

BTEC Health and Social Care Curriculum Map

Curriculum Intent Overview

The demand for both health and social care is likely to rise, so both health and social care will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Our curriculum aims to ensure that all learners are able to leave both at Key stage 4 and 5 with a firm understanding of key roles in the health and social care sector. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this valuable sector. BTEC Tech Awards use a combination of assessment styles to give your students’ confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments, both practical and written, mean students can showcase their learning and achievements to best effect when they take their next step, whether that’s supporting applications to higher education courses or potential employers. At Key stage 5, BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education. The BTEC Nationals (studied in the sixth form), ensure that learners needs are met and that they are prepared for the world of work with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines which is what our HSC curriculum sets out to achieve.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 10	Unit: Health and Social Care Component 1: Human Lifespan Development Knowledge: Life stages (infancy to later adulthood); physical, intellectual, emotional and social (PIES) development; growth and development milestones; factors affecting development (genetic, lifestyle, environment, relationships, life events). Skills: Describing stages of development; interpreting case studies; identifying factors affecting growth; comparing development across life stages; using key health and social care terminology; applying knowledge to real-life scenarios. Prior/Future links: Component 2 (health and social care services and	Unit: Health and Social Care Component 1: Human Lifespan Development Knowledge: Component 1: Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals’ physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events. Learning outcomes A Understand human growth and development across life	Unit: Health and Social Care Component 1: Human Lifespan Development Knowledge: Component 1: Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals’ physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events. Learning outcomes A Understand human growth and development across life	Unit: Health and Social Care Component 1: Human Lifespan Development Knowledge: Component 1: Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals’ physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events. Learning outcomes A Understand human growth and development across life	Unit: Health and Social Care Component 1: Human Lifespan Development Knowledge: Component 1: Human Lifespan Development Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals’ physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events. Learning outcomes A Understand human growth and development across life	Unit: Health and Social Care Component 2: Health and Social Care Services and Values Knowledge: Introduction to health and social care services, types of practitioners, barriers to accessing services and the importance of care values. Skills: Identifying roles of professionals; applying care values to scenarios; communication and teamwork skills; analysing how services meet individual needs. Prior/Future links: Prepares learners for starting the Component 2 PSA at the end of HT6 (Task 1) and start of Y11, and supports progression into health and social care pathways.	By end of year pupils can... Can apply knowledge confidently, analyse factors affecting individuals and complete structured PSA tasks independently. Can make detailed links between theory and case studies, showing clear analysis and well-developed written responses.

	values); Component 3 synoptic assessment; progression to Level 2/3 Health & Social Care, childcare, nursing, social work, psychology and public health pathways.	stages and the factors that affect it B Understand how individuals deal with life events. The assignment for this component consists of four tasks. Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events Skills: Writing detailed assessment responses for each Task; using evidence to support judgements; proofreading and improving work. Prior/Future links: Builds on PSA planning and prior Component 1	stages and the factors that affect it B Understand how individuals deal with life events. The assignment for this component consists of four tasks. Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events Skills: Writing detailed assessment responses for each Task; using evidence to support judgements; proofreading and improving work. Prior/Future links: Builds on PSA planning and prior Component 1	stages and the factors that affect it B Understand how individuals deal with life events. The assignment for this component consists of four tasks. Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events Skills: Writing detailed assessment responses for each Task; using evidence to support judgements; proofreading and improving work. Prior/Future links: Builds on PSA planning and prior Component 1	stages and the factors that affect it B Understand how individuals deal with life events. The assignment for this component consists of four tasks. Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events Skills: Writing detailed assessment responses for each Task; using evidence to support judgements; proofreading and improving work. Prior/Future links: Builds on PSA planning and prior Component 1		Level 2 Distinction (D2) Can fully analyse and evaluate information, justify decisions using evidence and produce detailed, independent PSA work to a high standard.
