Programme of study for: Health and Social Care – Level 3 National Diploma and Extended Certification – Year 12 (2024-2026)

Diploma Students complete Units 1, 2, 8 and 11
Extended Certificate Students complete Units 1 and 2

Autumn (1st term)	Autumn (2 nd term)	Spring (1st term)	Spring (2 nd Term)	Summer (1st term)	Summer (2 nd term)
Other timescale: From: 09/24 To: 10/24	Other timescale: From: 11/24 To: 12/24	Other timescale: From: 01/25 To: 02/25	Other timescale: From: 03/25 To: 04/25	Other timescale: From: 04/25 To: 05/25	Other timescale: From: 06/25 To: 07/25
Topic / Big Question: Unit 1 – Lifespan and Development Topic: Unit 1 – Human Lifespan and Development A1 Physical development across the life stages A2 Intellectual development across the life stages A3 Emotional development across the life stages A4 Social development across the life stages A4 Social development across the life stages	Topic / Big Question: Unit 1 – Lifespan and Development Topics: B1 The nature/nurture debate related to factors B2 Genetic factors that affect development B3 Environmental factors that affect development	Topic / Big Question: Unit 1 – Lifespan and Development Topics: B4 Social factors that affect development B5 Economic factors that affect development B6 Major life events that affect development	Topic / Big Question: Unit 1 – Lifespan and Development Topics: C1 The physical changes of ageing C2 The psychological changes of ageing C3 The societal effects of an ageing population	Topic / Big Question: Unit 1 and Unit 2 – In class revision and practice exam questions until external examination.	Topic / Big Question: Unit 1 and Unit 2 - N/A
Unit 2 –Working in Health and Social Care Topic: Unit 2 A1 The roles of people who work in health and social care settings A2 The responsibilities of people who work in health and social care settings A3 Specific responsibilities of	Unit 2 –Working in Health and Social Care Topic: Unit 2 A5 Monitoring the work of people in health and social care settings B1 The roles of organisations in providing health and social care services B2 Issues that affect access to services	Unit 2 –Working in Health and Social Care Topic: Unit 2 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	Unit 2 –Working in Health and Social Care Topic: Unit 2 C1 People with specific needs C2 Working practices		

people who work in health and social care settings A4 Multidisciplinary working in the health and social care sector Unit 8 – Promoting Public Health Topic: Unit 8 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.	B3 Ways organisations represent interests of service users Unit 8 – Promoting Public Health Topic: Unit 8 B1 Factors affecting health B2 The socioeconomic impact of improving health of individuals and the population.	Unit 8 – Promoting Public Health Topic: Unit 8 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	Unit 8 – Promoting Public Health Topic: Unit 8 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.	Unit 8 – Promoting Public Health Topic: Unit 8 Students should be working on completing their internal assessment.	Unit 8 – Promoting Public Health Topic: Unit 8 Students should be working on completing their internal assessment.
Unit 11 – Psychological Perspectives Topic: Unit 11 A1 Principal psychological perspectives as applied to the understanding of development and behaviour A2 Application of psychological perspectives to health and social care practice	Unit 11 – Psychological Perspectives Topic: Unit 11 A3 Contribution of psychological perspectives to the understanding of specific behaviours	Unit 11 – Psychological Perspectives Topic: Unit 11 B1 Factors that affect human development and specific behaviours B2 Contribution of psychological perspectives to the management of behaviours B3 Contribution of psychological perspectives to the treatment of behaviours	Unit 11 – Psychological Perspectives Topic: Unit 11 C1 Behaviour of service users in health and social care settings C2 Practices in health and social care settings	Unit 11 – Psychological Perspectives Topic: Unit 11 Students should be working on completing their internal assessment.	Unit 11 – Psychological Perspectives Topic: Unit 11 Students should be working on completing their internal assessment.

