**HSC BTEC Tech Award Key 4 Curriculum Map 2025-27**

**Year 10**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Component 2** **Health and Social Care Services LA A**  | **Component 2 Health and Social Care Services LA B** | **Component 2 Health and Social Care Services LA B** | **Component 2 Health and Social Care Services**  | **Component 1 Human Lifespan Development LA A** | **Component 1 Human Lifespan Development LA A & LA B** |
| Learning Aim A: Understand the different types of health and socialcare services and barriers to accessing themA1 Health and social care servicesLearners will explore a range of healthcare conditions and how they can be managedby the individual and the different healthcare services that are available.A2 Social care servicesLearners will explore a range of social care needs and how these can be met by thesocial care services that are available.A3 Barriers to accessing servicesLearners will explore barriers that can make it difficult to use these services and suggesthow these barriers can be overcome. | Learning Aim B:B1 Skills and attributes in health and social careLearners will explore the skills and attributes that are required when delivering care.Skills:Attributes:B2 Values in health and social careLearners will explore the values that are required when planning and delivering care. The 6 Cs:o care o compassion o competence o communication o courage o commitmentB3 The obstacles individuals requiring care may faceLearners will explore the personal obstacles that individuals requiring and receiving caremay face. | Learning Aim B:B4 The benefits to individuals of the skills, attributes and values in health and social care practice. Learners will explore how skills, attributes and values benefit individuals when receiving care  |  Pearson Set Assessment by Easter: 6 hrs & resubmission Task 1-5Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks | Learning Aim A:Understanding how life affects our growth and development A1 Human growth and development across life stagesA1 Learners will explore different aspects of growth and development across the life stagesusing the physical, intellectual, emotional and social (PIES) classification. | Learning Aim A:Understanding how life affects our growth and developmentA2 Factors affecting growth and developmentLearners will explore the different factors that can affect an individual’s growth anddevelopment. Different factors will impact on different aspects of growth anddevelopment. |
| Assessment: PSA Planning Task 1, 2Task 1, learners will demonstrate their knowledge andunderstanding of how health care services work together to meet the needsof an individual.Task 2, learners will demonstrate their knowledge andunderstanding of how social care services meet the needs of an individual.Task 3, learners will demonstrate their knowledge andunderstanding of barriers an individual could face when accessing servicesin health or social care. | Assessment:PSA Planning Task 3, 4Task 3, learners willTask 4, learners will demonstrate their knowledge andunderstanding of how health care professionals demonstrate the skills,attributes and values when delivering care to an individual. | Assessment:PSA Planning Task 5 Task 5, learners will demonstrate their knowledge andunderstanding of how the skills, attributes and values of care professionalscan help an individual to overcome potential obstacles. | Assessment: PSA Tasks 1-5 | Assessment: PSA planningTask 1, learners will demonstrate their knowledge andunderstanding of the PIES growth and development through the life stages. | Assessment: PSA PlanningTask 2, learners will demonstrate their knowledge andunderstanding of the impact of different **factors** on PIES growth and development through the life stages. |
| **Builds upon:** Learners will gain an understanding of health and social care services and will help them develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help learners to progress to Level 2 vocational/ academic qualifications. | **Builds upon:** Task 1, 2, content | **Builds upon:**Learners will explore the values that are required when planning and delivering care with the introduction of the 6 Cs to improve care and experience for individuals.  |  | **Builds on:** Learners will develop transferable skills, such as written communication skills, which will support progression to Level 2 or 3 vocational or academic qualifications | **Builds on:** Learners will develop transferable skills, such as written communication skills, which will support progression to Level 2 or 3 vocational or academic qualifications |
| **Introduces:** Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome. Then learners will explore and applying the different care values that are key to the delivery of effective health and social care services.Role play, group and/or individual script writing and peer evaluation | **Introduces:**Learner will explore Social care – help with day-to-day living because of illness, vulnerabilityor disability.Learners will explore barriers that can make it difficult to use these services and suggesthow these barriers can be overcome. Definition of barriers: something unique to the health and social care systemthat prevents an individual to access a service. Types of barriers and how they can be overcome | **Introduces:** delivery of care, skills and attributes, 6 C’smock examination for total tasks 1- 5 |  | **Introduces:** Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.Requirements for BTEC coursework and assignment writing | **Introduces:** 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.Assignment writing, use of key words, time management |

**Year 11**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** |
| **Component 1****Human Lifespan Development****LA B** Learning Aim B:Understand how individuals deal with life eventsB1 Different types of life eventLearners will explore life events that occur in an individual’s life. Learners will explore thedifferent events that can impact on people’s PIES development.Learning Aim B2 B2 Coping with change caused by life eventsB2 Learners will explore how individuals can adapt or be supported through changescaused by life events. People may react very differently to the same type of event. | Pearson Set Assessment after October half termThen introduce: **Component 3 Health and Wellbeing****LA A** | **Component 3****Health and Wellbeing****LA B** Learning Aim B:Interpreting health indicatorsB1 Physiological indicatorsLearners will explore how physiological indicators are used to measure health.Interpretation of physiological data according to published guidelinesThe potential significance of abnormal readingsB2 Lifestyle indicatorsLearners will explore how lifestyle choices determine physical health.Learners will explore how lifestyle choices determine physical health.Interpretation of lifestyle data according to published guidelines | **Component 3 Health and Wellbeing** **LA C**Learning Aim C:C Person-centred approach to improving health and wellbeingLearners will explore the use of the person-centred approach in health and social caresettings. C1 Person-centred approachLearners will explore the use of the person-centred approach in health and social caresettings.C2 Learners will explore recommendations and actions that are aimed at improvinghealth and wellbeing, alongside support available for achieving this.C3 Barriers and obstacles to following recommendationsLearners will explore the barriers and obstacles that individuals can face when followingrecommendations and the unique ways that they may be overcome. | **Component 3****Health and Wellbeing****External assessment Exam May** Revision, mock exam and external public examination May |
| **Assessment:**Task 3a and Task 3b1, 3b2 Planning and Preparation | **Assessment:**Mock test: PSA beginning of November, resubmissionscommence Component 3 formative assessment | **Assessment:** PPE exam paperRetake of PSA Component 1 for selected students who did not meet their MTG in Component 1 | **Assessment:**Revision for Component 3 exam in May | **Assessment:** External terminal synoptic exam Component 3 |
| **Builds on:** Learners will explore the values that are required when planning and delivering care with the introduction of the 6 Cs to improve care and experience for individuals. | **Builds upon:** Component 3. This external component builds on knowledge and understanding acquired anddeveloped in Components 1 and 2, and includes synoptic assessment. Learners will explore how factors can affect an individual’s health and wellbeingpositively or negatively. This links to and extends knowledge and understandingof human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals. | **Builds upon:** Learning Aim A Component 3 | **Builds upon**This links to, andconsolidates, knowledge and understanding from Component 1 on sources and types ofsupport, and Component 2 on health and social care services, and also skills, attributesand values that contribute to care. | **Builds upon:** entire HSC course to date |
| **Introduces:** delivery of care, skills and attributes, 6 C’s PSA preparation for tasks 1- 5 | **Introduces:** Component 3 | **Introduces:** Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. | **Introduces:** Learners will explore recommendations and actions that are aimed at improvinghealth and wellbeing, alongside support available for achieving this. |  |