

What are the aims and intentions of this curriculum?

This course is your gateway into one of the most rewarding and in-demand sectors in the world. The BTEC Level 3 National in Health and Social Care opens doors to careers in nursing, midwifery, paramedic science, social work, physiotherapy, occupational therapy, mental health support, early years, care management and many more. Whether you are planning to go to university, apply for a degree apprenticeship or move directly into employment in the NHS, local authorities or the private care sector, this qualification gives you the knowledge, skills and confidence to succeed.

In Year 12, you will build the scientific and sociological foundations of health and social care. Unit 1 (Human Lifespan and Development) gives you a deep understanding of how people grow, change and are shaped by their experiences across a lifetime essential knowledge for anyone working with children, adults or older people. Unit 3 (Principles of Health and Social Care Practice) develops your understanding of the values, legislation, organisations and ethical frameworks that underpin every health and social care role. Together, these units prepare you to think critically, communicate professionally and understand the needs of the people you will one day support.

Term	Topics / Content	Knowledge & Key Terms	Skills Developed	Assessment
Autumn 1	Content Area A – Human Growth & Development - A1: PIES development (Physical, Intellectual, Emotional, Social) across life stages - Life stages: Infancy (0–2), Early Childhood (3–8), Adolescence (9–18), Early Adulthood (19–45) - Developmental milestones; health and developmental reviews - Theories of attachment: Bowlby & Ainsworth (secure and insecure attachment) - Why development may be delayed: disability, poverty, cultural factors - Growth vs development; individual rates of development	Key Terms - Growth, development, milestone, norm - PIES: Physical, Intellectual, Emotional, Social - Infancy, early childhood, adolescence, early adulthood - Primary and secondary sexual characteristics; hormones - Bonding, attachment, secure attachment, insecure attachment - Health visitor, developmental review; nature vs nurture debate	Skills - Research and information literacy - Peer teaching via presentations (Canva / PowerPoint / Padlet) - Analytical writing: case study paragraphs - Mind-mapping and visual note-making - Knowledge organiser creation - Interview skills: interviewing someone from a chosen life stage	Ongoing Assessment - Exam-style question practice using SAMs - End-of-topic knowledge test

	Learning Aim A – Values & Person-Centred Care - A1: Values essential to health and social care practice – NHS Core Values, Skills for Care Values and the 6Cs of Care - How organisations embed and evidence values (training, observation, codes of practice) - A2: Person-centred care – underpinning legislation: Human Rights Act 1998, Mental Capacity Act 2005, Equality Act 2010 - Person-centred care plans; electronic health records; complaint procedures	Key Terms - NHS Core Values; 6Cs: Care, Compassion, Competence, Communication, Courage, Commitment - Person-centred care, holistic care, autonomy, dignity - Mental Capacity Act 2005, Human Rights Act 1998, Equality Act 2010 - Care plan, electronic health record, review process - Complaint procedure: NHS, private healthcare, social care	Skills - Group research and presentation: NHS Values and 6Cs - Poster design: care values in practice - Role play: person-centred care planning (paired activity) - Written communication: formal vs informal styles - Reading and interpreting care plan templates	Internal Assessment – PASB - Unit 3 PASB: Pearson-Set Assignment Brief 12 hours total supervised completion - Centre marked and Pearson verified Formative Assessment - End-of-topic knowledge quiz - Formative feedback on written tasks
Autumn 2	Content Area A continued – Later Life Stages - A1 continued: Middle Adulthood (46–65) – menopause, perimenopause, cognitive changes - Late Adulthood (65–74) and Later Adulthood (75+) – positive and negative effects of ageing; cognitive super-agers - Importance of social activity; risk of social isolation in later life - Disengagement Theory (Cumming & Henry) and Activity Theory – application to case studies - Roper, Logan and Tierney model – 12 Activities of Daily Living; application to care planning	Key Terms - Perimenopause, menopause, hormone changes - Cognitive decline, dementia, cognitive super-ager - Disengagement Theory, Activity Theory - Social engagement, isolation, quality of life - Activities of Daily Living (ADL), independence - Holistic development; positive ageing	Skills - Venn diagram: late vs later adulthood PIES - Case study analytical writing using developmental theories - Interview with a family member or community volunteer about ageing - Creative response: cognitive super-agers in the media - Exam technique: command word focus – describe, explain, analyse - Timed practice: Content Area A questions	Trial Exam - Timed exam practice: Content Area A - Peer-marked responses with mark scheme - Glossary and knowledge organiser completion
	Learning Aim A continued – Communication & Confidentiality A3: Communication – verbal, non-verbal, written, digital, formal vs informal	Key Terms Verbal, non-verbal, written communication; active listening; body language	Skills - Role play: communication in HSC scenarios (complaint, bad news, conflict) - Pocket guide design: 'How to use the NHS App'	PASB Preparation - Revision: Learning Aim A (A1–A4) content - Formative practice: Task 1 style questions

