HSC Key 5 Curriculum Map 2022-24

<u>Year 12</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 6	Unit 6	Unit 1	Unit 1	Exams Unit 1, 2, 3	Unit 6 (Tasks 3 & 4)
Work Experience in	Work Experience in Health	Human Lifespan	Human Lifespan	May and June	
Health and Social Care	and Social Care (Tasks 1 &	Development	Development		
(Tasks 1 & 2)	2)	Unit 2	Unit 2	commence:	
Unit 8	Unit 8	Working in Health &	Working in Health &	Unit 6 (Tasks 3 & 4)	Unit 18 Assessing
Promoting Public Health	Promoting Public Health	Social Care	Social Care		Children's
Unit 5	Unit 5			Unit 18 Assessing	Development Support
Meeting Individual Care	Meeting Individual Care		Unit 3	Children's	Needs
and Support Needs	and Support Needs	Unit 3	Anatomy and Physiology	Development Support	
Unit 3	Unit 3	Anatomy and		Needs	
Anatomy and Physiology	Anatomy and Physiology	Physiology			Unit 14
Unit 7	Unit 7			Unit 14	Physiological
Principles of Safe	Principles of Safe Practice			Physiological	Disorders
Practice				Disorders	
Unit 6	Unit 6	Unit 1	Unit 1	Unit 6	Unit 6
Learners explore the	As Autumn 1	Learners cover	As Spring 1	LA C & D	As Autumn 1, 2
benefits of work	Unit 8	physical, intellectual,	Unit 2	As Autumn 1, 2	As Autumn 1, 2
experience. They carry	As Autumn 1	emotional and social	As Spring 1	7.5 7.44411111 1, 2	Unit 14
out and reflect on a	Unit 3	development across	Unit 3	Unit 14	As Summer 1
period of work	As Autumn 1	the human lifespan,	As Autumn and Spring 1	Learners explore	7.5 5411111111111111111111111111111111111
experience, and plan for	Unit 7	and the factors	, to , tatarim and opining i	types of physiological	
personal and	As per Autumn 1	affecting development		disorders, the	
professional	Unit 5	and the effects of		procedures for	
development.	As per Autumn 1	ageing.		diagnosis, and the	

Unit 8	Unit 2	dovalonment of a
		development of a
Learners explore the	Learners explore what	treatment plan and
aims of public health	it is like to work in the	provision of support
policy and the current	health and social care	for service users.
approaches to promoting	sector, including the	
and protecting health	roles and	Unit 18
and encouraging	responsibilities of	
behaviour change in the	workers and	Learners explore
population.	organisations.	theories that explain
Unit 5		how children develop,
Learners focus on the	Unit 3	the factors that may
principles and	As Autumn 1, 2	affect development,
practicalities that		and how growth and
underpin meeting		development is
individuals' care and		monitored and
support needs, which are		supported.
the foundation of all the		
care disciplines.		
Unit 3		
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.		
Unit 7		
Learners explore the		

importance of safe					
working practices,					
safeguarding procedures					
and responding					
to emergency situations					
in health					
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Unit 6	Unit 6	Unit 1	Unit 1	Unit 18	Unit 18
Learning Aim A & B:	Learning Aim A & B:	Written exam set and	Written exam set and	Learning Aim A & B	Learning aim C & D
(A.P1, A.P2, B.P3, B.P4,	(A.P1, A.P2, B.P3, B.P4,	marked by	marked by	(A.P1, A.P2, A.M1,	(B.P3, C.P4, C.P5,
A.M1, B.M2, AB.D1)	A.M1, B.M2, AB.D1)	Pearson. 1.5 hours.	Pearson.1.5 hours.	A.M2, A.D1)	B.M3, C.M4, C.M5,
A report evaluating the	A report evaluating the	90 marks.	90 marks.	A report in response	BC.D2, BC.D3)
benefits of work	benefits of work	AO1 Demonstrate	Unit 2	to case studies of	A report based on
experience and the	experience and the	knowledge of physical,	Written exam set and	children at different	observations of
importance of	importance of	intellectual, emotional	marked by	ages. This will	children carried out
preparing for placement.	preparing for placement.	and social	Pearson.1.5 hours.	consider the	by learners,
The report must include	The report must include a	development across	80 marks.	principles and	explaining the impact
a plan to meet personal	plan to meet personal and	the human lifespan,		patterns of growth	that factors may have
and professional goals.	professional goals.	factors affecting	Unit 3	and development and	on children's growth
Unit 8	Unit 8	human growth and	Written exam set and	related theories, and	and how assessment
Learning Aim A & B	Learning aim C & D	development and	marked by	how this knowledge	supports and
(A.P1, A.P2, B.P3, B.P4,	(C.P5, C.P6, D.P7, D.P8,	effects of ageing	Pearson. 1.5 hours.	can support children's	promotes children's
A.M1, B.M2, B.M3,	C.M4, D.M5, C.D2, D.D3,	AO2 Demonstrate	90 marks.	growth and	growth and
AB.D1)	D.D4)	understanding of		development	development. The
A report on the aims of	A report on how a specific	physical, intellectual,			report must include
public health policy, and	health promotion	emotional and social			plans for
how it seeks to minimise	campaign	development across			observations, records
the factors adversely	has contributed to	the human lifespan,			of observations and a
affecting the health of	improving the health of a	factors affecting			reflective account.
the population.	community, with	human growth and			

