







		Year 10			Year 11		Key Stage 5 →
Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care		Autumn	Spring	Summer	Autumn	Spring	Summer
Component 1: Human Lifespan Development		Component 1: Human Lifespan Development	Component 1: Investigating how people deal with different life events	Component 2: Services and Values	Component 3: Health and Wellbeing	Component 3: Health and Wellbeing	Component 3: Health and wellbeing resit preparation
Core Knowledge	Component 2: Services and Values	Explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.	<b>Completion of Component 1 Learning Aim A assignment</b> Submit a report on the factors that affect all areas of development of an individual including; physical, intellectual, emotional and social development.	Health and social care services that are available, why individuals may need to use them and how they meet service user needs. Explore barriers that can make it difficult to use these services and how these barriers can be overcome. Types of barrier and how they can be overcome by the service providers or users.	<b>Section A: Factors affecting health and wellbeing</b>	<b>Section C: Person-centred health and wellbeing improvement plans</b>	<b>Section A: Factors affecting health and wellbeing</b>
	Component 3: Health and Wellbeing	Aspects of growth and development in the main life stages (PIES): <ul style="list-style-type: none"><li>physical growth and development</li><li>intellectual/cognitive development</li><li>emotional development</li><li>social development</li></ul>	Identify different types of life event (expected/ unexpected): including accident, injury, ill health, relationship changes and changes to life circumstances. Analyse the impact of different life events on people's physical, intellectual, emotional and social development.  Sources of support: family, friends, partners, professional carers and services. Community groups, voluntary and faith-based organisations. Types of support: emotional, information and advice, practical help, e.g. financial assistance, childcare, transport.	<b>Completion of Component 2 Learning aim A assignment</b> Understand the different types of health and social care services and barriers to accessing them. Explore and practise applying the different care values that are key to the delivery of effective health and social care services. Review application of care values. Respond to feedback and identify ways to improve own performance.	<ul style="list-style-type: none"><li>Definition of health and wellbeing</li><li>Physical and lifestyle factors</li><li>Social, emotional and cultural factors</li><li>Economic factors</li><li>Environmental factors</li><li>The impact of life events relating to relationship changes and changes in life circumstances.</li></ul>	<ul style="list-style-type: none"><li>Features of health and wellbeing improvement plans</li><li>Support services and care values</li><li>Person-centred approach taking into account an individual's needs, wishes and circumstances.</li><li>Recommended actions to improve health and wellbeing, including short-term (less than six months) and long-term targets and appropriate sources of support (formal and/or informal).</li><li>Obstacles to implementing plans and how they may be mitigated</li></ul>	Revision of content and application to a range of scenarios  <b>Section B: Interpreting health indicators</b>  Analysis and interpretation of data from a wide range of scenarios  <b>Section C: Person-centred health and wellbeing improvement plans</b>  Developing improvement plans o address needs wishes and circumstances of specific individuals
	Introduction of Component 1 Learning Aim A assignment Write a report to illustrate how an individual develops over the course of three life stages.  Explore the different factors that can affect an individual's growth and development. <ul style="list-style-type: none"><li>Physical factors</li><li>Social and cultural factors</li><li>Economic factors</li></ul>	<b>Completion of Component 1 Learning Aim B assignment</b> Submit a report on 'Change and how people cope with it'	<b>Completion of Component 2 Learning Aim B assignment</b> Demonstrate each care value through role plays. Review own practice. Respond to feedback, making suggestions for improvement.	<b>Section B: Interpreting health indicators</b>	<ul style="list-style-type: none"><li>Physiological indicators that are used to measure health</li><li>Using published guidance to interpret data</li><li>The potential significance of abnormal readings</li><li>Interpretation of lifestyle data, specifically risks to physical health associated with; smoking, alcohol consumption and inactive lifestyles.</li></ul>		
							
