

**Statement of Intent:**

*The Health and Social Care curriculum ensures that St Margaret Ward is able to produce confident, compassionate young adults who have the skills and knowledge to progress into the health and social care sectors. Our learners from Year 10 to 13 will develop an understanding of how human beings develop, what factors influence their lives, and how agencies can work with health and social care workers to improve public health.*

*Students in years 11 & 13 were subject to assessment adaptations during 2020-2021 therefore not all units/learning aims have been fully assessed as per the specifications but in line with Pearson's adaptations. Students in all year groups are also eligible for the adaptations for 2021-2022 with the Level 3 qualification allowing for streamlines assessment if required, Level 2 has adaptations to the assessment criterion*

**Course Structure-****Year 12 & Year 13***Qualifications:*

BTEC Extended Certificate (2016); this is equivalent to 1 A Level

BTEC Diploma (2016); this is equivalent to 2 A Levels  
BTEC Extended Diploma in Health & Social Care (2016); equivalent to 3 A Levels

*Mandatory examined (exam) units:*

Unit 1 – Human Lifespan Development (all)  
Unit 2 – Working in Health & Social Care (all)  
Unit 3 – Anatomy and Physiology (Ext Dip)  
Unit 4 – Enquiries into Current Research (Dip and Ext Dip)

*Mandatory internally assessed (coursework) units:*

Unit 5 – Meeting Individual Care & Support Needs (all)  
Unit 6 – Work Experience in Health and Social Care (*this includes 100 hours of work experience*) (Ext Dip)  
Unit 7 – Principles of Safe Practice in Health and Social Care (Dip and Ext Dip)  
Unit 8 – Promoting Public Health (Dip and Ext Dip)

+ four other internally assessed units. The number of which increases with each qualification. This varies each year but this year we are offering:

Unit 10 – Sociological Perspectives  
Unit 12 – Supporting Individuals with Additional Needs  
Unit 14 – Physiological Disorders and their Care  
Unit 18 – Assessing Children's Development Support Needs

*Grading:*

Pass, Merit, Distinction or Distinction\*.

This is graded for each individual unit and the points from each unit then added up to produce an overall outcome.

**Year 10 & Year 11***Qualification:*

BTEC Tech Award in Health & Social Care – This qualification is worth the equivalent of one GCSE.

*Mandatory examined (exam) units:*

Component 3 – Health and Wellbeing

*Mandatory internally assessed (coursework) units:*

Component 1 – Human Lifespan Development  
Component 2 – Health and Social Care Services and Values

*Grading:*

Level 2: Pass, Merit, Distinction, Distinction\*

Level 1: Pass, Merit, Distinction

This is graded for each of the three components and the points from each unit then added up to produce an overall outcome. The highest grade available is a Level 2 Distinction \*, which is the equivalent of a GCSE grade 8.5.

<p>A student may receive a result anywhere between D*D*D* and P depending on the combination of grades from their individual units.</p>	
<b>Year 13</b> <b>BTEC Extended Diploma in Health &amp; Social Care</b>	
Autumn Term 1a	Autumn Term 1b
<p><b>Unit 18 – Assessing Children’s Development Support Needs</b>  Learning Aim A: Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years  A1 Patterns of growth and development  A2 Principles of growth and development  Learning Aim B: Examine factors that may impact on children’s growth and development  B1 Factors  B2 The impact of factors on growth and development</p> <p><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></p> <p><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></p> <p><b>Unit 7 – Principles of Safe Practice in Health and Social Care</b>  Learning Aim A: Examine how a duty of care contributes to safe practice in health and social care settings  A1 Duty of care  A2 Complaints procedures</p> <p><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></p> <p><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></p> <p><b>Unit 5 – Meeting Individual Care and Support Needs</b>  Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals  A1 Promoting equality, diversity and preventing discrimination</p>	<p><b>Unit 18 – Assessing Children’s Development Support Needs</b>  Learning Aim C: Explore how assessment is used to identify children’s stages of growth and development and their support needs  C1 Assessments methods  C2 The contribution of assessment to the promotion of children’s growth and development</p> <p><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></p> <p><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></p> <p><b>Unit 7 – Principles of Safe Practice in Health and Social Care</b>  Learning Aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings  B1 Types and signs of abuse and neglect  B2 Factors that could contribute to individuals being vulnerable to abuse and neglect  B3 Responding to suspected abuse and neglect  B4 Reducing the likelihood of abuse and neglect</p> <p><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></p> <p><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></p> <p><b>Unit 5 – Meeting Individual Care and Support Needs</b>  Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p>

