

INTENT:

What do you want to achieve in your subject through the curriculum that you're planning?

Studying health and social care at The King's promotes the understanding of many important issues faced within today's health and social care system. It is a discipline that equips students with the knowledge and skills necessary for further study and work in the sector by looking into key areas such as legislation changes, barriers that people in society may face, major life changes and their effects on people's self-esteem.

The department takes great pride in its professional relationship with local employers and as students progress through their courses, they will be given opportunities to undertake work experience placements in a variety of settings that can include working with children, young adults, older adults or individuals with special needs. Ultimately, this helps students to make the connections between the theory they learn in the classroom to the wider world so that learning makes sense to them and has a clear purpose.

Beyond the classroom, we are keen for our students to learn about the importance of having good communication skills, being healthy, staying safe, and behaving respectfully so that they can become inspiration future health and social care professionals.

"They say that apples don't fall far from the tree but every apple has its own seeds which need to be understood and nurtured" - O.S Hickman



Curriculum plan: BTEC National L3 Health and Social Care Sep 2023 –

SIXTH FORM	1	2	3	4	5	6
12 EAF	<p>Unit 1: Human Lifespan Development</p> <p>A Human growth and development through the life stages</p> <ul style="list-style-type: none"> A1-A4 PIES development across the life stages <p>B Factors affecting human growth and development</p> <ul style="list-style-type: none"> B1 The nature/nurture debate related to factors B2 Genetic factors that affect development B3 Environmental factors that affect development 	<p>Unit 1: Human Lifespan Development</p> <p>B Factors affecting human growth and development</p> <ul style="list-style-type: none"> B4 Social factors that affect development B5 Economic factors that affect development B6 Major life events that affect development <p>C Effects of ageing</p> <ul style="list-style-type: none"> C1-2 The physical/psychological changes of ageing C3 The societal effects of an ageing population 	<p>Unit 18: Assessing Children's Development Support Needs</p> <p>LA A Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years: A.P1, A.P2, A.M1, A.M2, A.D1</p> <p>growth and development growth and development development</p>	<p>Unit 18: Assessing Children's Development Support Needs</p> <p>LA B Examine factors that may impact on children's growth and development: B.P3, B.M3</p> <p>factors on growth and development</p> <p>LA C Explore how assessment is used to identify children's stages of growth and development and their support needs: C.P4, C.P5, C.M4, C.M5, BC.D2, BC.D3</p> <ul style="list-style-type: none"> C1 Assessment methods C2 The contribution of assessment to the promotion of children's growth and development 	<p>Unit 17: Caring for individuals with Dementia</p> <p>LA A Examine the types, causes and symptoms of dementia: A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1</p> <ul style="list-style-type: none"> A1 Types and causes of dementia A2 Symptoms of dementia <p>LA B Examine the effects of dementia on people who have the condition: A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1</p> <ul style="list-style-type: none"> B1 Effects of dementia on mental and physical health B2 Effects of dementia on quality of life and wellbeing 	<p>Unit 17: Caring for individuals with Dementia</p> <p>LA C Investigate the concept of person-centred care for people who have dementia to maintain quality of life and wellbeing: C.P5, C.P6, C.M3, C.D2, C.D3</p> <ul style="list-style-type: none"> C1 Principles of person-centred care C2 Safeguarding people who have dementia C3 Assessment of needs, protection and safety C4 Health and wellbeing. C5 Responsive and flexible care provision to maintain quality of life and wellbeing
HK	<p>Unit 2: Working in HSC</p> <p>A The roles and responsibilities of people who work in the health and social care sector</p> <ul style="list-style-type: none"> A1-A2 The roles/responsibilities of people who work in health and social care settings A3 Specific responsibilities of people who work in health and social care settings A4 Multidisciplinary working in the health and social care sector (+ monitoring) <p>B The roles of organisations in the health and social care sector</p> <ul style="list-style-type: none"> B1 The roles of organisations in providing health and social care services B2 Issues that affect access to services B3 Ways organisations represent interests of service users 	<p>Unit 2: Working in HSC</p> <p>B The roles of organisations in the health and social care sector</p> <ul style="list-style-type: none"> B4 The roles of organisations that regulate and inspect health and social care services B5 Responsibilities of organisations towards people who work in health and social care settings <p>C Working with people with specific needs in the health and social care sector</p> <ul style="list-style-type: none"> C1 People with specific needs C2 Working practices 	<p>Unit 3: Anatomy and Physiology</p> <p>A The structure and organisation of the human body</p> <ul style="list-style-type: none"> A1 How cells work A2 Characteristics of tissues A3 The structure and function of body organs A4 Energy in the body A5 Human genetics <p>B The structure, function and disorders of body systems</p> <ul style="list-style-type: none"> B1-6 Structure, functions and disorders <ol style="list-style-type: none"> Homeostatic mechanisms Cardio-vascular system Respiratory system Skeletal system Muscular system Digestive system 	<p>Unit 3: Anatomy and Physiology</p> <p>B The structure, function and disorders of body systems</p> <ul style="list-style-type: none"> B7-11 Structure, functions and disorders <ol style="list-style-type: none"> Nervous system Endocrine system Lymphatic and immune systems Renal system Reproductive systems <p>C Medical research</p> <ul style="list-style-type: none"> C1 How data is collected and used 	<p>Unit 14: Physiological Disorders and their Care</p> <p>LA A Investigate the causes and effects of physiological disorders: P1, M1, D1 (for two disorders i.e. a cancer and CHD)</p> <ul style="list-style-type: none"> A1 Types of physiological disorders and effects on body systems and functions A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders <p>LA B Examine the investigation and diagnosis of physiological disorders: P2, M2</p> <ul style="list-style-type: none"> B1 Investigative procedures for physiological disorders B2 Diagnostic procedures for physiological disorders 	<p>Unit 14: Physiological Disorders and their Care</p> <p>LA C Examine treatment and support for service users with physiological disorders: P3, P4, M3 + BC.D2</p> <ul style="list-style-type: none"> C1 Provision of treatment and support C2 Types of carers and care settings <p>LA D Develop a treatment plan for service users with physiological disorders to meet their needs: P5, P6, P7, M4, D3</p> <ul style="list-style-type: none"> D1 Care methods and strategies D2 Treatment planning processes
	<p>Coursework to run</p> <p>Unit 7: Principles of Safe Practice in HSC</p> <ul style="list-style-type: none"> LA A and B: A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2 LA C and D: C.P6, D.P7, D.P8, C.M3, D.M4, CD.D3, CD.D4 <p>Unit 5: Meeting Individual Care needs</p> <ul style="list-style-type: none"> LA A, B and C: A.P1, A.P2, B.P3, C.P4, C.P5, A.M1, A.M2, B.M3, C.M4, A.D1, BC.D2 LA D: D.P6, D.P7, D.P8, D.M5, D.M6, D.D3, D.D4 					