Skills (students should be Skills (students should be Skills (students should be able to do): able to do): able to do): Skills (students should be Skills (students should be **Unit 1** - Students should Skills (students should be Unit 1 – Students will be Unit 1 – Students will be able to do): able to do): able to analyse and able to make Unit 1 and Unit 2 -Unit 1 and Unit 2 - N/A be able to demonstrate able to do): Students should know all knowledge around the **Unit 1** – Students should evaluate information connections between different physical, be able to demonstrate related to human theories/models in unit content and be intellectual, emotional understanding of development theories / relation to human able to apply this in their and social development physical, intellectual, models and factors development, factors exam. across the lifespan as emotional and social affecting human growth affecting human growth and development. and development and well as being able to development across the human lifespan, factors effects of ageing. discuss the factors that **Unit 2** – Students should affecting human growth be able to analyse and Unit 2 - Students should affect human lifespan and development. and development and evaluate information be able to make effect of aging. Unit 2 – Students should related to the roles and connections between **Unit 2** – Students should responsibilities of health be able to demonstrate the roles and knowledge of service be able to demonstrate and social care workers responsibilities of health user's needs, roles and understanding of and organisations and and social care workers responsibilities of worker, service user needs, roles how workers and and organisations, how and working practices workers and organisation and responsibilities of organisations are monitored and are monitored and workers, working within the health and regulated. regulation and how social care sector. practices and procedures in the multidisciplinary teams health and social care work together to meet services user needs. sector. **Unit 8** – Students should Unit 8 - Students should be able to examine be able to investigate **Unit 8 – Students should** how health is promoted be able to Investigate **Unit 8 – Students should** strategies for **Unit 8 –** Students should developing public how health promotion **Unit 8 –** Students should to improve the health of be working on be able to produce completing their internal health policy to improve be able to examine the population. encourages individuals to coursework the health of individuals factors affecting health change their behaviour assessment. independently. and the population. in relation campaigns. and the impact of addressing these factors to improve public Unit 11 - Students will be **Unit 11** – Students will be health. able to examine the contribution of Unit 11 - Students will be able to examine how psychological **Unit 11** - Students should able to examine how psychological **Unit 11** – Students should be working on perspectives to the Unit 11 - Students will be psychological perspectives contribute be working on completing their internal management and perspectives are applied able to examine how to the understanding of completing their internal treatment of services assessment. in health and social care psychological human development assessment. users' specific settings. perspectives contribute and behaviour. behaviours. to the understanding of human development

and behaviour.

Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
(students should know):	(students should know):	(students should know):	(students should know):	(students should know):	(students should know):
	Unit 1 – Students should	Unit 1 – Students will be		Unit 1 and Unit 2 –	Unit 1 and Unit 2 – N/A
Unit 1 – Students should	be able to demonstrate	able to analyse and	Unit 1 – Students will be	Students should be fully	
be able demonstrate	understanding of	evaluate information	able to make	prepared for the	
knowledge of physical,	physical, intellectual,	related to human	connections between	external examination in	
intellectual, emotional	emotional and social	development theories /	theories/models in	May 2025. Students	
and social development	development across the	models and factors	relation to human	should be able to	
across the human	human lifespan, factors	affecting human growth	development, factors	understand everything	
lifespan, factors	affecting human growth	and development.	affecting human growth	outlined on their PLC.	
affecting human growth	and development and		and development and		
and development and	effect of aging.		effects of ageing.		
effects of ageing.		Unit 2 – Students should			
5 0	Unit 2 – Students should	be able to analyse and			
Unit 2 – Students should	be able to demonstrate	evaluate information	Unit 2 – Students should		
be able to demonstrate	understanding of	related to the roles and	be able to make		
knowledge of service	service user needs, roles	responsibilities of health	connections between		
user's needs, roles and	and responsibilities of	and social care workers	the roles and		
responsibilities of worker,	workers, working	and organisations and	responsibilities of health		
and working practices	practices and	how workers and	and social care workers		
within the health and	procedures in the	organisations are	and organisations, how		
social care sector.	health and social care	monitored and	workers and organisation		
	sector.	regulated.	are monitored and		
			regulation and how		
			multidisciplinary teams		
			work together to meet		
			services user needs.		
		Unit 8 – Students should			
	Unit 8 – Students should	be able to investigate		Unit 8 – Students should	Unit 8 – Students should
Unit 8 – Students should	be able to examine	how health is promoted	Unit 8 – Students should	be working on	be working on
be able to examine	factors affecting health	to improve the health of	be able to Investigate	completing their internal	completing their internal
strategies for	and the impact of	the population.	how health promotion	assessment.	assessment.
developing public	addressing these factors	me peperaneri.	encourages individuals to		
health policy to improve	to improve public		change their behaviour		
the health of individuals	health.		in relation campaigns.		
and the population.	noami.		in rolation campaigns.		
and the population.		Unit 11 – Students will be			
	Unit 11 – Students will be	able to examine the			
Unit 11 – Students will be	able to examine how	contribution of	Unit 11 - Students will be	Unit 11 - Students should	Unit 11 – Students should
able to examine how	psychological	psychological	able to examine how	be working on	be working on
psychological	perspectives contribute	perspectives to the	psychological	completing their internal	completing their internal
perspectives contribute	to the understanding of	management and	perspectives are applied	assessment.	assessment.
to the understanding of	human development	treatment of services	in health and social care		
human development	and behaviour.	users' specific	settings.		
and behaviour.		behaviours.	9		

