

## Health and Social Care Curriculum Map

### Intent

Our curriculum aims to ensure that all learners are able to leave both at Key stage 4 and 5 with a firm understanding of key roles in the health and social care sector. Study of this sector at Key Stage 5 will complement GCSE study by providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this valuable sector. BTEC Technical Awards use a combination of assessment styles to give students confidence so they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments, both practical and written, mean students can showcase their learning and achievements to best effect when they take their next step, whether that’s supporting applications to higher education courses or potential employers.

At Key stage 5, BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education. The BTEC Nationals (studied in the sixth form), ensure that learners needs are met and that they are prepared for the world of work with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines which is what our HSC curriculum sets out to achieve.

### Implementation -

BTEC courses are delivered through a combination of teaching phases and controlled assessment phases. During a teaching phase, students are taught all the content needed in order to prepare for a controlled assessment (coursework) or an external exam. During the controlled assessment phase, students are given regular homework, mock assessments tasks, regular feedback as well as opportunities to overcome any misconceptions to ensure they are prepared for external exams or controlled assessment. Every lesson begins with a memory platform which enables students to recap previously taught content. Work is regularly tracked to ensure that students are working at their expected grade or at a higher level.

Term	1	2	3	4	5	6
Year 10	<p><b>Careers Project</b></p> <p>Students are provided with the opportunity to really engage with a new subject through beginning with a research-based project about the Health and Social Care industry. The purpose of the project is to enable students to understand career pathways available in the health and social care industry as well as to understand the prerequisites of various occupations, services and roles within the industry.</p> <p>The project also supports students with work experience and therefore supports understanding of: research methods, CV writing, job descriptions and person specifications</p>	<p><b>Component 2 LA A Health and Social Care Services and Values</b></p> <p><b>Learning Aim A: Understand the different types of Health and Social Care services and the barriers to accessing them</b></p> <p>This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers), students will also explore the various reasons that could prevent a service user from accessing a service, such as financial, geographical or resources barriers.</p> <p>For this task, students must produce a review of the health and social care services in your area, and how they would meet the needs of the individuals in the case study you have chosen to use.</p>	<p><b>Component 2 LA B Health and Social Care Services and Values</b></p> <p><b>Learning Aim B: Demonstrate care values and review own practice</b></p> <p>This task is divided into three parts</p> <p><b>Part 1</b> Students must demonstrate all of the following care values, in each role play:</p> <p>Empowering and promoting independence.</p> <ul style="list-style-type: none"> <li>• Respect for the individual.</li> <li>• Maintaining confidentiality.</li> <li>• Preserving the dignity of individuals.</li> <li>• Effective communication that displays empathy and warmth.</li> <li>• Safeguarding and a duty of care.</li> <li>• Promoting anti-discriminatory practice.</li> </ul> <p>The teacher will complete an Observation Record of your role play demonstrations.</p> <p><b>Part 2</b> Following completion of your role play demonstrations, you must produce a report describing what went well and what did not go so well in your demonstrations.</p>	<p><b>Component 1 LAA</b></p> <p><b>Component 1- Human Lifespan Development</b></p> <p><b>A: Understand human growth and development across life stages and the factors that affect it</b></p> <p>Students write a report on their chosen individual that is divided into three main parts.</p> <p><b>Part 1</b></p> <p>The process of growth and development through three, different life stages showing how growth and development changes over time</p> <p>2. The factors that have had an effect on each of the three, different life stages</p> <p>3. How the impact of the different factors has changed across the different life stages for your chosen individual</p> <p>The first part of your report should focus on describing the three life stages that your chosen individual has been through.</p>	<p><b>Component 1 LAB</b></p> <p><b>Component 1: Human Lifespan Development</b></p> <p><b>Learning Aim B: Investigate how individuals deal with life events</b></p> <p>For this task, students must choose two people who are willing to be interviewed about their life and events that have affected them. Your individuals could include:</p> <ul style="list-style-type: none"> <li>• yourself</li> <li>• friends</li> <li>• relatives</li> <li>• individuals taken from case studies provided by your teacher.</li> </ul> <p>Your work will focus on how your two people were affected by the same life event. Please remember that if you use real people, you must maintain confidentiality by changing names and places. You will also need to obtain written permission from them to use their information in your work. Your work, based on your interviews, should be presented</p>	<p><b>Up level coursework resubmissions</b></p> <p><b>Students will use this time at the end of the year to resubmit and make final contributions to their coursework</b></p>