<p>A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals</p> <p><b>Unit 10 – Sociological Perspectives</b> Learning Aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care</p> <p>A1 Concepts and terminology used within sociology A2 The key sociological perspectives</p> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>	<p>B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 10 – Sociological Perspectives</b> Learning Aim B: Examine how sociological approaches support understanding of models and concepts of health</p> <p>B1 The biomedical model of health and alternatives B2 The concepts of health, ill health and disability</p> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>
Spring Term 2a	Spring Term 2b
<p><b>Unit 14 – Physiological Disorders and their care</b> Learning Aim A: Investigate the causes and effects of physiological disorders</p> <p>A1 Types of physiological disorders and effects on body systems A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders</p> <p>Learning Aim B: Examine the investigation and diagnosis of physiological disorders</p> <p>B1 Investigate procedures for physiological disorders B2 Diagnostic procedures for physiological disorders</p> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>	<p><b>Unit 14 – Physiological Disorders and their care</b> Learning Aim C: Examine treatment and support for service users with physiological disorders</p> <p>C1 Provision of treatment and support C2 Types of carers and care settings</p> <p>Learning Aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</p> <p>D1 Care methods and strategies D2 Treatment planning processes</p> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 7 – Principles of Safe Practice in Health and Social Care</b> Learning Aim D: Explore procedures and responsibilities to maintain health and safety and</p>

<p><b>Unit 7 – Principles of Safe Practice in Health and Social Care</b>  Learning Aim C: Investigate the influence of health and safety legislation and policies in health and social care settings</p> <ul style="list-style-type: none"> <li>C1 Health and safety legislation and policies in health and social care</li> <li>C2 Influence of legislation and policies on health and social care practice</li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 5 – Meeting Individual Care and Support Needs</b>  Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <ul style="list-style-type: none"> <li>C1 Enabling individuals to overcome challenges</li> <li>C2 Promoting personalisation</li> <li>C3 Communication techniques</li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 10 – Sociological Perspectives</b>  Learning Aim C: Examine how social inequalities, demographic change and patterns and trends affect health and social care delivery</p> <ul style="list-style-type: none"> <li>C1 Inequalities within society</li> <li>C2 Demographic change and data</li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>	<p>respond to accidents and emergencies in health and social care settings</p> <ul style="list-style-type: none"> <li>D1 Procedures to maintain health and safety</li> <li>D2 Procedures for responding to accidents and emergencies</li> <li>D3 Health and safety responsibilities</li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 5 – Meeting Individual Care and Support Needs</b>  Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p> <ul style="list-style-type: none"> <li>D1 How agencies work together to meet individual care and support needs</li> <li>D2 Roles and responsibilities of key professionals on multidisciplinary teams</li> <li>D3 Maintaining confidentiality</li> <li>D4 Managing information</li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 10 – Sociological Perspectives</b>  Learning Aim C: Examine how social inequalities, demographic change and patterns and trends affect health and social care delivery</p> <ul style="list-style-type: none"> <li>C3 Patterns and trends in health and ill health within social groups</li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>
Summer Term 3a	Summer Term 3b
All External Standards Verification has been completed and therefore no further assessments take place	
<b>Year 12</b>	