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13	<p>Unit 19: Nutritional Health</p> <p>LA A Understand concepts of nutritional health and characteristics of essential nutrients: A.P1, A.P2, A.M1</p> <ul style="list-style-type: none"> A1 Concepts of nutritional health A2 Nutritional measures and recommended dietary intakes A3 Characteristics of essential nutrients <p>LA B Examine factors affecting dietary intake and nutritional health: B.P3, B.P4, B.M2, AB.D1</p> <ul style="list-style-type: none"> B1 Dietary needs of individuals 	<p>Unit 19: Nutritional Health</p> <p>LA B Examine factors affecting dietary intake and nutritional health: B.P3, B.P4, A.M1, B.M2, AB.D1</p> <ul style="list-style-type: none"> B2 Factors affecting nutritional health B3 Factors affecting dietary intake <p>LA C Plan nutrition to improve individuals' nutritional health: C.P5, C.P6, C.M3, C.M4, C.D2, C.D3</p> <ul style="list-style-type: none"> C1 Assessment of nutrient intake C2 Nutritional health improvement plan 	<p>Unit 8: Promoting Public Health</p> <p>LA A Examine strategies for developing public health policy to improve the health of individuals and the population: A.P1, A.P2, A.M1,</p> <ul style="list-style-type: none"> A1 The origins and aims of public health policy A2 Strategies for developing public health policy A3 Monitoring the health status of the population A4 Groups that influence public health policy <p>LA B Examine the factors affecting health and the impact of addressing these factors to improve public health: B.P3, B.P4, B.M2, B.M3, AB.D1</p> <ul style="list-style-type: none"> B1 Factors affecting health B2 The socio-economic impact of improving health of individuals and the population 	<p>Unit 8: Promoting Public Health</p> <p>LA C Investigate how health is promoted to improve the health of the population: C.P5, C.P6, C.M4</p> <ul style="list-style-type: none"> C1 The role of health promoters C2 Approaches to promoting public health and wellbeing C3 Approaches to protecting public health and wellbeing C4 Disease prevention and control methods <p>LA D Investigate how health promotion encourages individuals to change their behaviour in relation to their own health: D.P7, D.P8, D.M5, C.D2, D.D3, D.D4</p> <ul style="list-style-type: none"> D1 Features of health promotion campaigns D2 Barriers to participation and challenging indifference D3 Models and theories that justify health behaviour change D4 Approaches to increasing public awareness of health promotion 	<p>Unit 6: Work Experience in Health and Social Care</p> <p>A Examine the benefits of work experience in health and social care for own learning and development</p> <ul style="list-style-type: none"> A1 Developing skills and attributes A2 Clarifying expectations for employment in health and social care A3 Exploring career options <p>B Develop a work experience plan to support own learning and development</p> <ul style="list-style-type: none"> B1 Preparation for work experience B2 Setting goals and learning objectives <p>C Carry out work experience tasks to meet set objectives</p> <ul style="list-style-type: none"> C1 Work experience tasks C2 Work shadowing and observation <p>D Reflect on how work experience influences own personal and professional development</p> <ul style="list-style-type: none"> D1 Reviewing personal and professional development D2 Using feedback and action planning <ul style="list-style-type: none"> Students will undertake placement throughout course. Placement records to be kept and checked weekly. 	
	<p>Unit 4: Enquiries into Current Research in Health and Social Care</p> <p>A Types of issues where research is carried out in the health and social care sector</p> <ul style="list-style-type: none"> A1 Purpose of research in the HSC sector A2 Issues <p>B Research methods in health and social care</p> <ul style="list-style-type: none"> B1 Research methodologies B2 Planning Research B3 Ethical issues B4 Research skills 	<p>Unit 4: Enquiries into Current Research in Health and Social Care</p> <p>C Carrying out and reviewing relevant secondary research into a contemporary health and social care issue</p> <ul style="list-style-type: none"> C1 Selecting appropriate secondary sources C2 Evaluation of research C3 Wider applications of research <p>Research Task</p> <ul style="list-style-type: none"> Part A – November 2024 Exam – January 2025 	<p>Unit 12: Supporting Individuals with Additional Needs</p> <p>LA A Examine reasons why individuals may experience additional needs: A.P1, A.M1, A.D1</p> <ul style="list-style-type: none"> A1 Diagnosing or determining additional needs A2 Cognitive and learning needs A3 Physical and health needs A4 Social and emotional needs <p>LA B Examine how to overcome the challenges to daily living faced by people with additional needs: B.P2, B.P3, B.M2, BC.D2, BC.D3</p> <ul style="list-style-type: none"> B1 Definitions of disability B2 Minimising environmental and social challenges B3 Minimising personal challenges B4 Attitudes of others 	<p>Unit 12: Supporting Individuals with Additional Needs</p> <p>LA C Investigate current practice with respect to provision for individuals with additional needs: C.P4, C.P5, C.M3, C.M4, BC.D2, BC.D3</p> <ul style="list-style-type: none"> C1 Professionals involved in supporting individuals with additional needs C2 Support and adaptations for individuals with additional needs C3 Financial support for individuals with additional needs C4 Statutory provision for children with additional needs C5 Statutory provision for adults with additional needs C6 Person-centred care for all individuals with additional needs 		