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		learning. Strengthens analytical and written communication skills for Component 2	learning. Strengthens analytical and written communication skills for Component 2	learning. Strengthens analytical and written communication skills for Component 2	learning. Strengthens analytical and written communication skills for Component 2		
	Assessment: Practice PSA for Component 1	Assessment: Component 1	Assessment: Component 1	Assessment: Component 1	Assessment: Component 1		Assessment: Component 2
Year 11	Unit: Health and Social Care Component 2: Health and Social Care Services and Values Knowledge: Health and social care services; barriers to accessing services; care values; skills, attributes and responsibilities of practitioners; person-centred care. Skills: Students will continue with their Component 2 PSA. They should now be on Task 2. After studying component 2 learners will complete the set assignment by the exam board Pearson. they will be given a case study in which they must apply the following skills. Task 1 How healthcare services work together to meet the needs of individual Task 2 how social care services meet the needs of Individual's Task 3 Barriers an individual could face when accessing Services in health or social care Task 4 How health and social care professionals demonstrate the skills. Attributes and values required when delivering care to an individuals	Unit: Health and Social Care Component 2: Health and Social Care Services and Values Knowledge: Health and social care services; barriers to accessing services; care values; skills, attributes and responsibilities of practitioners; person-centred care. Skills: Students will continue with their Component 2 PSA. They should now be on Task 2. After studying component 2 learners will complete the set assignment by the exam board Pearson. they will be given a case study in which they must apply the following skills. Task 1 How healthcare services work together to meet the needs of individual Task 2 how social care services meet the needs of Individual's Task 3 Barriers an individual could face when accessing Services in health or social care Task 4 How health and social care professionals demonstrate the skills. Attributes and values required when delivering care to an individuals	Unit: Health and Social Care Component 3: Health and Wellbeing Knowledge: Factors affecting health and wellbeing including physical, lifestyle, social, emotional and economic factors; interpreting health indicators. Skills: Analysing lifestyle factors; interpreting health data; applying knowledge to case studies; using health and social care terminology accurately. Prior/Future links: Builds on Component 1 understanding of factors affecting development and Component 2 knowledge of services and support.	Unit: Health and Social Care Component 3: Health and Wellbeing Knowledge: Physiological and lifestyle indicators, person-centred health plans and recommendations to improve health and wellbeing. Skills: Creating health improvement plans; interpreting case study information; evaluating recommendations; exam-style written responses. Prior/Future links: Develops analytical and evaluative skills needed for the external assessment and future vocational courses.	Unit: Health and Social Care Component 3: Health and Wellbeing Knowledge: Consolidation of Component 3 content including health indicators, factors affecting wellbeing and improvement strategies. Skills: Exam technique; extended writing; interpreting unseen case studies; applying knowledge under timed conditions; revision and retrieval practice. Prior/Future links: Builds on all prior Component 3 content and coursework experience from Components 1 and 2.	Unit: Health and Social Care Component 3: Health and Wellbeing Knowledge: Review of key concepts across Components 1, 2 and 3 including development, care values, services, health indicators and wellbeing. Skills: Reflecting on progress; communication and independent learning skills; practising PEQs under timed conditions Prior/Future links: Draws on all learning completed throughout the Pearson Tech Award course. Exam to take place in early May. This will be worth 40% of their final Grade.	By end of year pupils can... (Link to Grade 7/B) Level 2 Pass (L2 P): Interpret basic health and wellbeing information from case studies. Identify key factors affecting an individual's health and suggest simple, appropriate improvements. Show understanding of health indicators with some accuracy. Level 2 Merit (L2 M): Analyse how different physical, social and lifestyle factors impact health and wellbeing. Make clear links between data (e.g. BMI, pulse rate, lifestyle factors) and an individual's needs. Develop structured, relevant health and wellbeing plans. Level 2 Distinction (L2 D): Fully evaluate an individual's health and wellbeing using a wide range of information. Justify recommendations with clear, logical reasoning linked to health data and case study evidence. Produce detailed, person-centred

	Task 5 how can skills and attributes and values of health and social care professionals can help individuals to overcome potential obstacles Prior/Future links: Prepares learners for Component 3 external assessment, and careers in nursing, childcare, social work and allied health professions.	Task 5 how can skills and attributes and values of health and social care professionals can help individuals to overcome potential obstacles Prior/Future links: Prepares learners for Component 3 external assessment, and careers in nursing, childcare, social work and allied health professions.					health improvement plans with well-supported conclusions.
