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Cross Curricular Links (Authentic Connections)	<p>Unit 4 GCSE / GCE Psychology and Sociology (Research methods)</p>	<p>Unit 12 GCSE / BTEC Science (Physiological causes of disability e.g. genetic factors)</p>
Key Assessment	<p>Unit 4 Enquiries into Health and Social Care Research</p> <ul style="list-style-type: none"> o Part A past paper practice materials – research time o Part B – Activities 1-4 completed. <p>Set task – external assessment: Part A - Released November Part B – 3 hour assessment January</p> <ul style="list-style-type: none"> o This unit is assessed under supervised conditions. o Part A is released four weeks before Part B is scheduled for learners to carry out research o Learners should compile notes on their secondary research in monitored sessions of six hours scheduled by the centre. o Part B is a supervised assessment of three hours taken in a single session at a time specified by Pearson <p>The assessment is set and marked by Pearson.</p>	
	<p>Unit 12 Supporting Individuals with additional needs Portfolio work Learning Aim A – Assignment 1 Learning Aim B&C – Assignment 2</p>	