**Spirituality (Self):**

Through Units such as **Unit 1 Human Lifespan Development, Unit 3 Anatomy and Physiology, and Unit 19 Nutritional Health**, students develop a deeper understanding of themselves as individuals. Exploring physical, intellectual, emotional and social development across the life course encourages self-reflection, personal identity and awareness of strengths and limitations. Units focused on health, lifestyle and wellbeing support students in evaluating their own choices, developing resilience, motivation and a sense of personal responsibility for lifelong health and growth. Reflective practice through coursework, assessments and work experience strengthens confidence, perseverance and professional values.

**Spirituality (Others):**

Across the programme, particularly in **Unit 2 Working in Health and Social Care, Unit 5 Meeting Individual Care Needs, Unit 12 Supporting Individuals with Additional Needs and Unit 17 Caring for Individuals with Dementia**, students develop empathy, compassion and respect for others. Learning about person-centred care, equality, diversity and safeguarding helps students appreciate different lived experiences and the importance of dignity and inclusion. Work placement and applied learning promote understanding of relationships, teamwork and the impact of care professionals on individuals, families and communities.

**Spirituality (Beauty):**

Students are encouraged to recognise the value and dignity of human life and development at every stage, from infancy through to later adulthood. Studying growth, ageing, illness and recovery highlights the complexity and resilience of the human body and mind. Units such as **Promoting Public Health and Physiological Disorders and their Care** allow students to appreciate the positive impact of care, science and teamwork, fostering a sense of awe in human capability, compassion and recovery.

**Spirituality (Beyond):**

Ethical decision-making, moral responsibility and professional values are embedded throughout the course, particularly through learning about legislation, professional standards and ethical practice. Students explore wider societal responsibilities such as reducing health inequalities, promoting wellbeing and protecting vulnerable groups. The course nurtures a sense of purpose by encouraging students to view health and social care as a vocational pathway where they can contribute meaningfully to society and make a positive difference to others' lives.