	Assessment: Component 2	Assessment: Component 2	Assessment: Component 3 Learning Aim A	Assessment: Component 3 Learning Aim B and C	Assessment: Component 3 Past Papers	Assessment: External Exam for Component 3	
Year 12	Unit: Unit 1 – Human Lifespan Development Knowledge: Overview of PIES development across life stages; introduction to factors affecting development. Skills: Describing the 6 life stages; recognising influences on development in relation to the different factors; basic case study interpretation for 4m or 6m questions. Prior/Future links: Core knowledge for all Level 3 units and progression to Year 13 coursework. Unit: Unit 2 – Working in Health and Social Care Knowledge: Introduction to roles in health and social care; basic care values; overview of services. Skills: Identifying job roles; understanding care values; simple application to scenarios.	Unit: Unit 1 - Human Lifespan Development Knowledge: Factors affecting development (physical, social, emotional, economic); life events and their impact across life stages. Skills: Explaining influences on development; analysing case studies; structured written responses for 10m questions. Prior/Future links: Core foundation for Year 13 assessment tasks and health/social care pathways. Unit: Unit 2 - Working in Health and Social Care Knowledge: Roles of professionals; care values in practice; legislation and policies in	Unit: Unit 5 – Meeting Individual Care and Support Needs Knowledge: Person-centred care, communication methods, equality and diversity, meeting individual needs. Skills: Applying care values; analysing barriers to care; evaluating support strategies. Students to begin their Task 1 coursework Prior/Future links: Direct application to real care settings, placements, and progression into advanced coursework units. Unit: Unit 7 - Principles of Safe Practice in Health and Social Care Knowledge: Safeguarding, duty of care, risk assessment, infection control, health and safety legislation. Skills: Identifying risks; applying safeguarding procedures; analysing safe practice in care settings.	Unit: Unit 5 – Meeting Individual Care and Support Needs Knowledge: Person-centred approaches; effective communication; barriers to care; promoting equality and inclusion. Skills: Applying care values to scenarios; analysing barriers; evaluating support strategies for individuals. Students to continue with Task 1. Prior/Future links: Direct application to care practice and preparation for Year 13 coursework and placements. Unit: Unit 7 – Principles of Safe Practice in Health and Social Care Knowledge: Safeguarding procedures, risk management, infection control, and safe working	Unit: Unit 5 – Meeting Individual Care and Support Needs Knowledge: Person-centred care, communication methods, equality, diversity and inclusion in care settings. Skills: Applying care values; evaluating support approaches; analysing barriers to effective care. Prior/Future links: Supports real-world care practice and progression into advanced Level 3 study and placements. Unit: Unit 9 – Infection Prevention and Control Knowledge: Types of infections, how to minimise the spread of infections in a hospital Skills: Identifying the types of infections and the effects on individuals. How to prevent the spread of	Unit: Unit 8 – Promoting Public Health Knowledge: Definition of public health; models of health promotion; factors affecting public health (lifestyle, social, economic, environmental); national and local health campaigns; roles of organisations in promoting health. Skills: Analysing health promotion campaigns; interpreting public health data; evaluating effectiveness of strategies; applying knowledge to case studies. Students to start Task 1. Future links: Supports progression to Year 13 applied health units, understanding of population health, and careers in nursing, public health, social care and allied health professions.	By end of year pupils can... (Link to Grade 7/B) • Pass: Describe and explain key concepts and apply them to familiar contexts. • Merit: Analyse information by making clear links between factors and outcomes. • Distinction: Evaluate situations, justify decisions and draw reasoned conclusions

