

**HSC Key 5 Curriculum Map 2022-24**

**Year 12**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Unit 6</b> Work Experience in Health and Social Care (Tasks 1 &amp; 2)</p> <p><b>Unit 8</b> Promoting Public Health</p> <p><b>Unit 5</b> Meeting Individual Care and Support Needs</p> <p><b>Unit 3</b> Anatomy and Physiology</p> <p><b>Unit 7</b> Principles of Safe Practice</p>	<p><b>Unit 6</b> Work Experience in Health and Social Care (Tasks 1 &amp; 2)</p> <p><b>Unit 8</b> Promoting Public Health</p> <p><b>Unit 5</b> Meeting Individual Care and Support Needs</p> <p><b>Unit 3</b> Anatomy and Physiology</p> <p><b>Unit 7</b> Principles of Safe Practice</p>	<p><b>Unit 1</b> Human Lifespan Development</p> <p><b>Unit 2</b> Working in Health &amp; Social Care</p> <p><b>Unit 3</b> Anatomy and Physiology</p>	<p><b>Unit 1</b> Human Lifespan Development</p> <p><b>Unit 2</b> Working in Health &amp; Social Care</p> <p><b>Unit 3</b> Anatomy and Physiology</p>	<p>Exams Unit 1, 2, 3 May and June</p> <p><b>commence:</b> <b>Unit 6</b> (Tasks 3 &amp; 4)</p> <p><b>Unit 18</b> Assessing Children’s Development Support Needs</p> <p><b>Unit 14</b> Physiological Disorders</p>	<p><b>Unit 6</b> (Tasks 3 &amp; 4)</p> <p><b>Unit 18</b> Assessing Children’s Development Support Needs</p> <p><b>Unit 14</b> Physiological Disorders</p>
<p><b>Unit 6</b> Learners explore the benefits of work experience. They carry out and reflect on a period of work experience, and plan for personal and professional development.</p>	<p><b>Unit 6</b> As Autumn 1</p> <p><b>Unit 8</b> As Autumn 1</p> <p><b>Unit 3</b> As Autumn 1</p> <p><b>Unit 7</b> As per Autumn 1</p> <p><b>Unit 5</b> As per Autumn 1</p>	<p><b>Unit 1</b> Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.</p>	<p><b>Unit 1</b> As Spring 1</p> <p><b>Unit 2</b> As Spring 1</p> <p><b>Unit 3</b> As Autumn and Spring 1</p>	<p><b>Unit 6</b> LA C &amp; D As Autumn 1, 2</p> <p><b>Unit 14</b> Learners explore types of physiological disorders, the procedures for diagnosis, and the</p>	<p><b>Unit 6</b> As Autumn 1, 2</p> <p><b>Unit 14</b> As Summer 1</p>

<p><b>Unit 8</b> Learners explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.</p> <p><b>Unit 5</b> Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.</p> <p><b>Unit 3</b> Learners cover the structure, organisation and function of the human body, and anatomical and physiological systems and medical research related to disorders affecting these systems.</p> <p><b>Unit 7</b> Learners explore the</p>		<p><b>Unit 2</b> Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.</p> <p><b>Unit 3</b> As Autumn 1, 2</p>		<p>development of a treatment plan and provision of support for service users.</p> <p><b>Unit 18</b></p> <p>Learners explore theories that explain how children develop, the factors that may affect development, and how growth and development is monitored and supported.</p>	
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<p>importance of safe working practices, safeguarding procedures and responding to emergency situations in health</p>					
<p><b>Assessment:</b> <b>Unit 6</b> Learning Aim A &amp; B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1) A report evaluating the benefits of work experience and the importance of preparing for placement. The report must include a plan to meet personal and professional goals.</p> <p><b>Unit 8</b> Learning Aim A &amp; B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, AB.D1) A report on the aims of public health policy, and how it seeks to minimise the factors adversely affecting the health of the population.</p>	<p><b>Assessment:</b> <b>Unit 6</b> Learning Aim A &amp; B: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1) A report evaluating the benefits of work experience and the importance of preparing for placement. The report must include a plan to meet personal and professional goals.</p> <p><b>Unit 8</b> Learning aim C &amp; D (C.P5, C.P6, D.P7, D.P8, C.M4, D.M5, C.D2, D.D3, D.D4) A report on how a specific health promotion campaign has contributed to improving the health of a community, with</p>	<p><b>Assessment:</b> <b>Unit 1</b> Written exam set and marked by Pearson. 1.5 hours. 90 marks. AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and</p>	<p><b>Assessment:</b> <b>Unit 1</b> Written exam set and marked by Pearson.1.5 hours. 90 marks. <b>Unit 2</b> Written exam set and marked by Pearson.1.5 hours. 80 marks. <b>Unit 3</b> Written exam set and marked by Pearson. 1.5 hours. 90 marks.</p>	<p><b>Assessment:</b> <b>Unit 18</b> Learning Aim A &amp; B (A.P1, A.P2, A.M1, A.M2, A.D1) A report in response to case studies of children at different ages. This will consider the principles and patterns of growth and development and related theories, and how this knowledge can support children’s growth and development</p>	<p><b>Assessment:</b> <b>Unit 18</b> Learning aim C &amp; D (B.P3, C.P4, C.P5, B.M3, C.M4, C.M5, BC.D2, BC.D3) A report based on observations of children carried out by learners, explaining the impact that factors may have on children’s growth and how assessment supports and promotes children’s growth and development. The report must include plans for observations, records of observations and a reflective account.</p>

