

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
L1/2 Component 1 Human Lifespan Development L3 Unit 1 Human Lifespan Development				<p>Component 1 is assessed through internal assessment. Students develop core knowledge and understanding of human growth and development. Students develop their knowledge and understanding to promote deeper learning to ensure the connection between knowledge and practice.</p> <p>Students develop transferable skills, such as written communication skills, and higher level thinking skills which support progression to Level 3 qualifications.</p> <p>Assessment A: Understand human growth and development across the life stages and the factors that affect it. B: Investigate how individuals deal with life events</p>		<p>This unit is an externally assessed unit which allows students to develop their exam skills and develop their long and short answer question technique. It sits as an introduction to the overall course and students will learn and develop new skills and techniques that will support them throughout the course. Students will also build up a bank of revision materials that will continue to support and be useful when studying other units.</p> <p>Students develop analytical skills and the ability to apply the knowledge learnt to case studies and real life scenarios. The use of guest speakers and examples from media support this and help students engage with learning. Where possible, using a workplace for observations provides relevant and useful information.</p> <p>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 development and effects of ageing. AO3: Analyse and evaluate information relate 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 an effects of aging.</p>	
L1/2 Component 2 Health and Social Care Services and Values L3 Unit 2 Working in Health and Social Care				<p>Component 2 is assessed through internal assessment. Students develop core knowledge and understanding of health and social care services. This component gives students an understanding of health and social care services and allows for skills to be developed in applying care values that are common in the health and social care sector. These skills are transferable to other sectors that involve interactions with clients or customers. This component also allows for progression to Level 3 courses.</p> <p>Assessment A: Understand the different types of health and social care services and barriers to accessing them. B: Demonstrate care values and review own practice.</p>		<p>This unit is externally assessed allowing students to develop their examination skills. Students explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. Here students develop communication skills, collaborative learning and justification skills – justifying recommendations for delivering services in their assignments. Students develop the ability to draw together, analyse and critically evaluate information.</p> <p>Throughout the unit there is excellent scope for guest speakers and learners are encouraged to visit health and social care organisations where possible. Information gathered from visits will enable students to be fully prepared for their exam and to use real life examples in their answers.</p> <p>AO1: Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector. AO2: Demonstrate understanding of service user needs, roles and responsibilities of workers, and working practices within 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 monitored and regulated and how multidisciplinary teams work together to meet service user needs.</p>	

Unit 3 Health and Wellbeing				<p>Students study factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing plan. This is an externally assessed unit and students develop fundamental exam skills and technique throughout. This component builds on knowledge and understanding of life events in component 1 and builds on knowledge of care values from component 2.</p> <p>Students develop skills in analysing information and communicating for a specific purpose, which support progression to Level 3 qualifications.</p> <p>Assessment AO1: Demonstrate knowledge and understanding of factors that affect health and wellbeing. AO2: Interpret health indicators. AO3: Design a person-centred health and wellbeing plan. AO4: Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans.</p>		
Unit 4					<p>This is an external unit that is assessed under supervised conditions. There are two parts to the unit, Part A is released 4 weeks prior to Part B. This unit allows students to build on prior health and social care knowledge and skills learnt in Year 12. It also allows for clear progression to Unit 8, where students use their research skills to demonstrate their understanding of a current health issue.</p> <p>Students explore methodologies of contemporary research and investigate the implications for health and social care practice and services. Students will develop skills that will enable them to carry out a secondary research project drawing on previous learning from across the health and social care course. Fundamental skills for researching, processing information and for communicating and expressing findings are invaluable to the course. These effective research skills help students to progress to employment in the health and social care sector and to a variety of higher education programmes, where research often forms part of the programme.</p> <p>Assessment outcomes; AO1: Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector. AO2: Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector. AO3: Analyse information and data relating 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. AO4: Evaluate current health and social care research to make informed judgements about the validity of the research on health and social care practice and service provision.</p>	
Unit 5					<p>This unit enables students to understand the principles and practicalities that underpin the way that care and support meet the needs of individuals.</p> <p>Students consider their own values in this unit and provides opportunities to reflect on prior knowledge from other units during the assessment. Students develop empathy skills and must apply this to their learning. Students build on communication skills and how to communicate effectively with others.</p> <p>This unit provides necessary skills for students intending to pursue a career in social care or healthcare, and is invaluable for students progressing to higher education in social care management, social work or nursing.</p> <p>A: Examine principles, values and skills which underpin meeting the care and support needs of individuals. B: Examine the ethical issues involved when providing care and support to meet individual needs. C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges. D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p>	

Unit 7							<p>In this unit, students explore the importance of safe working practices, safeguarding procedures and responding to emergency situations in health and social care.</p> <p>This unit develops understanding and knowledge of the key principles relating to safeguarding vulnerable individuals promoting health and safety and responding to emergency situation.</p> <p>This unit supports learners to carry out practical procedures and provides essential knowledge and understanding for aspects of study in health and social care courses and nursing qualifications. It prepares student for work in the health and social care sector.</p> <p>AO1: Examine how a duty of care contributes to safe practice in health and social care settings.</p> <p>AO2: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings.</p> <p>AO3: Investigate the influence of health and safety legislation and policies in health and social care settings.</p> <p>AO4: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings.</p>
Unit 8							<p>This unit provides students the opportunity to explore public health policy and current approaches to promoting and protecting health and encouraging behaviour change in the population.</p> <p>Students develop research skills, building on those learnt in Unit 4. Students benefit from guest speakers, visits to health centres, case studies and role play allowing for a collaborative insight to the topics of immunisation, health screening or genetic screening.</p> <p>Assessment for this unit stretches students in terms of their understanding of the benefits of improving the health of the nation for the economic benefit of the country and develops skills in understanding the problems associated with promoting behaviour change.. There are lots of opportunities for collaborative learning and learners will develop critical analysis skills when investigating their health promoting campaigns.</p> <p>This unit allows students to progress to higher education, to health related degrees in areas such as nursing or occupational therapy or to social work degrees.</p> <p>AO1: Examine strategies for developing public health policy to improve the health of individuals and the population.</p> <p>AO2: Examine the factors affecting health and the impact of addressing these factors to improve public health.</p> <p>AO3: Investigate how health is promoted to improve the health of the population.</p> <p>AO4: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health.</p>

Unit 11							<p>Students explore key theoretical perspectives and apply them in different health and social care settings. Learners develop evaluative, analytical and justification skills. Where able, work experience is a useful opportunity to develop critical thinking skills and apply knowledge to real life situations. Role play exercises in which students adopt the role of a psychologist are invaluable in applying knowledge and understanding to development and behaviours. Students gain necessary skills for progression to higher education in many subject areas including psychology, health and social care, nursing and medical practice.</p> <p>A: Examine how psychological perspectives contribute to the understanding of human development and behaviour. B: Examine the contribution of psychological perspectives to the management and treatment of service users specific behaviours. C: Examine how psychological perspectives are applied in health and social care settings.</p>
Unit 14						<p>Students explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users. This unit builds on prior knowledge from GCSE biology and allows students to build on this foundation to develop interest about physiological disorders. Students apply knowledge to real life situations, with direct links to work placements where possible. Students use their research skills to complete their assignments and collaborative learning with peers – completing investigations and case studies. This unit forms a good basis for students to progress to higher education study in health and social work courses and nursing qualifications.</p> <p>A: Investigate the causes and effects of physiological disorders. B: Examine the investigation and diagnosis of physiological disorders. C: Examine treatment and support for service users with physiological disorders. D: Develop a treatment plan for service users with physiological disorders to meet their needs.</p>	

Every child deserves to be the best they can be