		<p>Your review will be divided into three sections</p> <p><b>Section 1</b></p> <p>In this section, students must choose one of the health or social care services you have written about in section one. You should explain how barriers could have an effect on whether one of your chosen individuals could use the service. You should also include examples of any difficulties each individual may have in accessing the service.</p> <p><b>Section 2</b></p> <p>In this section, students must assess how suitable the health and social care services are in meeting the needs of your chosen individuals. You should then choose one of the health and social care services and make realistic suggestions for overcoming the barriers you have explained in section two. Please justify, (give reasons) for your suggestions. Then you should also analyse how well the health and social care services actually meet the needs of your chosen individuals, explaining how barriers for one service can be overcome.</p> <p><b>Section 3</b></p> <p>For this section, students must explain how the health and social care services in your area will meet the needs of each of the individuals in your chosen case study. In your work, you must refer to the health and the social care needs of your chosen</p>	<p>You will get some feedback from your teacher and you must comment on this in your report.</p> <p><b>Part 3</b></p> <p>Students must now add a further section to your report which recommends improvements in the way you applied the care values, justifying (giving reasons for) your suggestions. Your recommendations must take into account, and refer to, the feedback received from your teacher.</p>	<p>Part 1 For each life stage, you should describe the physical, intellectual, emotional and social development that your chosen individual has experienced. Your report should show how the development in one area, for example physical, can lead to development in another, for example, intellectual.</p> <p><b>Part 2</b> The second part of your report should focus on the different factors which have had an effect on your chosen individual, throughout the three different life stages. You must select at least two relevant factors, for each area of development, and describe how they have affected the individual at each life stage.</p> <p><b>Part 3</b> For the third part of your report, you must assess how the impact of the factors you have selected has changed over the different life stages. You will need to give examples and compare the effects of the factors on the individual at the different life stages</p>	<p>as an information pack and divided into three sections.</p> <p><b>Section 1</b></p> <p>The first section of your information pack should begin by introducing the individuals and the life event you have selected. You should then explain the impact of the life event on each individual, giving examples of the different ways in which, each person was affected by the same event.</p> <p><b>Section 2</b></p> <p>The second section of your information pack should explain how your two, chosen individuals adapted to the life event using support from agencies, families other organisations, giving examples of the sources of support used by each individual.</p> <p><b>Section 3</b></p> <p>The third section of your information pack should assess how well each individual adapted to the selected life event, the role support played in helping each one to adapt and how valuable this was. You should also compare the ways in which each individual adapted to the changes brought about by the life event.</p>	
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<b>Year 11</b>	<p align="center"><b>Component 3: Health and Well Being</b></p> <p>In this component, student's look at the factors that can have a positive or negative influence on a person's health and wellbeing. They will learn how to interpret physiological and lifestyle indicators and what they mean for someone's state of health. Student's will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, they will explore the difficulties an individual may face when trying to make these changes. Students will develop skills in analysing information and communicating for a specific purpose, which will support their progression to Level 2 or 3 vocational or academic qualifications.</p> <p>LAA Factors that affect health and wellbeing LAB Interpreting health indicators LAC Person centred health and wellbeing improvement plans</p>			<p><b>Up level coursework resubmissions</b></p> <p>Students will use this time at the end of the year to resubmit and make final contributions to their coursework</p>	<p><b>Up level coursework resubmissions</b></p> <p>Students will use this time at the end of the year to resubmit and make final contributions to their coursework</p>	
<b>Year 12</b>	<p align="center"><b>Unit 1: Human Lifespan Development</b></p> <p>How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.</p> <p>In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.</p> <p>You will develop transferable skills, such as written communication skills, which will support your progression to Level 2 or 3 vocational or academic qualifications.</p> <p align="center"><b>Unit 2: Working in Health and Social Care</b></p> <p>When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that professionals properly handle service user's personal information and preventing discrimination towards them. Students will need to understand how professionals will be accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. It is necessary for students</p>	<p align="center"><b>Unit 6: Work experience in Health and Social Care</b></p> <p>This unit will help students reflect and develop their personal attributes and skills required for work in this sector, and extend their knowledge and understanding of the responsibilities of health and social care professionals.</p> <p>In this unit, students will learn about the benefits of work experience in health and social care. You will examine how work experience can help you to develop personal and professional skills, such as communication and teamwork, and to understand more about the expectations of different professional roles. You will develop a plan to support your learning in placement and you will monitor your progress with a reflective journal. This is a practical unit which will support your work experience placement in health and social care and provide a foundation for you to develop, apply and reflect on knowledge and skills in a realistic situation.</p>	<p align="center"><b>Unit 7: Principles of Safe Practice in Health and Social Care</b></p> <p>When working in health and social care settings, students must have a clear understanding of the duty of care and safe working practices and procedures, and how to promote the safety and wellbeing of service users. Safe working practice is a priority in health and social care.</p> <p>This unit will develop your knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety, and responding to different situations and emergency incidents in health and social care settings.</p> <p>You will learn about the professional responsibilities for maintaining safe practice. You will explore</p>	<p align="center"><b>Unit 8: Promoting Public Health</b></p> <p>Public health is concerned with protecting and improving the health of the population. Practitioners working in the health and social care sectors need to be aware of the implications of public health policy for services and those who use services. They need to consider the reasons for improving the health of individuals and the general public.</p> <p>This unit will give students an understanding of the aims of public health policy. You will explore how patterns of health and ill health of the population are monitored and how this leads to the development of public health policy. You will consider factors</p>	<p align="center"><b>Unit 10: Sociological Perspectives</b></p> <p>Sociology will lead you to question many of the attitudes you hold and the assumptions you make about society and individuals who have care and support needs.</p> <p>To work effectively in health and social care you need to be familiar with sociologists' research findings, and be able to apply a sociological understanding to your practice.</p> <p>Students will gain an understanding of the different sociological perspectives and concepts, and consider how these can be applied to health and social care. You will examine what is meant by health, and</p>	