Autumn Term 1a	Autumn Term 1b
<p><b>All - Extended Certificate, Diploma and Extended Diploma.</b></p> <p><b>Unit 1 – Human Lifespan Development</b>            Learning Aim A: Human Growth and development through the life stages</p> <ul style="list-style-type: none"> <li>A1 Physical Development across the life stages</li> <li>A2 Intellectual development across the life stages</li> <li>A3 Emotional development across the life stages</li> <li>A4 Social development across the life stages</li> </ul> <p><b>Assessment is via an external assessment and will be assessed as per criteria over a 1 ½ hour examination, this is based on an unseen case study.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher led Q+A and appropriate interventions.</i></b></p> <p><b><i>Students will also complete a practise assessment which can be marked against criteria and full feedback provided.</i></b></p> <p><b>Unit 5 – Meeting Individual Care and Support Needs</b>            Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <ul style="list-style-type: none"> <li>A1 Promoting equality, diversity and preventing discrimination</li> <li>A2 Skills and personal attributes required for developing relationships with individuals</li> <li>A3 Empathy and establishing trust with individuals</li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Diploma and Extended Diploma –</b></p> <p><b>Unit 7 – Principles of Safe Practice in Health and Social Care (This is being delivered via a different learning aim per teacher of unit)</b>            Learning Aim A: Examine how a duty of care contributes to safe practice in health and social care settings</p> <ul style="list-style-type: none"> <li>A1 Duty of care</li> <li>A2 Complaints procedures</li> </ul>	<p><b>All - Extended Certificate, Diploma and Extended Diploma.</b></p> <p><b>Unit 1 – Human Lifespan Development</b>            Learning Aim B: Factors affecting human growth and development</p> <ul style="list-style-type: none"> <li>B1 The nature/nurture debate related to factors</li> <li>B2 Genetic factors that affect development</li> <li>B3 Environmental factors that affect development</li> </ul> <p><b>Assessment is via an external assessment and will be assessed as per criteria over a 1 ½ hour examination, this is based on an unseen case study.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher led Q+A and appropriate interventions.</i></b></p> <p><b><i>Students will also complete a practise assessment which can be marked against criteria and full feedback provided.</i></b></p> <p><b>Unit 5 – Meeting Individual Care and Support Needs</b>            Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p> <ul style="list-style-type: none"> <li>B1 Ethical issues and approaches</li> <li>B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Diploma and Extended Diploma –</b></p> <p><b>Unit 7 – Principles of Safe Practice in Health and Social Care (This is being delivered via a different learning aim per teacher of unit)</b>            Learning Aim A: Examine how a duty of care contributes to safe practice in health and social care settings</p> <ul style="list-style-type: none"> <li>A1 Duty of care</li> <li>A2 Complaints procedures</li> </ul> <p>Learning Aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings</p> <ul style="list-style-type: none"> <li>B1 Types and signs of abuse and neglect</li> </ul>

Learning Aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings

- 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

- C1 Health and safety legislation and policies in health and social care
- C2 Influence of legislation and policies on health and social care practice

Learning Aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings

- D1 Procedures to maintain health and safety
- D2 Procedures for responding to accidents and emergencies
- D3 Health and safety responsibilities

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

### **Unit 8 – Promoting Public Health**

Learning Aim A: Examine strategies for developing public health policy to improve the health of individuals and the population

- 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

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

### **Extended Diploma**

#### **Unit 6 – Work Experience in Health and Social Care**

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

- C1 Health and safety legislation and policies in health and social care
- C2 Influence of legislation and policies on health and social care practice

Learning Aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings

- D1 Procedures to maintain health and safety
- D2 Procedures for responding to accidents and emergencies
- D3 Health and safety responsibilities

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

### **Unit 8 – Promoting Public Health**

Learning Aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health

- B1 Factors affecting health
- B2 The socio-economic impact of improving health of individuals and the population

### **Extended Diploma**

#### **Unit 6 – Work Experience in Health and Social Care**

Learning Aim B: Develop a work experience plan to support own learning and development