Unit 5

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.

Unit 3

The unit will be externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes.

Unit 7

Learning Aim A & 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

reference to local demographic data compared to the national average.

Unit 5

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.

Unit 3

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

development and effects of ageing AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing

Unit 2

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

Written exam set and

	1	1		
procedures in a health	function of the human	sector		
and social care setting.	body	AO2 Demonstrate		
	AO2 Demonstrate	understanding of		
	understanding of the	service user needs,		
	structure, organisation and	roles and		
	function of the human	responsibilities of		
	body and	workers, working		
	relevant medical research	practices and		
	AO3 Analyse and evaluate	procedures in the		
	information related to	health and social care		
	anatomical and	sector		
	physiological systems and	AO3 Analyse and		
	medical	evaluate information		
	research related to	related to the roles and		
	disorders affecting these	responsibilities of		
	systems	health and social care		
	AO4 Make connections	workers and		
	between common	organisations and how		
	disorders and how they	workers and		
	affect human anatomical	organisations are		
	and physiological systems	monitored and		
		regulated		
		AO4 Make connections		
	Unit 7	between the roles and		
	Learning Aim A & B (A.P1,	responsibilities of		
	A.P2, B.P3, B.P4, B.P5,	health and social care		
	A.M1, B.M2, A.D1, B.D2)	workers and		
	A report evaluating duty	organisations, how		
	of care and safeguarding	workers and		
	procedures in a health and	organisations are		

	social care setting.	monitored			
		Unit 3 Written exam set and marked by Pearson.1.5 hours. 90 marks (see Autumn 1, 2)			
Builds on:	Builds on:	Builds upon:	Builds upon:	Builds upon:	Builds upon:
Unit 6	Unit 6	Unit 3	Unit 3	Unit 6	Unit 6
interpersonal skills: self-	interpersonal skills: self-	AO1, AO2 knowledge	AO1, AO2, AO3	This unit draws on	This unit draws on
management,	management, adaptability	and skills GCSE Science	knowledge and skills	knowledge taught in:	knowledge taught in:
adaptability and	and resilience, self-	anatomy and	Unit 1	Unit 2: Working in	• Unit 2: Working in
resilience, self-	monitoring and	physiology knowledge	A01, A02 knowledge and	Health and Social Care	Health and Social Care
monitoring and	development.		understanding	Unit 5: Meeting	• Unit 5: Meeting
development.	intrapersonal skills:	Unit 1	Unit 2	Individual Care and	Individual Care and
intrapersonal skills:	communicating, working	Component 1 Human	AO1, AO2 knowledge	Support Needs	Support Needs
communicating, working	collaboratively,	Lifespan development	and understanding	• Unit 7: Principles of	• Unit 7: Principles of
collaboratively,	negotiating and	BTEC Tech Award HSC		Safe Practice in Health	Safe Practice in Health
negotiating and	influencing, self-	Unit 2		and Social Care.	and Social Care.
influencing, self-	presentation	Component 2 Health		reflection of practice	adaptability and
presentation	Unit 8	and Social Care		in work experience	resilience, self-
Unit 8	cognitive and problem-	Services		and set future goals	monitoring and
cognitive and problem-	solving skills: use critical	BTEC Tech Award			development.
solving skills: use critical	thinking, approach non-			Unit 14	
thinking, approach non-	routine			Draws on knowledge	
routine	problems applying expert			from Unit 2, Unit 3,	