	<p>to understand how professional work will be monitored when they carry out a specific role such as nurse or social worker.</p> <p>Students will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings. Students will learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user. Students will learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need.</p>	<p>A work experience placement will prepare you for further study in a variety of higher education programmes. It is often a requirement for progression to higher education, and is a component of degree courses in the sector such as social work or nursing.</p>	<p>the legal duty of care and the importance of legislation, policies and procedures in protecting individuals from harm, upholding their rights and promoting their welfare. You will examine the types of abuse and neglect that service users can experience and learn how to recognise and respond to concerns about abuse and neglect in health and social care settings. This unit will support you in carrying out practical procedures to maintain health and safety and respond to accidents and emergencies in health and social care settings, such as infection control procedures and fire and evacuation drills.</p>	<p>affecting health locally and nationally. You will consider different methods of promoting and protecting public health. You will develop an appreciation of the barriers to be overcome with promoting public health and ways of making people aware of public health issues. You will gain a greater understanding of how healthcare professionals and government agencies use public health initiatives to encourage individuals to change their behaviour in relation to their health.</p>	<p>how the definitions and models used by health and social care professionals affect people.</p> <p>By examining inequalities in society, you will be better equipped to understand and support people who come from different social groups. You will explore recent changes in health and social care.</p>
	<p style="text-align: center;"><b>Unit 5: Meeting Individual Care and Support Needs</b></p> <p>For you to be able to provide the care and support that individuals need, it is important that you have a good understanding of the principles behind providing quality care and support. This unit introduces you to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.</p> <p>In this unit, students will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. Students will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services. Students will explore the different methods used by professionals across all care services. Students will reflect on these methods when you consider the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals.</p>				
<p><b>Year 13</b></p>	<p style="text-align: center;"><b>Unit 3: Anatomy and Physiology for Health and Social Care</b></p> <p>This unit lays the groundwork for your studies in careers such as nursing, midwifery or the allied health professions. Equally, if you are looking to enter the workforce, knowledge of anatomy and physiology is beneficial to those working in supportive roles in the health and social care sector.</p> <p>This unit focuses on the anatomy and physiology of the human body. Students will learn the core knowledge of cellular structure and function and the organisation of the body as a whole. You will then build on this to develop a more detailed knowledge of the fine anatomy and physiology of the skeletal and muscular systems and those systems involved in</p>	<p><b>Unit 14: Physiological Disorders and their Care</b></p> <p>It is essential for workers in the health and social care sector to understand the nature of physiological disorders and how to provide appropriate treatment and care. This includes being aware of the causes and effects of physiological disorders, as well as the roles of different professionals involved in providing treatment and care for service users.</p>	<p><b>Unit 11: Psychological Perspectives</b></p> <p>An important aspect of working in the health and social care sector is to have a good understanding of the ways in which psychological development occurs in order to effectively meet the individual needs of service users. Having knowledge of the key concepts and ideas enables you to understand the ways in which development and behaviours occur.</p>	<p style="text-align: center;"><b>Up level coursework resubmissions</b></p> <p>Students will use this time at the end of the year to resubmit and make final contributions to their coursework</p>	<p style="text-align: center;"><b>Up level coursework resubmissions</b></p> <p>Students will use this time at the end of the year to resubmit and make final contributions to their coursework</p>