- B1 Preparation for work experience
- B2 Setting goals and learning objectives

Learning Aim C: Carry out work experience tasks to meet set objectives

- C1 Work experience tasks
- C2 Work shadowing and observation

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

<p>Learning Aim A: Examine the benefits of work experience in health and social care for own learning and development</p> <ul style="list-style-type: none"> <li>A1 Developing skills and attributes</li> <li>A2 Clarifying expectations for employment in health and social care</li> <li>A3 Exploring career options</li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 18 – Assessing Children’s Development Support Needs</b></p> <p>Learning Aim A: Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years</p> <ul style="list-style-type: none"> <li>A1 Patterns of growth and development</li> <li>A2 Principles of growth and development</li> </ul> <p><b>Unit 3 – Anatomy and Physiology for Health and Social Care</b></p> <p>Learning Aim A: The structure and organisation of the human body</p> <ul style="list-style-type: none"> <li>A1 How cells work</li> <li>A2 Characteristics of tissues</li> <li>A3 The structure and function of body organs</li> <li>A4 Energy in the body</li> <li>A5 Human genetics</li> </ul> <p><b>Assessment is via an external assessment and will be assessed as per criteria over a 2 hour examination, this is based on an unseen case study.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher led Q+A and appropriate interventions.</i></b></p> <p><b><i>Students will also complete a practise assessment which can be marked against criteria and full feedback provided.</i></b></p>	<p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 18 – Assessing Children’s Development Support Needs</b></p> <p>Learning Aim A: Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years</p> <ul style="list-style-type: none"> <li>A3 Theories of development</li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p> <p><b>Unit 3 – Anatomy and Physiology for Health and Social Care</b></p> <p>Learning Aim B: The structure, function and disorders of body systems</p> <ul style="list-style-type: none"> <li>B1 Homeostatic mechanisms</li> <li>B2 The structure, function and main disorders of the cardio-vascular system</li> <li>B3 The structure, function and main disorders of the respiratory system</li> <li>B4 The structure, function and main disorders of the skeletal system</li> </ul> <p><b>Assessment is via an external assessment and will be assessed as per criteria over a 2 hour examination, this is based on an unseen case study.</b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher led Q+A and appropriate interventions.</i></b></p> <p><b><i>Students will also complete a practise assessment which can be marked against criteria and full feedback provided.</i></b></p>
<p>Spring Term 2a</p>	<p>Spring Term 2b</p>
<p>All - Extended Certificate, Diploma and Extended Diploma.</p> <p><b>Unit 1 – Human Lifespan Development</b></p> <p>Learning Aim B: Factors affecting human growth and development</p> <ul style="list-style-type: none"> <li>B4 Social factors that affect development</li> <li>B5 Economic factors that affect development</li> <li>B6 Major life events that affect development</li> </ul>	<p>All - Extended Certificate, Diploma and Extended Diploma.</p> <p><b>Unit 1 – Human Lifespan Development</b></p> <p>Learning Aim C: Effects of aging</p> <ul style="list-style-type: none"> <li>C1 The physical changes of aging</li> <li>C2 The psychological changes of aging</li> <li>C3 The societal effects of an aging population</li> </ul>

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***During teaching, students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

#### **Unit 5 – Meeting Individual Care and Support Needs**

Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges

- C1 Enabling individuals to overcome challenges
- C2 Promoting personalisation
- C3 Communication techniques

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

#### **Diploma and Extended Diploma –**

#### **Unit 7 – Principles of Safe Practice in Health and Social Care (This is being delivered via a different learning aim per teacher of unit)**

Learning Aim A: Examine how a duty of care contributes to safe practice in health and social care settings

- 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

- 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

- C1 Health and safety legislation and policies in health and social care
- C2 Influence of legislation and policies on health and social care practice

Learning Aim D: Explore procedures and responsibilities to maintain health and safety and

***Assessment is via an external assessment and will be assessed as per criteria over a 3 hour examination, this is based on an unseen case study.***

***During teaching, students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

#### **Unit 5 – Meeting Individual Care and Support Needs**

Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

- 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

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***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

#### **Diploma and Extended Diploma –**

#### **Unit 7 – Principles of Safe Practice in Health and Social Care (This is being delivered via a different learning aim per teacher of unit)**