	• Digital communication: NHS App, video consultations, health monitoring technology (smart watches, apps) • Alternative communication: BSL, Makaton, Braille, Widgit symbols (deaf, visually impaired, learning disabilities, dementia, young children) • A4: Confidentiality – GDPR and Data Protection Act 2018 • Information sharing principles: necessary, proportionate, relevant, accurate, timely, secure • When confidentiality may be breached; difference between sharing with a manager vs a friend	• Formal vs informal communication; audience and purpose • BSL, Makaton, Braille, Widgit; NHS App, video consultation • GDPR, Data Protection Act 2018, information governance • Confidentiality breach, information sharing principles, safeguarding exception	• Peer teaching: alternative communication methods • Poster: information sharing principles for health and social care professionals • Case study discussion: confidentiality breach scenarios	• Teacher feedback on written responses Formative Assessment • End of Learning Aim A (A1–A4) knowledge test
Spring 1	Content Area B – Factors Affecting Development • B1: Genetic factors – genetic predisposition vs genetic condition; cystic fibrosis, Huntington's disease, sickle cell anaemia; impact on PIES across life stages • B2: Lifestyle factors – diet, exercise, smoking, alcohol, oral health, sleep • Healthy pregnancy: prenatal substance use, diet, premature birth; Government guidance (Eatwell Guide, 5-a-day, physical activity guidelines, All Our Health) • B3: Health inequalities – socioeconomic, geographic, ethnicity, access to care • Types of discrimination and impact on health; environmental and occupational health factors	Key Terms • Genetic predisposition, genetic condition, inheritance, chromosome • Cystic fibrosis, Huntington's disease, sickle cell anaemia • Lifestyle factor, prenatal, foetal development, premature birth • Eatwell Guide, BMI, All Our Health programme • Health inequality, health disparity, life expectancy gap • Social determinant, deprivation, geographic inequality • Discrimination: racism, ageism, homophobia, disability discrimination • Occupational health, COPD, musculoskeletal disorder, shift work	Skills • Peer teaching: group presentations on genetic conditions • Mind-map: effects of smoking and alcohol on PIES • Poster/leaflet: healthy pregnancy advice • Data analysis: ONS statistics on health inequality • Flowchart: discrimination → health inequality • Past paper practice under timed conditions (ExamWizard) • Targeted revision using SAMs and mark schemes	Trial Exam • Full mock paper under timed conditions • Peer-marked using official mark schemes • Individual feedback and target setting