problems applying	and creative solutions, use			Unit 5, Unit 7	
expert and creative	systems and technology			Unit 18	Unit 14
solutions, use systems	Unit 7			Unit 1: Human	Draws on knowledge
and technology	Seminar and presentation			Lifespan Development	from Unit 2, Unit 3,
	skills: intrapersonal skills;			• Unit 2: Working in	Unit 5, Unit 7
Unit 3	communicating, working			Health and Social	·
Data skills from GCSE	collaboratively,			Care.	
maths & knowledge of	negotiating and				
GCSE Biology	influencing, self-				
Unit 7	presentation				
Seminar and	interpersonal skills: self-				
presentation skills:	management,				
intrapersonal skills;					
communicating, working	Unit 3				
collaboratively,	Data skills from GCSE				
negotiating and	maths & knowledge of				
influencing, self-	GCSE Biology				
presentation					
interpersonal skills: self-	Unit 5				
management,	Autumn 1 Task 1 Learning				
Unit 5	Aim A, B, C				
Component 2 &					
Component 3 BTEC Tech					
Award; Unit 2					
Introduces:	Introduces:	Introduces:	Introduces:	Introduces:	Introduces:
ALL units:	ALL Units	Unit 1	Unit 1	Unit 6	Unit 6
the ability to learn	the ability to learn	AO1 Demonstrate	AO3 Analyse and	C1 Work experience	C1 Work experience
independently	independently	knowledge of physical,	evaluate information	tasks	tasks
 the ability to research 	the ability to research	intellectual, emotional	related to human	C2 Work shadowing	C2 Work shadowing
actively and	actively and methodically	and social	development	and Observation	and Observation

methodically • being able to give theories/models and **D1** Reviewing **D1** Reviewing development across • being able to give the human lifespan, personal and presentations and being factors personal and presentations and being active group members. factors affecting affecting human growth professional professional active group members. Unit 6 human growth and and development development development A1 Developing skills and D2 Using feedback D2 Using feedback Unit 6 development and AO4 Make connections A1 Developing skills and effects of ageing and action Planning and action planning attributes between A2 Clarifying expectations AO2 Demonstrate theories/models in attributes relation to human A2 Clarifying understanding of for Unit 14 expectations for employment in health and development, factors A1 Types of physical, intellectual, affecting human growth physiological employment in health social care emotional and social and development and disorders and effects and social care A3 Exploring career development across A3 Exploring career the human lifespan, effects of ageing options on **B1** Preparation for work factors affecting body systems and Unit 2 options **B1** Preparation for work experience human growth and AO3 Analyse and functions experience B2 Setting goals and development and evaluate information A2 Causes of B2 Setting goals and learning Objectives effects of ageing related to the roles and physiological learning Objectives responsibilities of health disorders Unit 8 Unit 2 C1 The role of health AO1 Demonstrate and social A3 Signs and knowledge of service care workers and symptoms of Unit 8 promoters A1 The origins and aims C2 Approaches to user needs, roles and physiological organisations and how of promoting responsibilities of workers and disorders public health policy public health and workers, organisations are and working practices A2 Strategies for wellbeing monitored and regulated developing public health C3 Approaches to within the health and AO4 Make connections between the roles and social care sector policy protecting A3 Monitoring the health public health and AO2 Demonstrate responsibilities of health status of the population wellbeing understanding of and social care workers A4 Groups that influence C4 Disease prevention and service user needs, and organisations, how public health policy control methods workers and roles and **B1** Factors affecting responsibilities of D1 Features of health organisations are

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

Unit 3

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

Unit 7

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

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

Unit 3

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 Unit 7
A1 Duty of care
A2 Complaints procedures

B1 Types and signs of abuse and neglect

Will need to explore and

workers, working practices and procedures in the health and social care sector

Unit 3

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

monitored and regulated and how multidisciplinary teams work together to meet service user needs