<p><b>Unit 5</b> Learning aims: A, B and C (A.P1, A.P2, B.P3, C.P4, C.P5, A.M1, A.M2, B.M3, C.M4, A.D1, BC.D2) A report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.</p> <p><b>Unit 3</b> The unit will be externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes.</p> <p><b>Unit 7</b> Learning Aim A &amp; B (A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2) A report evaluating duty of care and safeguarding</p>	<p>reference to local demographic data compared to the national average.</p> <p><b>Unit 5</b> Learning aims: A, B and C (A.P1, A.P2, B.P3, C.P4, C.P5, A.M1, A.M2, B.M3, C.M4, A.D1, BC.D2) A report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.</p> <p><b>Unit 3</b> The unit will be externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes. AO1 Demonstrate knowledge of the structure, organisation and</p>	<p>development and effects of ageing AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 2</b> Written exam set and marked by Pearson.1.5 hours. 80 marks. AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care</p>			
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<p>procedures in a health and social care setting.</p>	<p>function of the human body  AO2 Demonstrate understanding of the structure, organisation and function of the human body and relevant medical research  AO3 Analyse and evaluate information related to anatomical and physiological systems and medical research related to disorders affecting these systems  AO4 Make connections between common disorders and how they affect human anatomical and physiological systems</p> <p><b>Unit 7</b>  Learning Aim A &amp; B (A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2)  A report evaluating duty of care and safeguarding procedures in a health and</p>	<p>sector  AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector  AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated  AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are</p>			
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	social care setting.	monitored  <b>Unit 3</b> Written exam set and marked by Pearson.1.5 hours. 90 marks (see Autumn 1, 2)			
<p><b>Builds on:</b> <b>Unit 6</b> interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation <b>Unit 8</b> cognitive and problem-solving skills: use critical thinking, approach non-routine</p>	<p><b>Builds on:</b> <b>Unit 6</b> interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation <b>Unit 8</b> cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert</p>	<p><b>Builds upon:</b> <b>Unit 3</b> AO1, AO2 knowledge and skills GCSE Science anatomy and physiology knowledge  <b>Unit 1</b> Component 1 Human Lifespan development BTEC Tech Award HSC <b>Unit 2</b> Component 2 Health and Social Care Services BTEC Tech Award</p>	<p><b>Builds upon:</b> <b>Unit 3</b> AO1, AO2, AO3 knowledge and skills <b>Unit 1</b> AO1, AO2 knowledge and understanding <b>Unit 2</b> AO1, AO2 knowledge and understanding</p>	<p><b>Builds upon:</b> <b>Unit 6</b> This unit draws on knowledge taught in: • Unit 2: Working in Health and Social Care • Unit 5: Meeting Individual Care and Support Needs • Unit 7: Principles of Safe Practice in Health and Social Care. reflection of practice in work experience and set future goals  <b>Unit 14</b> Draws on knowledge from Unit 2, Unit 3,</p>	<p><b>Builds upon:</b> <b>Unit 6</b> This unit draws on knowledge taught in: • Unit 2: Working in Health and Social Care • Unit 5: Meeting Individual Care and Support Needs • Unit 7: Principles of Safe Practice in Health and Social Care. adaptability and resilience, self-monitoring and development.</p>