End of term 1 assessment to cover: Unit 1 – Two in class tests and one mock paper and individual exam questions in lesson. Unit 2 – Two in class tests and individual exam questions in lesson. Unit 8 – Monitoring of class notes for internal coursework post term 1. Unit 11 – Monitoring of class notes for internal coursework post term 1.		End of term 2 assessment to cover: Unit 1 – Two in class tests and one mock paper and individual exam questions in lesson. Unit 2 – One in class tests and one mock paper and individual exam questions in lesson. Unit 8 – Continue to monitor class notes for prepare for internal coursework post term 1. Students to produce coursework within set deadlines. Unit 11 – Continue to monitor class notes for prepare for internal coursework post term 1. Students to produce coursework within set deadlines.		End of year assessment to cover: Unit 1 – Students to sit their actual May 2025 Unit 2 – Students to sit their actual May 2025 Unit 8 – Students to produce coursework within set deadlines. Unit 11 – Students to produce coursework within set deadlines.	
Building understanding: Rationale / breakdown	Building understanding: Rationale / breakdown	Building understanding: Rationale / breakdown	Building understanding: Rationale / breakdown	Building understanding: Rationale / breakdown	Building understanding: Rationale / breakdown
for your sequence of	for your sequence of	for your sequence of	for your sequence of	for your sequence of	for your sequence of
lessons:	lessons:	lessons:	lessons:	lessons:	lessons:
Following the direction of the examination	Following the direction of the examination	Following the direction of the examination	Following the direction of the examination board	Following the direction of the examination	Following the direction of the examination
board (Pearson)	board (Pearson)	board (Pearson)	(Pearson) specifications	board (Pearson)	board (Pearson)
specifications for the sequence of content to	specifications for the sequence of content to	specifications for the sequence of content to	for the sequence of content to be taught into	specifications for the sequence of content to	specifications for the sequence of content to
be taught into students	be taught into students	be taught into students	students to ensure broad	be taught into students	be taught into students
to ensure broad	to ensure broad	to ensure broad	coverage of the topic.	to ensure broad	to ensure broad
coverage of the topic.	coverage of the topic.	coverage of the topic.		coverage of the topic.	coverage of the topic.
Home – Learning: Unit 1 and Unit 2 – Use	Home – Learning: Unit 1 and Unit 2 – Use	Home – Learning: Unit 1 and Unit 2 – Use	Home – Learning: Unit 1 and Unit 2 – Use	Home – Learning: Unit 1 and Unit 2 – Use	Home – Learning: Unit 1 and Unit 2 – N/A
online textbook and	online textbook and	online textbook and	online textbook and hard	online textbook and	
hard copy of revision	hard copy of revision	hard copy of revision	copy of revision guide to	hard copy of revision	
guide to create revision	guide to create revision	guide to create revision	create revision resources	guide to create revision	
resources following	resources following	resources following	following each lesson	resources following	
each lesson related to	each lesson related to	each lesson related to	related to Unit 1 and Unit	each lesson related to	
Unit 1 and Unit 2 to ensure revision is started	Unit 1 and Unit 2 to ensure revision is started	Unit 1 and Unit 2 to ensure revision is started	2 to ensure revision is started early.	Unit 1 and Unit 2 to ensure revision is started	
early.	early.	early.	sidifed early.	early.	
Unit 8 and 11 – Students	Unit 8 and 11 – Students	Unit 8 and 11 – Students	Unit 8 and 11 – Students	Unit 8 and 11 – Students	Unit 8 and 11 – Students
to work on research	to work on research	to work on research	to work on coursework	to work on coursework	to work on coursework
around topics taught to	around topics taught to	around topics taught to	preparation and	preparation and	preparation and
gather information and understand concepts in	gather information and understand concepts in	gather information and understand concepts in	construction.	construction.	construction.