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Vocabulary	PIES, gross and fine motor skills, menopause, cognitive development, contentment, genetic inheritance, self concept, social isolation	Material possessions, self-image, redundancy, bereavement, social isolation	Primary care, secondary care, person centered, anti-discriminatory practice, confidentiality, social stigma, respite, domiciliary, impairment, tertiary care, allied health professionals	Peak flow, BMI, predisposition, genetic inheritance, abnormal, explain	Health indicators, interpret, rationale, specific, realistic, SMART targets		
Assessment	Component 1 Learning Aim A assignment: Celebrity case study, Understanding human growth and development across life stages and the factors that affect it.	Component 1 Learning Aim B assignment: Investigate how individuals deal with life events.	Component 2 Learning Aim A & B assignments: Understand the different types of health and social care services and barriers to accessing them. Demonstrate care values and review own practice.	Resubmission of Component 2 Learning Aim B assignment Mock examination	External examination	EXternal examination (retake if required)	

**What can the qualification lead to?**

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning, either generally or in this sector. The choices that students can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.


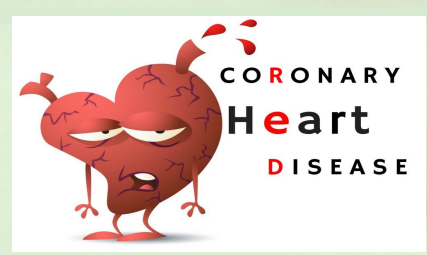




Students who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to the following:

Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3.

For these students, the attitudes and the reflective and communication skills covered in this qualification will help them achieve.

Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the health or social care sector.



	Year 12			Year 13		University ^ Employment →
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Pearson BTEC Level 3 National Extended Certificate in Health and Social Care.</p> <p>Unit 1: Human Lifespan Development Unit 14: Physiological Disorders and their Care (continued) Unit 2: Working in Health and Social Care Unit 5: Meeting Individual Care and Support Needs</p>	<p>Unit 1: <u>Human Lifespan Development</u></p>	<p>Unit 14: <u>Physiological Disorders and their Care</u></p>	<p>Unit 14: <u>Physiological Disorders and their Care (continued)</u> Unit 2: <u>Working in Health and Social Care</u></p>	<p>Unit 2: <u>Working in Health and Social Care (continued)</u></p>	<p>Unit 5: <u>Meeting Individual Care and Support Needs</u></p>	<p>Unit 5: <u>Meeting Individual Care and Support Needs continued</u></p>
<b>Core Knowledge</b>	<p><b>Human growth and development through the life stages</b> Physical, intellectual, emotional and social development across the life stages</p> <p><b>Factors affecting human growth and development</b> The nature/nurture debate related to factors Genetic factors that affect development Environmental, social and economic factors that affect development Major life events that affect development</p> <p><b>Effects of ageing</b> The physical and psychological changes of ageing The societal effects of an ageing population</p>	<p><b>Investigate the causes and effects of physiological disorders</b> Types of physiological disorders and effects on body systems and functions Causes of physiological disorders Signs and symptoms of physiological disorders</p> <p><b>Examine the investigation and diagnosis of physiological disorders</b> Investigative procedures for physiological disorders Diagnostic procedures for physiological disorders</p> <p><b>Examine treatment and support for service users with physiological disorders</b> Provision of treatment and support Types of carers and care settings</p>	<p><b>Develop a treatment plan for service users with physiological disorders to meet their needs</b> Care methods and strategies Treatment planning processes</p> <p><b>Working with people with specific needs in the health and social care sector</b> People with specific needs; physical, sensory and learning</p> <p><b>The roles of organisations in the health and social care sector</b> The ways organisations regulate and inspect health and social care services in the UK, and the people who work in them</p> <p><b>The roles and responsibilities of people who work in the health and social care sector</b> The roles and specific responsibilities of people who work in health and social care settings</p>	<p><b>The roles and responsibilities of people who work in the health and social care sector</b> Multidisciplinary working in the health and social care Monitoring the work of people in health and social care settings</p> <p><b>The roles of organisations in the health and social care sector</b> The roles of organisations in providing health and social care services (re-visit) Issues that affect access to services Ways organisations represent interests of service users The roles of organisations that regulate and inspect health and social care services Responsibilities of organisations towards people who work in health and social care settings</p> <p><b>Working with people with specific needs in the health and social care sector</b> Working practices</p>	<p><b>Examine principles, values and skills which underpin meeting the care and support needs of individuals</b> Promoting equality, diversity and preventing discrimination Skills and personal attributes required for developing relationships with individuals Empathy and establishing trust with individuals</p> <p><b>Examine the ethical issues involved when providing care and support to meet individual needs</b> Ethical issues and approaches Legislation and guidance on conflicts of interest, balancing resources, and minimising risk</p> <p><b>Investigate the principles behind enabling individuals with care and support needs to overcome challenges</b> Enabling individuals to overcome challenges Promoting personalisation Communication techniques</p>	<p><b>Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</b> How agencies work together to meet individual care and support needs Roles and responsibilities of key professionals on multidisciplinary teams Maintaining confidentiality Managing information</p>
<b>Concepts</b>	Equality, individuality, nature versus nurture	Equality	Accessibility, cost benefit	Rule of law, dignity, person centred approach	Equality, diversity, discrimination, personalisation Theories of communication	Ethical issues
						
