

KS5 Curriculum Overview 2023-24

Department: HSC

Description of KS5 Curriculum:

BTEC Extended Certificate in HSC (Single option) and BTEC Diploma in HSC (Double option).
Singles undertake 4 units across the 2 years, whereas Doubles undertake 8.

Extended Certificate

Unit 1 – Human Lifespan development
Unit 5 – Meeting individual care and support needs
Unit 2 – Working in the HSC industry
Unit 12 - Supporting individuals with additional needs

Diploma

Unit 1 – Human Lifespan development
Unit 5 – Meeting individual care and support needs
Unit 7 – Principles of Safe Practice in Health and Social Care
Unit 8 – Promoting Public Health
Unit 2 – Working in the HSC industry
Unit 4 – Enquiries into current research in HSC
Unit 12 - Supporting individuals with additional needs
Unit 14 – Physiological disorders and their care

Sequence of Learning:

KS5	Term 1 Content	Term 2 Content	Term 3 Content
Year 12	Unit 1 Human development across the life stages: PIES	Factors affecting development	Effects of ageing Unit 1 exam
	Unit 5 Promoting equality, diversity and anti-discrimination Skills and attributes of professionals Establishing empathy and trust Ethical issues and approaches Legislation and guidance on conflicts of interest Application of knowledge to case studies	Enabling individuals to overcome challenges Promoting personalisation Communication techniques Application of knowledge to case studies	Multi-disciplinary and multi-agency working Managing information and confidentiality Application of knowledge to case studies Preparation for Unit 2: project

(Diploma only)	Unit 7 Duty of care Complaints procedures Types and signs of abuse Factors that could contribute to the likelihood of abuse and neglect Responding to concerns about abuse and neglect Application of knowledge to case studies	Health and social care legislation Health and social care policies relevant to the setting Safe practice principles in maintaining and promoting the health, safety and welfare of the user of the service. Application of knowledge to case studies	The contribution of the setting's health, safety and emergency procedures and the responsibilities of key staff, to safe practice The influence of legislation and policies on the practices in the setting The health and safety responsibilities of the employer, employees and other adults in the setting Application of knowledge to case studies
(Diploma only)	Unit 8 The use of strategies and monitoring the population's health status to help public policy The influence of strategies and patterns of health and ill health. Strategies to develop public health policy Monitoring information to determine the patterns of health and ill health The minimising factors that affect the health of individuals.	Approaches used to promote and protect health and prevent disease How the approaches have been applied in a campaign How approaches to prevent and control have been applied How successful the campaign has been in encouraging behaviour change in relation to health	How far the campaign has met the aims of public health policy to improve health How relevant theories or models and approaches have been used, to overcome barriers and increase public awareness of the health risks How models or theories that justify behaviour change can be use The features of the selected campaign and the approaches used to increase public awareness of the health risk
Year 13	Unit 2 Roles and responsibilities of people who work in HSC settings Roles of organisations in providing HSC services Issues that affect access Organisations and the interests of service users Roles and responsibilities of regulation and inspection	Working with people with specific needs in the HSC sector Unit 2 exam Application of knowledge to coursework – Units 4, 12 and 14	Preparation and revision for resits: Unit 1 and / or 2
	Unit 12 Reasons why individuals may experience additional needs Diagnosing or determining additional needs	Current practice with respect to provision for individuals with additional needs	Application of knowledge to coursework

	<p>Overcoming the challenges to daily living faced by people with additional needs</p> <p>Definitions of disability</p> <p>Minimising environmental and social challenges</p> <p>Minimising personal challenges</p> <p>Attitudes of others.</p> <p>Application of knowledge to coursework.</p>	<p>Professionals involved in supporting individuals with additional needs</p> <p>Support and adaptations for individuals with additional needs</p> <p>Financial support for individuals with additional needs</p> <p>Statutory provision for children with additional needs</p> <p>Statutory provision for adults with additional needs</p> <p>Person-centred care for all individuals with special needs</p> <p>Application of knowledge to coursework</p>	
(Diploma only)	<p>Unit 4</p> <p>Enquiries into current research in HSC</p> <p>Research Methods</p> <p>Reasons for research</p>	<p>Implications for future research</p> <p>Ethics and future research</p>	Unit 4 controlled assessment
(Diploma only)	<p>Unit 14</p> <p>Types of diseases</p> <p>Signs and symptoms and causes</p> <p>Diagnostic methods</p> <p>Application of knowledge to case studies</p>	<p>Treatment and treatment programmes</p> <p>Carers and care settings</p> <p>Application of knowledge to case studies</p>	Application of knowledge to coursework