	Learning Aim A concluded – Duty of Care & Safeguarding • A5: Duty of care – definition and importance; dilemmas between duty of care and individual rights; consent and mental capacity • Professional codes of conduct: NMC, HCPC, Social Work England, GMC • A6: Safeguarding – types of abuse (physical, emotional, sexual, financial, neglect) • DBS checks; safeguarding legislation: Care Act 2014, Children's Act 1989 and 2004 • Adult Safeguarding Boards; multi-agency working to protect vulnerable people • Case examples: Arthur Labinjo-Hughes, Star Hobson, Baby P, Victoria Climbié	Key Terms • Duty of care, individual rights, dilemma, consent • Mental capacity, best interests, NMC Code, HCPC Standards • Professional accountability, revalidation, fitness to practise • Safeguarding, DBS (Disclosure and Barring Service) • Types of abuse: physical, emotional, sexual, financial, neglect, institutional • Adult Safeguarding Board, child protection plan, multi-agency working • Care Act 2014, Children's Act 1989 and 2004	Skills • Small group dilemma scenarios: balancing rights and duty of care • Infographic: professional codes of conduct and standards • Safeguarding fact file for health and social care volunteers • Statutory guidance analysis: Working Together to Safeguard Children • Documentary analysis: Whorlton Hall; Panorama case studies	PASB Preparation – Task 1 • Revision: full Learning Aim A content • End of Learning Aim A test • Practice responses to Task 1 style questions • Peer and teacher feedback on written responses
Spring 2	Content Area C – Health & Social Care: Promotion, Prevention & Treatment • C1: Prevalent health conditions across life stages: • Infancy/early childhood: infections, speech and language delay • Adolescence: vaping/smoking, drug and alcohol use, sexual health (STIs) • Early/middle adulthood: CHD, cancer, mental health, life-changing injuries • Late/later adulthood: dementia, arthritis, osteoporosis, obesity across all life stages • C2: Health promotion and prevention – vaccinations (herd immunity, immunisation schedules across life stages); age-related health checks and screening (NHS Health Check, cancer screening); health education campaigns (mental health, smoking,	Key Terms • Prevalence, incidence, morbidity, mortality • STI, vaping, substance misuse, sexual health • CHD, cancer, dementia (Alzheimer's, vascular), obesity, BMI, comorbidity • Herd immunity, vaccination, immunisation schedule • Screening, NHS Health Check; cancer screening programmes • Health education, health promotion, public health • Allied health professional (AHP), social prescriber, health visitor	Skills • Research table: health conditions per life stage • Case study analysis: STI data (UK Health Security Agency) • Gallery/carousel activity: conditions per life stage • Poster: GP surgery vaccination and screening information • Research: beginner's guide to a health profession (group task) • MDT meeting role play: professional roles allocated to students	Formative Assessment • Topic test: C1 health conditions per life stage • Peer-assessed case study paragraphs • C3 research presentations: health and social care professionals • MDT role play assessment: professional roles and responsibilities Post-Exam Review • Exam results review and feedback from mock exam • Resit preparation support if applicable

	alcohol, sexual health, accident prevention) • C3: Health and social care professionals – nurses (types), midwives, GPs, allied health professionals (physiotherapists, OTs, dietitians, paramedics, radiographers); social workers, care and support workers, youth workers; social prescribers; health visitors; roles, responsibilities and settings • C4: Personalised care and multi-disciplinary working – Integrated Care Systems in practice; person-centred care planning; holistic assessment; Roper, Logan and Tierney model applied to case studies; MDT working (purpose, advantages and challenges)	• Roles, responsibilities, scope of practice, referral pathway • MDT (multi-disciplinary team), multi-agency working • Person-centred care plan, holistic assessment, needs assessment • 12 Activities of Daily Living (Roper-Logan-Tierney); ICS, ICP, ICB	• Case study: Roper-Logan-Tierney ADL model applied to a service user • Structured debate: evaluating multi-disciplinary working • Extended evaluative writing practice • Post-trial exam review: examiner report and target setting	
	Learning Aim B – Organisations, Legislation & Services • B1: Key organisations – DHSC, NHS England, CQC, NICE, SCIE, Skills for Care, Skills for Health, PSA • Professional regulation: NMC, HCPC, Social Work England, GMC • Key legislation: Care Act 2014, MCA 2005, Equality Act 2010, Children's Act 1989/2004, HRA 1998, Health & Social Care Act 2012 • B2: Organisation of services – primary, secondary, tertiary, community, mental health, palliative, social care • B3: Integrated Care Systems (ICS) – ICPs and ICBs; local ICS structure; how services are coordinated	Key Terms • CQC, NICE, SCIE, Skills for Care, PSA • Professional accountability, regulation, code of conduct, CPD, revalidation • Primary care, secondary care, tertiary care, palliative care, social care • Integrated Care System (ICS), Integrated Care Partnership (ICP), Integrated Care Board (ICB) • Legislation, policy, procedure – distinctions between each	Skills • Group presentations: roles of key regulatory organisations • Legislation comparison: 1-page summary with case study example • Professional accountability information sheet for a trainee • CQC report analysis: local health or social care setting • Multi-agency meeting role play: complex case study • ICS fact file for local area	PASB Preparation – Task 2 • Revision: Learning Aim B content • End of Learning Aim B knowledge test • Practice for Task 2 of PASB • Structured written practice: evaluating organisational roles
Summer 1	Full Specification Consolidation & Exam Preparation • All Content Areas A, B and C have been fully taught by the end of Spring	Key Terms – Revision • All key terms from Content Areas A, B and C (see previous terms)	Skills • Timed past paper practice: SAMs + trial papers	EXTERNAL EXAMINATION Unit 1 Exam • 80 marks 1 hour 30 minutes