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<b>Vocabulary</b>	Milestones, Solo, parallel, cooperative play, Piaget, Chomsky, language acquisition, self-concept, self-esteem, self-image, degeneration, social disengagement	Acute, chronic, predisposition, deficiency, Investigative, diagnostic, rehabilitation, validity reliability, complementary therapies	Multi agency, referral, eligibility, residential care, domiciliary care, safeguarding,	Multidisciplinary working, advocacy, whistle blowing, protocols, regulation, Care Quality Commission, Ofsted	Equality, diversity, discrimination, empathy, consequentialism, deontology, principlism	Confidentiality
<b>Assessment</b>	Written exam: Human Lifespan Development 1.5 hours. 90 marks.	First of two summative assignments for this unit: Physiological disorders, investigations, treatment and care	Second of two summative assignments for this unit: Physiological disorders, investigations, treatment and care	Written exam Working in Health and Social Care 1.5 hours. 90 marks.	First of two summative assignments for this unit: Ethical Care	Second of two summative assignments for this unit: Ethical Care

**What could this qualification lead to?**

This qualification is the main focus of a two-year study programme of learning and is equivalent to three A Levels, meaning that learners will be fully prepared for a range of health and social care degree programmes.

The qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:

- BSc (Hons) in Nursing
- BA (Hons) in Social Work
- BSc (Hons) in Physiotherapy
- BSc (Hons) in Occupational Therapy
- BSc (Hons) in Speech Therapy
- BA (Hons) in Health and Social Care

**How does the qualification provide employability skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills in the following three main categories:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

**How does the qualification provide transferable knowledge and skills for higher education?**

This course provides transferable knowledge and skills that prepare students for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.



Pearson BTEC Level 3  
National Diploma in  
Health and Social Care

Students complete all four units from the National Extended Certificate. They then complete the following additional four units:

Unit 12: **Supporting Individuals with Additional Needs**

Unit 4: **Enquiries into Current Research in Health and Social Care**

Unit 7: **Principles of Safe Practice in Health and Social Care**

Unit 8: **Promoting Public Health**

Autumn







Spring

Summer

Autumn


Spring

Summer

<p>Unit 12: <b>Supporting Individuals with Additional Needs</b></p>	<p>Unit 4: <b>Enquiries into Current Research in Health and Social Care</b></p>	<p>Unit 4: <b>Enquiries into Current Research in Health and Social Care</b></p> <p>Unit 7: <b>Principles of Safe Practice in Health and Social Care</b></p>	<p>Unit 7: <b>Principles of Safe Practice in Health and Social Care (continued)</b></p>	<p>Unit 8: <b>Promoting Public Health</b></p>	<p>Unit 8: <b>Promoting Public Health</b> Unit 4 and Unit 2: <b>Resit if required</b></p>
<p><b>Examine reasons why individuals may experience additional needs:</b> Diagnosing or determining additional needs Cognitive and learning needs Physical and health needs Social and emotional needs</p> <p><b>Examine how to overcome the challenges to daily living faced by people with additional needs:</b> Definitions of disability Minimising environmental and social challenges Minimising personal challenges Attitudes of others</p> <p><b>Investigate current practice with respect to provision for individuals with additional needs:</b> Professionals involved in supporting individuals with additional needs Support and adaptations for individuals with additional needs Financial support for individuals with additional needs Statutory provision for children with additional needs Person-centred care for all individuals with additional needs</p> 	<p><b>Types of issues where research is carried out in the health and social care sector:</b> Purpose of research in the health and social care sector. Issues relating to health conditions, lifestyle factors and social care and welfare needs.</p> <p><b>Research methods in health and social care:</b> Research methodologies Planning Research Ethical issues Research skills</p> <p><b>Carrying out and reviewing relevant secondary research into a contemporary health and social care issue:</b> Selecting appropriate secondary sources Evaluation of research Wider applications of research</p> 	<p><b>Preparation of pre-release materials for Unit 4 examination.</b> Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research. Apply knowledge and understanding of the methods, skills and ethical issues. Analyse information and data related to current research in health and social care, interpreting the potential impact and influence of the research on health and social care practice and service provision. 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.</p> <p><b>Principles of Safe Practice in Health and Social Care:</b> Examine how a duty of care contributes to safe practice in health and social care settings:</p> <ul style="list-style-type: none"> <li>• Duty of care</li> <li>• Complaints procedures</li> </ul> 	<p><b>Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings</b> Types and signs of abuse and neglect Factors that could contribute to individuals being vulnerable to abuse and neglect Responding to suspected abuse and neglect Reducing the likelihood of abuse and neglect</p> <p><b>Investigate the influence of health and safety legislation and policies in health and social care settings</b> Health and safety legislation and policies in health and social care Influence of legislation and policies on health and social care practice</p> <p><b>Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings</b> Procedures to maintain health and safety Procedures for responding to accidents and emergencies Health and safety responsibilities</p> 	<p><b>Examine strategies for developing public health policy to improve the health of individuals and the population</b> The origins and aims of public health policy Strategies for developing public health policy Monitoring the health status of the population Groups that influence public health policy</p> <p><b>Examine the factors affecting health and the impact of addressing these factors to improve public health</b> Factors affecting health The socio-economic impact of improving health of individuals and the population</p> <p><b>Investigate how health is promoted to improve the health of the population</b> The role of health promoters Approaches to promoting public health and wellbeing Approaches to protecting public health and wellbeing C4 Disease prevention and control methods</p> 	<p><b>Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</b> Features of health promotion campaigns Barriers to participation and challenging indifference Models and theories that justify health behaviour change Approaches to increasing public awareness of health promotion</p> 

Vocabulary

Assessment

<p>Diagnostic procedures, dyslexia, dyspraxia, ADHD, PDD and NOS. Stereotyping, marginalisation, disempowerment, CAF, EHCP.</p>	<p>Article, ethical issue, literature review, primary research, qualitative research, quantitative research, research methods, secondary sources/research.</p>	<p>Article, ethical issue, literature review, primary research, qualitative research, quantitative research, research methods, secondary sources/research.</p>	<p>Duty of care, safety legislation, neglect, coercive behaviour, controlling behaviour, cognitive impairment, safeguarding, RIDDOR, DBS.</p>	<p>Beveridge Report 1942, National Health Service Act 1946, epidemiology, WHO, NICE, ASH, health surveillance programmes.</p>	
<p>Two summative assignments for Unit 12: Enabling Individuals with Additional Needs to face daily challenges</p>	<p>Mock examination for Unit 4</p>	<p>Written examination for Unit 4: Enquiries into Current Research in Health and Social Care 3 hour examination</p>	<p>Two summative assignments for Unit 7: Principles of safe practice in health and social care</p>	<p>Two summative assignments for Unit 8:</p>	

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