	Future links: Prepares for understanding practice-based learning and professional standards in later units and placements. Unit: Work Experience in Health and Social Care Knowledge: Expectations of workplace behaviour; roles and responsibilities in placements; health and safety; safeguarding; professional standards in health and social care settings. Skills: Preparing for placement; professional communication; reflective thinking; understanding workplace expectations; applying care values in practice. Students will complete placement 1 in this half term. Students to complete Task 1. Future links: Supports successful completion of work placement; strengthens employability skills; links directly to Units 1 and 2 theory and future health/social care careers.	health and social care settings. Skills: Applying care values; identifying professional responsibilities; analysing service provision. Future links: Prepares for applied understanding in placements and progression to higher-level coursework units. Unit: Unit 6 - Work Experience in Health and Social Care Knowledge - Workplace expectations during placement; safeguarding and confidentiality; professionalism; health and safety in practice. Skills - Reflecting on placement experience; applying care values; professional communication; recording and evaluating practice. Students to complete Task 2. Future links: Supports successful completion of work experience portfolio; strengthens employability and links to all other units.	Future links: Supports placement practice (Unit 6 placement 2 and 3) and progression into professional care roles and Year 13 units. Unit: Unit 11 – Psychological Perspectives Knowledge: Behaviourist, cognitive, social learning and humanist approaches to behaviour and development. Skills: Applying psychological theories to case studies; comparing approaches; basic evaluation. Students to start Task 1. Future links: Supports understanding of service users; links to care practice and higher education in psychology and health fields.	practices in care settings. Students to start Task 2. Skills: Applying health and safety procedures; assessing risk in scenarios; explaining safeguarding responsibilities. Future Links: Supports safe practice in placements (Unit 6) and progression into professional health and social care roles. Unit: Unit 11 – Psychological Perspectives Knowledge: Development of psychological theories and their application to behaviour in health and social care contexts. Skills: Comparing theories; applying psychological approaches to case studies; developing basic evaluative points. Students to continue with Task 1. Future Links: Supports understanding of service users and links to higher education in psychology, nursing and social care.	infections. Students to complete Task 1. Future Links: Prepares progression to Year 13 extended coursework units. Unit: 11 – Psychological Perspectives Knowledge: Key psychological approaches and how they explain behaviour in health and social care contexts. Skills: Applying theories to scenarios; comparing approaches; developing structured explanations. Future links: Supports understanding of individuals in care settings and progression to higher education pathways. Students to continue with Task 1	Unit: Unit 9 – Supporting Individuals with Additional Needs Knowledge: Full consolidation of infection control principles, chain of infection, PPE use, hygiene procedures, and legal requirements in care settings. Skills: Applying infection control procedures to scenarios; identifying risks; explaining safe working practices; extended written responses. Students to complete Task 2. Future links: Prepares for safe practice in placements for Unit 6 and supports progression into Year 13. Unit: Unit 11 – Psychological Perspectives Skills: Consolidation of psychological approaches and their application to behaviour in health and social care contexts. Students to start Task 2. Knowledge: Comparing and evaluating theories; applying psychology to case studies; exam-style responses. Future links: Supports progression to Year 13 and higher education in psychology, nursing and social care-related degrees.	
	Assessment: Unit 6 Task 1	Assessment: Unit 6 Task 2, Unit 1 and 2 GI	Assessment: Unit 1 and 2 External Exams in January	Assessment: Unit 5, 7, 11 Coursework	Assessment: Units 5, 9, 11 coursework	Assessment: Units 8, 9, 11 coursework	

Year 13	Unit: Unit 3 – Anatomy and Physiology for Health and Social Care Knowledge:	Unit: Unit 3 – Anatomy and Physiology for Health and Social Care Knowledge: Continued study of body systems, homeostasis, and how physiological changes affect health conditions. Skills: Applying anatomy knowledge to case studies; interpreting health data; explaining links between body systems and disorders. Prior/Future links: Supports progression to health-related degrees and clinical understanding in practice-based settings	Unit: Unit 8 – Promoting Public Health (Task 2) Knowledge: Planning and implementation of public health campaigns; target populations; barriers to engagement; evaluation methods. Skills:	Unit: Unit 14 – Physiological Disorders and their Care Knowledge:	Unit: Unit 14 – Physiological Disorders and their Care Knowledge: Consolidation of major physiological disorders, treatment methods, and long-term care needs. Skills:	Unit: Knowledge: Skills: Prior/Future links:	By end of year pupils can... (Link to Grade 7/B)