Learning Aim A: Examine how a duty of care contributes to safe practice in health and social care settings

- 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

- 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



respond to accidents and emergencies in health and social care settings

- D1 Procedures to maintain health and safety
- D2 Procedures for responding to accidents and emergencies
- D3 Health and safety responsibilities

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***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

### **Unit 8 – Promoting Public Health**

Learning Aim C: Investigate how health is promoted to improve the health of the population

- C1 The role of health promoters
- C2 Approaches to promoting public health and well being
- C3 Approaches to protecting public health and well being
- C4 Disease prevention and control methods

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

### **Extended Diploma**

#### **Unit 6 – Work Experience in Health and Social Care**

Learning Aim C: Carry out work experience tasks to meet set objectives

- C1 Work experience tasks
- C2 Work shadowing and observation

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

#### **Unit 18 – Assessing Children's Development Support Needs**

Learning Aim B: Examine factors that may impact on children's growth and development

- B1 Factors
- B2 The impact of factors on growth and development

C1 Health and safety legislation and policies in health and social care

C2 Influence of legislation and policies on health and social care practice

Learning Aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings

- D1 Procedures to maintain health and safety
- D2 Procedures for responding to accidents and emergencies
- D3 Health and safety responsibilities

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

### **Unit 8 – Promoting Public Health**

Learning Aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health

- D1 Features of health promotion campaigns
- D2 Barriers to participation and challenging indifference
- D3 Models and theories that justify health behaviour changes
- D4 Approaches to increasing public awareness of health promotion

***Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.***

***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

### **Extended Diploma**

#### **Unit 6 – Work Experience in Health and Social Care**

Learning Aim C: Carry out work experience tasks to meet set objectives

- C1 Work experience tasks
- C2 Work shadowing and observation

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***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

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<p>Summer Term 3a</p>	<p>Summer Term 3b</p>
<p>All - Extended Certificate, Diploma and Extended Diploma.</p> <p><b>Unit 2 – Working in Health and Social Care</b></p> <p>Learning Aim A: The roles and responsibilities of people who work in the health and social care sector</p> <p>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</p>	<p>All - Extended Certificate, Diploma and Extended Diploma.</p> <p><b>Unit 2 – Working in Health and Social Care</b></p> <p>Learning Aim A: The roles and responsibilities of people who work in the health and social care sector</p> <p>A4 Multidisciplinary working in the health and social care sector          A5 Monitoring the work of people in health and social care settings</p> <p><b>Assessment is via an external assessment and will be assessed as per criteria over a 3 hour examination, this is based on an unseen case study.</b></p>

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***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

#### **Unit 10 – Sociological Perspectives**

Learning Aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care

- A1 Concepts and terminology used within sociology
- A2 The key sociological perspectives

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***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

#### **Diploma and Extended Diploma –**

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

Learning Aim A: Types of issues where research is carried out in the health and social care sector

- A1 Purpose of research in the health and social care sector
- A2 issues

***Assessment is via an external assessment and will be assessed as per criteria over a 3 hour examination, this is based on an unseen case study.***

***During teaching, students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

#### **Extended Diploma**

##### **Unit 6 – Work Experience in Health and Social Care**

Learning Aim C: Carry out work experience tasks to meet set objectives

- C1 Work experience tasks
- C2 Work shadowing and observation

***During teaching, students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

#### **Unit 10 – Sociological Perspectives**

Learning Aim B: Examine how sociological approaches support understanding of models and concepts of health

- B1 The biomedical model of health and alternatives
- B2 The concepts of health, ill health and disability

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***During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.***

#### **Diploma and Extended Diploma –**

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

Learning Aim B: Research methods in health and social care

- B1 Research methodologies
- B2 Planning research
- B3 Ethical issues
- B4 Research skills

***Assessment is via an external assessment and will be assessed as per criteria over a 3 hour examination, this is based on an unseen case study.***

***During teaching, students' understanding will be assessed by teacher led Q+A and appropriate interventions.***

***Students will also complete a practise assessment which can be marked against criteria and full feedback provided.***

#### **Extended Diploma**

##### **Unit 6 – Work Experience in Health and Social Care**

Learning Aim D: reflect on work experience influences own personal and professional development