<p>problems applying expert and creative solutions, use systems and technology</p> <p><b>Unit 3</b> Data skills from GCSE maths &amp; knowledge of GCSE Biology</p> <p><b>Unit 7</b> Seminar and presentation skills: intrapersonal skills; communicating, working collaboratively, negotiating and influencing, self-presentation</p> <p>interpersonal skills: self-management,</p> <p><b>Unit 5</b> Component 2 &amp; Component 3 BTEC Tech Award; Unit 2</p>	<p>and creative solutions, use systems and technology</p> <p><b>Unit 7</b> Seminar and presentation skills: intrapersonal skills; communicating, working collaboratively, negotiating and influencing, self-presentation</p> <p>interpersonal skills: self-management,</p> <p><b>Unit 3</b> Data skills from GCSE maths &amp; knowledge of GCSE Biology</p> <p><b>Unit 5</b> Autumn 1 Task 1 Learning Aim A, B, C</p>			<p>Unit 5, Unit 7</p> <p><b>Unit 18</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Human Lifespan Development</li> <li>• Unit 2: Working in Health and Social Care.</li> </ul>	<p><b>Unit 14</b> Draws on knowledge from Unit 2, Unit 3, Unit 5, Unit 7</p>
<p><b>Introduces:</b> <b>ALL units:</b> the ability to learn independently</p> <ul style="list-style-type: none"> <li>• the ability to research actively and</li> </ul>	<p><b>Introduces:</b> <b>ALL Units</b> the ability to learn independently</p> <ul style="list-style-type: none"> <li>• the ability to research actively and methodically</li> </ul>	<p><b>Introduces:</b> <b>Unit 1</b> AO1 Demonstrate knowledge of physical, intellectual, emotional and social</p>	<p><b>Introduces:</b> <b>Unit 1</b> AO3 Analyse and evaluate information related to human development</p>	<p><b>Introduces:</b> <b>Unit 6</b> C1 Work experience tasks C2 Work shadowing and Observation</p>	<p><b>Introduces:</b> <b>Unit 6</b> C1 Work experience tasks C2 Work shadowing and Observation</p>

<p>methodically</p> <ul style="list-style-type: none"> <li>• being able to give presentations and being active group members.</li> </ul> <p><b>Unit 6</b></p> <p>A1 Developing skills and attributes</p> <p>A2 Clarifying expectations for employment in health and social care</p> <p>A3 Exploring career options</p> <p>B1 Preparation for work experience</p> <p>B2 Setting goals and learning Objectives</p> <p><b>Unit 8</b></p> <p>A1 The origins and aims of public health policy</p> <p>A2 Strategies for developing public health policy</p> <p>A3 Monitoring the health status of the population</p> <p>A4 Groups that influence public health policy</p> <p>B1 Factors affecting</p>	<ul style="list-style-type: none"> <li>• being able to give presentations and being active group members.</li> </ul> <p><b>Unit 6</b></p> <p>A1 Developing skills and attributes</p> <p>A2 Clarifying expectations for employment in health and social care</p> <p>A3 Exploring career options</p> <p>B1 Preparation for work experience</p> <p>B2 Setting goals and learning Objectives</p> <p><b>Unit 8</b></p> <p>C1 The role of health promoters</p> <p>C2 Approaches to promoting public health and wellbeing</p> <p>C3 Approaches to protecting public health and wellbeing</p> <p>C4 Disease prevention and control methods</p> <p>D1 Features of health</p>	<p>development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 2</b></p> <p>AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector</p> <p>AO2 Demonstrate understanding of service user needs, roles and responsibilities of</p>	<p>theories/models and factors affecting human growth and development</p> <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 2</b></p> <p>AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated</p> <p>AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are</p>	<p>D1 Reviewing personal and professional development</p> <p>D2 Using feedback and action Planning</p>	<p>D1 Reviewing personal and professional development</p> <p>D2 Using feedback and action planning</p> <p><b>Unit 14</b></p> <p>A1 Types of physiological disorders and effects on body systems and functions</p> <p>A2 Causes of physiological disorders</p> <p>A3 Signs and symptoms of physiological disorders</p>
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<p>health B2 The socio-economic impact of improving health of individuals and the population</p> <p><b>Unit 3</b> Will need to explore and relate to contexts and data presented. AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 7</b> A1 Duty of care A2 Complaints procedures B1 Types and signs of abuse and neglect B2 Factors that could contribute to individuals being vulnerable to abuse</p>	<p>promotion campaigns D2 Barriers to participation and challenging Indifference D3 Models and theories that justify health behaviour change D4 Approaches to increasing public awareness of health promotion</p> <p><b>Unit 3</b> Will need to explore and relate to contexts and data presented. AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p><b>Unit 7</b> A1 Duty of care A2 Complaints procedures B1 Types and signs of abuse and neglect</p>	<p>workers, working practices and procedures in the health and social care sector</p> <p><b>Unit 3</b> Will need to explore and relate to contexts and data presented. AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p>	<p>monitored and regulated and how multidisciplinary teams work together to meet service user needs</p> <p><b>Unit 3</b> Will need to explore and relate to contexts and data presented. AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p>		
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<p>and neglect  B3 Responding to suspected abuse and neglect  B4 Reducing the likelihood of abuse and neglect</p> <p><b>Unit 5</b>  A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals  B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk  Enabling individuals to overcome challenges C2 Promoting personalisation C3 Communication techniques</p>	<p>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><b>Unit 5</b>  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</p>				
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## Year 13