	Structure and function of body systems (cardiovascular, respiratory, musculoskeletal, digestive); how systems work together; impact of disorders on body functioning. Skills: Applying anatomical and physiological knowledge; interpreting medical data; linking body systems to health conditions Prior/Future links: Essential for health-related degrees (nursing, paramedic science, physiotherapy); supports understanding of health conditions in practice-based units. Unit: Unit 4 – Enquiries into Current Research in Health and Social Care Knowledge: Understanding research methods; ethical considerations; analysis of current health and social care research topics; evidence-based practice. Skills: Research and data analysis; evaluating sources; interpreting findings; writing structured research reports; critical thinking. Future links: Prepares for higher education research skills.	Unit: Unit 4 – Enquiries into Current Research in Health and Social Care Knowledge: Research design, methods, and evaluation of current health and social care issues. Skills: Analysing research studies; evaluating evidence; developing structured research responses; academic writing. Future links: Prepares for higher education research tasks and evidence-based practice in health and social care careers.	Designing health promotion strategies; applying public health knowledge; evaluating effectiveness of campaigns; structured report writing. Students to complete Task 2 Prior/Future links: Supports understanding of population health in practice and progression to public health, nursing and social care roles. Unit: Unit 11 – Psychological Perspectives (Task 2) Knowledge: Application of psychological theories to specific behaviours and health/social care scenarios. Skills: Applying and comparing theories in detail; evaluating explanations of behaviour; extended written responses. Students to complete Task 2 presentations. Future links: Strengthens psychological understanding for higher education and professional	Common physiological disorders; causes, symptoms and treatment; impact on individuals; care and management approaches. Skills: Linking conditions to body systems; analysing impact on health and wellbeing; applying care strategies to case studies. Prior/Future links: Supports progression to nursing, paramedic science, physiotherapy and wider health-related degrees and careers. Unit: Unit 8 – Promoting Public Health (Task 2) Knowledge: Consolidation of health promotion strategies and campaign evaluation. Skills: Refining campaign analysis; evaluating effectiveness using evidence; structured report writing. Future links: Strengthens understanding of population health and evidence-based practice in health and social care. Unit: Unit 10 – Sociological Perspectives	Applying knowledge to complex case studies; analysing impact of disorders; extended written responses. Complete Task 2. Prior/Future links: Prepares for health-related degrees and clinical understanding in professional practice. Unit: Unit 8 – Promoting Public Health Knowledge: Final consolidation of health promotion approaches, campaign design and evaluation. Skills: Evaluating public health strategies; using evidence effectively; refining structured reports. Submit Task 2. Future links: Supports application in public health careers and higher education research tasks. Unit: Unit 10 – Sociological Perspectives Knowledge:		• Pass: Describe and explain key concepts and apply them to familiar contexts. • Merit: Analyse information by making clear links between factors and outcomes. • Distinction: Evaluate situations, justify decisions and draw reasoned conclusions

			practice in health and social care fields. Unit: Unit 18 – Child Development Knowledge: Stages of child development (0–8 years); physical, intellectual, emotional and social development; factors affecting development; observation methods. Skills: Observing and recording child development; analysing developmental milestones; applying theory to real examples; report writing. Students to complete Task 1 and start 2. Future links: Supports progression to early years, teaching, nursing and childcare-related higher education and careers.	Knowledge: Key sociological theories (functionalism, Marxism, feminism, interactionism); social inequalities in health and social care; impact of society on health outcomes. Skills: Applying sociological theories; analysing social factors affecting health; evaluating inequality in care access and outcomes. Submit Task 1 and start Task 2 Future links: Supports understanding of wider determinants of health and progression to sociology, nursing, social work and public health degrees.	Social inequalities in health; impact of culture, class, gender and ethnicity on health outcomes. Skills: Applying sociological theories; analysing inequality; evaluating social factors in health and care. Submit Task 2. Future links: Supports progression to sociology, social work, nursing and public health degrees.		
	Assessment: GI for Units 3 and 4	Assessment: External Exam for Units 3 and 4 in January	Assessment: Units 8, 11, 18 coursework	Assessment: Units, 8, 10, 14 coursework	Assessment: Units 8, 10, 14 coursework	Assessment:	