	2. This term focuses entirely on consolidation, revision and exam technique • Systematic revision of all Learning Aims A, B and C – students self-assess each topic using a traffic-light system • Past paper practice – SAMs and trial papers under timed conditions (1h30m); peer and teacher marking using official mark schemes • Extended answer technique – command word focus: describe, explain, analyse, evaluate; building structured paragraphs • Small-group targeted intervention based on mock exam feedback • Full Unit 1 knowledge organiser: completion and self-testing • Exam time management: timing per question; checking strategies	Command Words • Identify / State: give a fact with no explanation needed • Describe: give a detailed, step-by-step account • Explain: give the reason WHY – always linked (1+1 marking) • Analyse: examine in detail; consider causes and effects • Evaluate: judge how effective/important something is, using evidence	• Peer and self-assessment using official mark schemes • Planning extended answers: PEE (Point-Evidence-Explanation) structure • Targeted revision of weak areas identified from mock exam feedback • Knowledge organiser self-testing • Exam time management: 26 minutes per section	• Section A: 26 marks • Section B: 29 marks • Section C: 25 marks Exam date: May
	Learning Aim C – Social Determinants, Equality & Barriers • C1: Social determinants of health – Dahlgren & Whitehead model; access to care, behavioural risks, wider determinants; socially excluded groups (homeless people, asylum seekers and refugees) • C2: Improving health outcomes – equality, diversity and inclusion; Equality Act 2010 protected characteristics; intersectionality, unconscious bias, cultural competence, labelling, stereotyping • C3: Barriers to improving health outcomes – discrimination as a barrier to care; COVID-19 impact on disabled people, ethnic minority communities, care home residents, homeless people	Key Terms • Dahlgren & Whitehead model, social determinant, health inequality • Social exclusion, refugee, asylum seeker, homelessness • Protected characteristics (Equality Act 2010): age, disability, race, sex, religion, sexual orientation • Intersectionality, unconscious bias, cultural competence • Stereotype, prejudice, discrimination, labelling, othering	Skills • Health inequalities case study writing • Data analysis: The Health Foundation statistics • Group: equality and human rights awareness training design • Research: discrimination as a barrier for a chosen service user group • ONS COVID-19 data analysis: 5 key statistics • Independent extended writing under PASB conditions	Unit 3 PASB • 12 hours supervised completion time • Centre marked and Pearson verified End of Learning Aim C • Full Unit 3 knowledge check

	PASB COMPLETION	• Pandemic, excess deaths, vulnerable group, COVID-19 disparity		
Summer 2	Purpose of the Transition Period • Students have completed all externally assessed content for Unit 1 and are making strong progress through Unit 3. Summer 2 bridges students into Year 13 study of Units 2 and 5 • Re-sit preparation for Unit 1 exam in January (if applicable) • Introduction to Unit 2 (Human Biology and Health) and Unit 5 (Promoting Health Education) – overview of learning aims, assessment format and expectations • Independent reading tasks: NHS Constitution, Care Act 2014, BTEC Student Book • Unit 2 introduction: labelling key cells and tissues; introductory research into one body system of student's choice • Health education campaign starter task: students identify and evaluate one national campaign (preparation for Unit 5 Learning Aim A) • Academic skills workshop: structuring extended scientific responses; using biological terminology accurately • 'A Day in the Life' task: research or shadow a health/social care professional to inform Year 13 Unit 5 work • UCAS and career exploration for students considering health, science or social care higher education pathways	Focus Areas • Introduction to biological terminology and cell structure • Overview of Unit 2 body systems and Unit 5 health promotion approaches • Personal statement writing and UCAS process • Healthcare career pathways and entry requirements	Skills • Cell and tissue diagram labelling (bridging task) • Campaign evaluation: one national health education campaign • Research and note-making for personal statements • Independent study and self-management • Presentation skills: 'A Day in the Life' task	Transition Tasks • Unit 2 bridging booklet completion • Unit 5 campaign research task • UCAS support and personal statement review • Both units begin formal delivery from the first week of Year 13