- D1 Reviewing personal and professional development
- D2 Using feedback and action planning

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<b>Year 11</b>	
Autumn Term 1a	Term 1b
<p><b>Component 2 – Health and Social Care Services and Values</b></p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them</p>	<p><b>Component 2 – Health and Social Care Services and Values</b></p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them</p>

<p><b>A1 Health and social care services</b> Learners will explore the health and social care services that are available and why individuals may need to use them. Different health care services and how they meet service user needs and why individuals may need to use them</p> <ul style="list-style-type: none"> <li>• Different health care services and how they meet service user needs             <ul style="list-style-type: none"> <li>○ Primary care</li> <li>○ Secondary and tertiary care</li> <li>○ Allied health professionals</li> </ul> </li> <li>• Different social care services and how they meet service user needs             <ul style="list-style-type: none"> <li>○ Services for children and young people</li> <li>○ Services for adults or children with specific needs</li> <li>○ Services for older people</li> <li>○ The role of informal social care provided by relatives, friends and neighbours</li> </ul> </li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>	<p><b>A2 Barriers to accessing services</b> Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <ul style="list-style-type: none"> <li>• Types of barrier and how they can be overcome by the service providers or users             <ul style="list-style-type: none"> <li>○ Physical barriers</li> <li>○ Sensory barriers</li> <li>○ Social, cultural and psychological barriers</li> <li>○ Language barriers</li> <li>○ Geographical barriers</li> <li>○ Intellectual barriers</li> <li>○ Resource barriers for service provider</li> <li>○ Financial barriers</li> </ul> </li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students’ understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>
<p>Spring Term 2a</p>	<p>Spring Term 2b</p>
<p><b>Component 2 – Health and Social Care Services and Values</b></p> <p>Learning Aim B: Demonstrate care values and review own practice</p> <p><b>B1 Care values</b> Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services</p> <ul style="list-style-type: none"> <li>• Care values             <ul style="list-style-type: none"> <li>○ Empowering and promoting independence by involving individuals, where possible in making choices</li> <li>○ Respect for the individual by respecting services users’ needs, beliefs and identity</li> <li>○ Maintaining confidentiality</li> <li>○ Preserving the dignity of individuals to help them maintain privacy and self-respect</li> </ul> </li> </ul>	<p><b>Component 2 – Health and Social Care Services and Values</b></p> <p>Learning Aim B: Demonstrate care values and review own practice</p> <p><b>B2 Reviewing own application of care values</b> Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <ul style="list-style-type: none"> <li>• Key aspects of a review             <ul style="list-style-type: none"> <li>○ Identifying own strengths and areas for improvement against the care values</li> <li>○ Receiving feedback from teacher or service user about own performance</li> <li>○ Responding to feedback and identifying ways to improve own performance</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Effective communication that displays empathy and warmth</li> <li>○ Safeguarding and duty of care</li> <li>○ Promoting anti-discriminatory practices by being aware of unfair discrimination and avoiding discriminatory behaviour</li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p> <p><b>During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.</b></p>	<p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p> <p><b>During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.</b></p>
Summer Term 3a	Term 3b
N/A	
<b>Year 10</b>	
Autumn Term 1a	Autumn Term 1b
<p><b>Component 1 – Human Lifespan Development</b> Learning Aim A: Understand human growth and development across life stages and the factors that affect it.</p> <p>A1 Human growth and development across life stages</p> <p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <ul style="list-style-type: none"> <li>● Main life stages <ul style="list-style-type: none"> <li>○ Infants</li> <li>○ Early childhood</li> <li>○ Adolescence</li> <li>○ Early adulthood</li> <li>○ Middle adulthood</li> <li>○ Later adulthood</li> </ul> </li> <li>● PIES growth and development in the main life stages <ul style="list-style-type: none"> <li>○ Physical growth and development across the life stages</li> <li>○ Intellectual/cognitive development across the life stages</li> <li>○ Emotional development across the life stages</li> <li>○ Social development across the life stages</li> </ul> </li> </ul> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p>	<p><b>Component 1 – Human Lifespan Development</b> Learning Aim A: Understand human growth and development across life stages and the factors that affect it</p> <p>A2 Factors affecting growth and development</p> <p>Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.</p> <ul style="list-style-type: none"> <li>● Physical factors <ul style="list-style-type: none"> <li>○ Genetic inheritance</li> <li>○ Experience of illness and disease</li> <li>○ Diet and lifestyle choices</li> <li>○ appearance</li> </ul> </li> <li>● Social and cultural factors <ul style="list-style-type: none"> <li>○ Culture</li> <li>○ Educational experiences</li> <li>○ The influence of role models</li> <li>○ The influence of social isolation</li> <li>○ Personal relationships with friends and family</li> </ul> </li> <li>● Economic factors <ul style="list-style-type: none"> <li>○ Income/wealth</li> <li>○ Material possessions</li> </ul> </li> </ul> <p>Social development across the life stages</p> <p><b>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</b></p>