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Unit 4</b> Enquiries into Current Research in Health and Social Care</p> <p><b>Unit 12</b> Supporting Individuals with Additional Needs</p> <p><b>Unit 18</b> Assessing Children's Development Support Needs (complete the assessments from Summer 2 Year 12)</p>	<p><b>Unit 4</b> Enquiries into Current Research in Health and Social Care</p> <p><b>Unit 12</b> Supporting Individuals with Additional Needs</p> <p>Revision Jan 1<sup>st</sup> retakes Unit 1, 2, 3</p>	<p><b>Unit 20</b> Understanding Mental Wellbeing</p> <p><b>Unit 11</b> Psychological perspectives</p> <p>Revision for May, second retakes if required Unit 1, 2, 3, 4</p>	<p><b>Unit 20</b> Understanding Mental Wellbeing</p> <p><b>Unit 11</b> Psychological perspectives</p> <p>Revision for May 2<sup>nd</sup> retakes if required</p>	<p>Completion of the course, all folders completed and SV sample.</p> <p><b>2<sup>nd</sup> retakes Unit 1, 2, 3, 4</b></p>	left
<p><b>Unit 4</b> Learners explore the methodologies of contemporary research and investigate the implications for health and social care practice and services.</p> <p><b>Unit 12</b> Learners explore the role of health and social care services in providing care and support to individuals with additional needs.</p>	<p><b>Unit 4</b> As Autumn 1 (Synoptic Test Part 1 Nov)</p> <p><b>Unit 12</b> As Summer 2 Yr. 12 and Autumn 1</p> <p>Revision for Jan retakes Unit 1,2, 3</p>	<p><b>Unit 20</b> Learners explore the nature of and strategies to promote mental wellbeing and mental health, and the impact of mental ill health on individuals.</p> <p><b>Unit 11</b> Learners explore key theoretical perspectives that have been put forward on psychological and physical development</p>	<p><b>Unit 20</b> As Spring 1</p> <p><b>Unit 18</b> As Spring 1</p>	<p>Completion of the course, all folders completed and SV sample.</p> <p><b>2nd retakes Unit 1, 2, 3, 4</b></p>	left

		and how they are applied in different health and social care settings			
<p><b>Assessment:</b> <b>Unit 4</b> A task set and marked by Pearson and completed under supervised conditions.</p> <ul style="list-style-type: none"> <li>• Learners will be provided with a research article (Part A) four weeks prior to a supervised assessment period in order to carry out secondary research.</li> <li>• Learners should compile notes on their secondary research in monitored sessions of six hours scheduled by the centre.</li> <li>• The supervised assessment period (Part B) is undertaken in a single morning session of three hours.</li> <li>• Written submission</li> <li>• 65 marks.</li> </ul> <p><b>Unit 12</b> 2 summative assessments LA A</p>	<p><b>Assessment:</b> <b>retakes examinations in Jan Unit 1, 2, 3</b> <b>Unit 4</b> As Autumn 1. NB: Part 1 exam is released in November</p> <p><b>Unit 14</b> Learning aim: D (D.P5, D.P6, D.P7, D.M4, D.D3) Treatment plan to meet the needs of a selected service user with a physiological disorder.</p> <p><b>Unit 12</b> Learning aim: A (A.P1, A.M1, A.D1) Learning aims: B and C (B.P2, B.P3, C.P4, C.P5, B.M2, C.M3, C.M4, BC.D2, BC.D3)</p>	<p><b>Assessment:</b> <b>Unit 20</b> Learning aims: A and B (A.P1, B.P2, B.P3, A.M1, B.M2, AB.D1) A report, using a case study, on the nature of mental health and wellbeing and the role of current classification systems in improving the diagnosis of two selected mental ill-health conditions and their symptoms.</p> <p><b>Unit 11</b> Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1) Learning aim: C (C.P5, C.P6, C.M3, C.D2, C.D3)</p> <p>LA A &amp; B A report on the role of psychological perspectives in the understanding of human</p>	<p><b>Assessment:</b> <b>Unit 20</b> Learning aims: C and D (C.P4, C.P5, D.P6, C.M3, D.M4, CD.D2, D.D3) A report on the importance of promoting, protecting and restoring the mental wellbeing and mental health of a selected individual diagnosed with a mental ill-health condition.</p>	<p><b>Assessment:</b> Completion of the course, all folders completed and SV sample.</p> <p>2nd retakes Unit 1, 2, 3, 4</p> <p>Next steps programme to support early finish students - preparation programme for University, finance, courses etc.</p>	left