<p>energy metabolism. You will examine energy and the cardiovascular, respiratory and digestive systems and the functioning of body systems associated with energy metabolism.</p> <p>Students will consider some common disorders and how homeostatic mechanisms operate in the maintenance of an internal environment. You will investigate the processes relating to natural conception and prenatal development from the point of fertilisation through to birth. You will examine factors that affect prenatal development, including genetic and chromosome disorders.</p> <p>This unit is externally assessed, as it covers the structure, organisation and function of the human body, and anatomical and physiological systems. This content will serve as an introduction to most health care professions and so will sit at the heart of the qualification.</p>	<p>In this unit, students will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. Students will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies. You will create a treatment plan for a service user with a specific physiological disorder.</p> <p>This will help you understand the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care.</p>	<p>In this unit, students will learn about the different psychological perspectives that have been put forward and how these approaches have influenced thinking and practices in meeting and supporting service user needs.</p> <p>Students will explore some key ideas that will give you a good understanding of how the mind develops, and the factors that influence development and behaviours. This knowledge is useful in developing your understanding of how these perspectives have formed the basis of different techniques to manage behaviours, and the therapeutic and other interventions used in the health and social care sector.</p>		
<p style="text-align: center;"><b>Unit 4: Enquiries into Current Research in Health and Social Care</b></p> <p><b>Learners explore the methodologies of contemporary research and investigate the implications for health and social care practice and services.</b></p> <p>There are many reasons why research is carried out into contemporary health and social care issues, for example to explore the effect of diet on health and wellbeing or the provision and impact of addiction centres in the local community. As a health and social care professional you will need to understand the purpose of research, how it is carried out and the importance of research for improving the wellbeing of those using health and social care services.</p> <p>In this unit, students will find out about the different research methods that can be used to gather information and the ethical issues that need to be considered. Students will review research carried out into a contemporary issue in the sector and will develop skills that will enable you to carry out your own secondary research into the issue. You will then consider how the research findings may benefit service users or improve practice and make recommendations for further research. In this unit you will draw on your learning from across your programme to complete assessment tasks.</p> <p>Effective research skills will help students to progress to employment in the health and social care sector and to a variety of higher education programmes, where research often forms part of the programme</p>	<p><b>Unit 19: Nutritional Health</b></p> <p>Good nutrition is important for health and wellbeing. For example, people in hospital depend on getting the right food to help recovery. Also, more people are at risk of obesity and illnesses such as Type 2 diabetes. As a worker in the health and social care sector, you need to understand what good nutrition is and the factors that can influence nutritional health, including lifestyle choices and eating habits.</p> <p>Students also need to think about how health can be supported by making good nutritional choices.</p> <p>In this unit, you will learn about the nutritional value of food and the dietary sources and function of different nutrients in the body. You will also learn about individual dietary needs, dietary recommendations and the factors that can influence nutritional health, such as lifestyle choices, education and culture.</p> <p>Students will examine health factors that can affect nutrition, including medical conditions, digestive disorders, and food allergies and intolerances. Finally, you will develop practical skills in promoting nutritional health through the creation of a nutritional health</p>	<p><b>Unit 18: Assessing Children’s Development Support Needs</b></p> <p>To provide the care and support that children need, it is important that you have a good understanding of how they grow and develop. This unit introduces you to the patterns of growth and development in children, from birth to eight years, and across different areas and aspects of development.</p> <p>In this unit, students will learn about the stages and principles of growth and development. You will look at some of the theories about how children develop, and learn and recognise how these theories are applied to help children achieve their developmental milestones. You will examine factors that can affect how children grow and develop, including those that are personal to the child such as a</p>		

		improvement plan.	<p>disability, and external factors such as whether they have access to good-quality care and health services.</p> <p>Students will explore the different methods professionals use across children's services and carry out an observation of your own. You will need to reflect on these methods to consider the importance of assessment so you can plan to support children's individual needs.</p>		
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**Impact:**  
Progress is measured in two ways: overtime through consistent tracking of understanding and grades during mock assessment tasks and controlled assessment tasks; as well as during lessons mainly through questioning and feedback/marking. This develops students subject learning and ensures their learning about the course is consolidated overtime. Mock data is then used to inform us of students predicted grades by the end of the course. In cases where students fall behind, intervention is then put in place to support students further. To ensure students are engaged, we bring in real life news and information into the lessons, such as health and social care topics on the news as well as encouraging students to complete subject related work experience. The majority of students who study the course at Key Stage 5, go on to attend top universities across the UK such as; UCL, Queen Mary and Kings.