Unit 3

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

and neglect	B2 Factors that could		
B3 Responding to	contribute to individuals		
suspected abuse and	being vulnerable to abuse		
neglect	and neglect		
B4 Reducing the	B3 Responding to		
likelihood of abuse and	suspected abuse and		
neglect	neglect		
	B4 Reducing the likelihood		
Unit 5	of abuse and neglect		
A1 Promoting equality,			
diversity and preventing	Unit 5		
discrimination A2 Skills	D1 How agencies work		
and personal attributes	together to meet		
required for developing	individual care and		
relationships with	support needs D2 Roles		
individuals A3 Empathy	and responsibilities of key		
and establishing trust	professionals on		
with individuals	multidisciplinary teams D3		
B1 Ethical issues and	Maintaining confidentiality		
approaches B2	D4 Managing information		
Legislation and guidance			
on conflicts of interest,			
balancing resources and			
minimising risk			
Enabling individuals to			
overcome challenges C2			
Promoting			
personalisation C3			
Communication			
techniques			

<u>Year 13</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 4	Unit 4	Unit 20	Unit 20	Completion of	left
Enquiries into Current	Enquiries into Current	Understanding Mental	Understanding Mental	the course, all	
Research in	Research in	Wellbeing	Wellbeing	folders	
Health and Social Care	Health and Social Care			completed and	
		Unit 11 Psychological	Unit 11 Psychological	SV sample.	
Unit 12	Unit 12	perspectives	perspectives		
Supporting Individuals with	Supporting Individuals with			2 nd retakes Unit	
Additional Needs	Additional Needs			1, 2, 3, 4	
		Revision for May, second	Revision for May 2 nd		
Unit 18 Assessing Children's	Revision Jan 1 st retakes	retakes if required	retakes if required		
Development Support Needs (complete the assessments from	Unit 1, 2, 3	Unit 1, 2, 3, 4			
Summer 2 Year 12)					
Unit 4	Unit 4	Unit 20	Unit 20	Completion of	left
Learners explore the	As Autumn 1 (Synoptic Test	Learners explore the	As Spring 1	the course, all	icit
methodologies of	Part 1 Nov)	nature of and strategies to	Unit 18	folders	
contemporary research and	1 41 (1 140)	promote mental wellbeing	As Spring 1	completed and	
investigate the implications for	Unit 12	and mental health,	7.0 3011118 1	SV sample.	
health and social care practice	As Summer 2 Yr. 12 and	and the impact of mental		3 v sample.	
and services.	Autumn 1	ill health on individuals.		2nd retakes Unit	
and services.	/ tatalili 1	in nearth on marriagais.		1, 2, 3, 4	
Unit 12	Revision for Jan retakes	Unit 11		_, _, .	
Learners explore the role of	Unit 1,2, 3	Learners explore key			
health and social care services		theoretical perspectives			
in providing care and support		that have been put			
to individuals with additional		forward on psychological			
needs.		and physical development			

		and how they are applied in different health and social care settings			
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	left
Unit 4	retakes examinations in	Unit 20	Unit 20	Completion of	
A task set and marked by	Jan Unit 1, 2, 3	Learning aims: A and B	Learning aims: C and D	the course, all	
Pearson and completed under	Unit 4	(A.P1, B.P2, B.P3, A.M1,	(C.P4, C.P5, D.P6, C.M3,	folders	
supervised conditions.	As Autumn 1. NB: Part 1	B.M2, AB.D1)	D.M4, CD.D2, D.D3)	completed and	
 Learners will be provided 	exam is released in	A report, using a case	A report on the	SV sample.	
with a research article (Part A)	November	study, on the nature of	importance of		
four weeks prior to a	Unit 14	mental health	promoting, protecting	2nd retakes Unit	
supervised assessment period	Learning aim: D (D.P5, D.P6,	and wellbeing and the role	and	1, 2, 3, 4	
in order to carry out secondary	D.P7, D.M4, D.D3)	of current classification	restoring the mental		
research.	Treatment plan to meet the	systems in improving the	wellbeing		
 Learners should compile 	needs of a selected service	diagnosis of two selected	and mental health of a	Next steps	
notes on their secondary	user with a physiological	mental ill-health	selected individual	programme to	
research in monitored sessions	disorder.	conditions and their	diagnosed with a mental	support early	
of six hours scheduled by the	Unit 12	symptoms.	ill-health	finish students -	
centre.	Learning aim: A (A.P1,		condition.	preparation	
The supervised assessment	A.M1, A.D1)	Unit 11		programme for	
period (Part B) is undertaken	Learning aims: B and C	Learning aims: A and B		University,	
in a single morning session of	(B.P2, B.P3, C.P4, C.P5,	(A.P1, A.P2, B.P3, B.P4,		finance, courses	
three hours.	B.M2, C.M3, C.M4, BC.D2,	A.M1, B.M2, AB.D1)		etc.	
Written submission	BC.D3)	Learning aim: C (C.P5,			
• 65 marks.		C.P6, C.M3, C.D2, C.D3)			
		LA A & B A report on the			
Unit 12		role of psychological			
2 summative assessments		perspectives in the			
LA A		understanding of human			