<p>A report that demonstrates a clear understanding of how additional needs are determined and diagnosed, with examples of the additional needs that individuals can experience. LA B &amp; C</p> <p>A report that demonstrates current practices and procedures for providing care for children and adults with additional needs, including the support given to overcome challenges to daily living.</p>		<p>development and the management and treatment of two selected service users with different behaviours. LAC A report on the application of psychological perspectives in two local health and social care settings in enabling professionals to enhance the social functioning of two different service users.</p>			
<p><b>Builds upon:</b> <b>Unit 4</b> To complete the assessment task for within this unit, you will need to draw on your learning from across your programme.</p> <p><b>Unit 12</b> This unit draws on knowledge taught in: • Unit 1: Human Lifespan Development • Unit 2: Working in Health and Social Care • Unit 3: Anatomy and Physiology for Health and</p>	<p><b>Builds upon:</b> <b>Unit 4</b> reading technical texts</p> <ul style="list-style-type: none"> <li>• effective writing</li> <li>• analytical skills</li> </ul> <p>Learning aim A, B, C</p> <p><b>Unit 12</b> Learning aim A, B Unit 5, Unit 2, Unit 18 cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative</p>	<p><b>Builds upon</b> <b>Unit 20</b> builds on knowledge from Unit 5 &amp; Unit 7</p> <p><b>Unit 11</b> builds on knowledge from mandatory units in Year 12 and also Unit 12 and Unit 18</p>	<p><b>Builds upon:</b> <b>Unit 20</b> Learning Aim A, B</p> <p><b>Unit 11</b> Learning Aim A &amp; B</p>	<p><b>Builds upon:</b> Completion of the course, all folders completed, lv;d and SV sample sent..</p> <p>2nd retakes Unit 1, 2, 3, 4</p>	<p>Yr 13 left</p>

<p>Social Care • Unit 7: Principles of Safe Practice in Health and Social Care.</p>	<p>solutions, use systems and technology</p>				
<p><b>Introduces:</b> <b>Unit 4</b> reading technical texts</p> <ul style="list-style-type: none"> <li>• effective writing</li> <li>• analytical skills</li> <li>• preparation for assessment methods used in degrees.</li> </ul> <p>AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector</p> <p>AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector</p> <p><b>Unit 12</b> A Examine reasons why individuals may experience additional needs B Examine how to overcome the challenges to daily living faced by people with</p>	<p><b>Introduces:</b> <b>Unit 4</b> AO3 Analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the research on health and social care practice and service provision</p> <p>AO4 Evaluate current health and social care research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on health and social care practice and service provision</p> <p><b>Unit 12</b> C1 Professionals involved in supporting individuals with additional needs</p>	<p><b>Introduces:</b> <b>Unit 20</b> A1 Ways in which mental wellbeing and mental health are understood A2 Factors that affect mental wellbeing and mental health across the life span B1 Recognised mental ill-health conditions and their symptoms according to current classification systems B2 Strengths and limitations of classification systems</p> <p><b>Unit 11</b> A1 Principal psychological perspectives as applied to the understanding of development and behaviour A2 Application of psychological perspectives to health and social care</p>	<p><b>Introduces:</b> <b>Unit 20</b> C1 The impact of mental ill health on individuals C2 Mental ill health and Relationships D1 Legislation, policies and codes of practice D2 Assessment and treatment</p> <p><b>Unit 11</b> C1 Behaviour of service users in health and social care settings C2 Practices in health and social care settings</p>	<p><b>Introduces:</b> Passport to further studies programme - bespoke</p>	<p>left</p>

<p>additional needs  C Investigate current practice with respect to provision for individuals with additional needs</p>	<p>C2 Support and adaptations for individuals with additional needs  C3 Financial support for individuals with additional needs  C4 Statutory provision for children with additional needs:</p>	<p>practice  A3 Contribution of psychological perspectives to the understanding  B1 Factors that affect human development and specific behaviours B2 Contribution of psychological perspectives to the management of behaviours B3 Contribution of psychological perspectives to the treatment of behaviours</p>			
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