<p><b><i>During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>	<p><b><i>During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>
<p>Spring Term 2a</p>	<p>Spring Term 2b</p>
<p><b>Component 1 – Human Lifespan Development</b>  Learning Aim B: Investigate how individuals deal with life events</p> <p>B1 Different types of life event</p> <p>Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <ul style="list-style-type: none"> <li>• Physical events <ul style="list-style-type: none"> <li>○ Accident/injury</li> <li>○ Ill health</li> <li>○ Relationship changes</li> </ul> </li> <li>• Entering into relationships <ul style="list-style-type: none"> <li>○ Marriage</li> <li>○ Divorce</li> <li>○ Parenthood</li> <li>○ Bereavement</li> </ul> </li> <li>• Life circumstances <ul style="list-style-type: none"> <li>○ Moving house</li> <li>○ Exclusion from education</li> <li>○ Redundancy</li> <li>○ Imprisonment</li> <li>○ Retirement</li> </ul> </li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>	<p><b>Component 1 – Human Lifespan Development</b>  Learning Aim B: Investigate how individuals deal with life events</p> <p>B2 Coping with change caused by life events</p> <p>Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p> <ul style="list-style-type: none"> <li>• How individuals adapt to these changes</li> <li>• Sources of support <ul style="list-style-type: none"> <li>○ Family, friends, partners</li> <li>○ Professional carers and services</li> <li>○ Community groups, voluntary and faith-based organisations</li> </ul> </li> <li>• Types of support <ul style="list-style-type: none"> <li>○ Emotional</li> <li>○ Information and advice</li> <li>○ Practical help</li> </ul> </li> </ul> <p><b><i>Assessment is via official assignment and will be assessed as per criteria – no formative marking can be done as per exam board regulations.</i></b></p> <p><b><i>During teaching, students' understanding will be assessed by teacher lead Q+A and appropriate interventions.</i></b></p>
<p>Summer Term 3a</p>	<p>Summer Term 3b</p>
<p><b>Component 2 – Health and Social Care Services and Values</b></p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A1 Health and social care services  Learners will explore the health and social care services that are available and why individuals may need to use them.</p>	<p><b>Component 2 – Health and Social Care Services and Values</b></p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A2 Barriers to accessing services  Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p>

Different health care services and how they meet service user needs and why individuals may need to use them

- Different health care services and how they meet service user needs
  - Primary care
  - Secondary and tertiary care
  - Allied health professionals
- Different social care services and how they meet service user needs
  - Services for children and young people
  - Services for adults or children with specific needs
  - Services for older people
  - The role of informal social care provided by relatives, friends and neighbours

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- Types of barrier and how they can be overcome by the service providers or users
  - Physical barriers
  - Sensory barriers
  - Social, cultural and psychological barriers
  - Language barriers
  - Geographical barriers
  - Intellectual barriers
  - Resource barriers for service provider
  - Financial barriers

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