	T		1		
A report that demonstrates a		development and the			
clear understanding of how		management and			
additional needs are		treatment of two selected			
determined and diagnosed,		service users with			
with examples of the		different behaviours.			
additional needs that		LAC A report on the			
individuals can experience.		application of			
LA B & C		psychological perspectives			
A report that demonstrates		in two local health and			
current practices and		social care settings in			
procedures for providing care		enabling professionals to			
for children and adults with		enhance the social			
additional needs, including the		functioning of two			
support given to overcome		different service users.			
challenges to daily living.					
Builds upon:	Builds upon:	Builds upon	Builds upon:	Builds upon:	Yr 13 left
Unit 4	Unit 4	Unit 20	Unit 20	Completion of	
To complete the assessment	reading technical texts	builds on knowledge from	Learning Aim A, B	the course, all	
task for within this unit, you	effective writing	Unit 5 & Unit 7		folders	
will need to draw	 analytical skills 		Unit 11	completed, lv;d	
on your learning from across			Learning Aim A & B	and SV sample	
your programme.	Learning aim A, B, C	Unit 11		sent	
	Unit 12	builds on knowledge from			
Unit 12	Learning aim A, B	mandatory units in Year		2nd retakes Unit	
This unit draws on knowledge	Unit 5, Unit 2, Unit 18	12 and also Unit 12 and		1, 2, 3, 4	
taught in: • Unit 1: Human	cognitive and problem-	Unit 18			
Lifespan Development • Unit	solving skills: use critical				
2: Working in Health and Social	thinking, approach non-				
Care • Unit 3: Anatomy and	routine problems applying				
Physiology for Health and	expert and creative				

Social Care • Unit 7: Principles	solutions, use systems and				
of Safe Practice in Health and	technology				
Social Care.					
Introduces:	Introduces:	Introduces:	Introduces:	Introduces:	left
Unit 4	Unit 4	Unit 20	Unit 20	Passport to	
reading technical texts	AO3 Analyse information	A1 Ways in which mental	C1 The impact of mental	further studies	
 effective writing 	and data related to current	wellbeing and mental	ill	programme -	
 analytical skills 	research in health and	health are understood	health on individuals	bespoke	
 preparation for assessment 	social care, demonstrating	A2 Factors that affect	C2 Mental ill health and		
methods used in degrees.	the ability to interpret the	mental wellbeing and	Relationships		
AO1 Demonstrate knowledge	potential impact and	mental health across the	D1 Legislation, policies		
and understanding of	influence of the research on	life span	and		
methods, skills and ethical	health	B1 Recognised mental	codes of practice		
issues related to	and social care practice and	ill-health conditions and	D2 Assessment and		
carrying out research within	service provision	their symptoms according	treatment		
the health and social care	AO4 Evaluate current health	to current classification			
sector	and social care research to	systems	Unit 11		
AO2 Apply knowledge and	make informed judgements	B2 Strengths and	C1 Behaviour of service		
understanding of the methods,	about the	limitations	users in health and social		
skills and ethical issues to	validity of the research	of classification systems	care settings C2 Practices		
current research in the health	methods used, further		in health and social care		
and social care sector	areas for research and the	Unit 11	settings		
	potential impact of the	A1 Principal psychological			
Unit 12	research on health and	perspectives as applied to			
A Examine reasons why	social care practice and	the understanding of			
individuals may experience	service provision	development and			
additional needs	Unit 12	behaviour			
B Examine how to overcome	C1 Professionals involved in	A2 Application of			
the challenges to daily living	supporting individuals with	psychological perspectives			
faced by people with	additional needs	to health and social care			

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