preparation for their assignment brief and coursework tasks. Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	preparation for their assignment brief and coursework tasks. Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	preparation for their assignment brief and coursework tasks. Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	Reading / literacy: Unit 1 and Unit 2 – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	Reading / literacy: Unit 1 and Unit 2 – N/A
guide and making revision resources to support own learning.	guide and making revision resources to support own learning.	guide and making revision resources to support own learning.	guide and making revision resources to support own learning.	guide and making revision resources to support own learning.	
Unit 8 and Unit 11 – Reading online textbook for unit of study and ensure reading set by teacher around topics are accessed. Reading around legislation and theories.	Unit 8 and Unit 11 - Reading online textbook for unit of study and ensure reading set by teacher around topics are accessed. Reading around legislation and theories.	Unit 8 and Unit 11 – Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	Unit 8 and Unit 11 - Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	Unit 8 and Unit 11 – Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	Unit 8 and Unit 11 - Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.
Numeracy: Unit 1 – Reviewing of statistics related to ill health and statistics around birth and death rates. Reading of centile charts.	Numeracy: Unit 2 – Reviewing statistics round report abuse in HSC.	Numeracy: Unit 1 and Unit 2 - N/A Unit 8 and 11 - NA	Numeracy: Unit 1 and Unit 2 - N/A Unit 8 and 11 - NA	Numeracy: Unit 1 and Unit 2 - N/A Unit 8 and 11 - NA	Numeracy: Unit 1 and Unit 2 - N/A Unit 8 and 11 - NA
Unit 8 – Looking at statistics around health of the nation and public health.	Unit 8 – Looking at statistics around health of the nation and public health.				
	unit 11 – Students review statistics around demographic changes.	I Carlo di cara anno MIDI			

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Unit 1 - SMSC woven throughout this unit of study as students are asked to learn about the factors that affect health and wellbeing, while learning about physiological and lifestyle indicators. They then need to apply this knowledge to current case studies and reflect on theories. This will support their learning for the exam, but their own personal life and that of their family members.

Unit 2 - SMSC woven throughout this unit of study as students are asked to learn about working in the health and social care sector. Students learn about reviewing how good care settings on by looking at online reports from the CQC and Ofsted. They also look at real cases where HCPs have been removed from their professional register. Students also get to do 1 week's work experience at the end of year 12 which help with future careers. Students will also attend lunch time exam boosters ran by both Mr Andrews and Miss Farid to support learning for Unit 1 and Unit 2.

Unit 8 – All students will hopefully find employment in the future and in this unit, they will explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.

Unit 11 – Students learn about different treatments for mental health and review opinions around mental health in our society. Very topic in our current climate which is been government driven.