Programme of study for: **Health and Social Care – Level 3 BTEC National Diploma – Year 12 (2026-2027)**
BTEC Students complete Units 1, 2, 8 and 11

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timescale: From: 09/26 To: 10/26	Other timescale: From: 11/26 To: 12/26	Other timescale: From: 01/27 To: 02/27	Other timescale: From: 03/27 To: 04/27	Other timescale: From: 04/27 To: 05/27	Other timescale: From: 06/27 To: 07/27
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 **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	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 **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	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 **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	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 **Unit 2** –Working in Health and Social Care Topic: **Unit 2** C1 People with specific needs C2 Working practices	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

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. **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	B3 Ways organisations represent interests of service users **Unit 8** – Promoting Public Health Topic: **Unit 8** B1 Factors affecting health B2 The socio-economic impact of improving health of individuals and the population. **Unit 11** – Psychological Perspectives Topic: **Unit 11** A3 Contribution of psychological perspectives to the understanding of specific behaviours	**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 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 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 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 8** – Promoting Public Health Topic: **Unit 8** 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.	**Unit 8** – Promoting Public Health Topic: **Unit 8** 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 able to do): **Unit 1** - Students should be able to demonstrate knowledge around the different physical, intellectual, emotional and social development across the lifespan as well as being able to discuss the factors that affect human lifespan and development. **Unit 2** – Students should be able to demonstrate knowledge of service user's needs, roles and responsibilities of worker, and working practices within the health and social care sector. **Unit 8** – Students should be able to examine strategies for developing public health policy to improve the health of individuals and the population. **Unit 11** – Students will be able to examine how psychological perspectives contribute to the understanding of human development and behaviour.	Skills (students should be able to do): **Unit 1** – Students should be able to demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effect of aging. **Unit 2** – Students should be able to demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector. **Unit 8 –** Students should be able to examine factors affecting health and the impact of addressing these factors to improve public health. **Unit 11** – Students will be able to examine how psychological perspectives contribute to the understanding of human development and behaviour.	Skills (students should be able to do): **Unit 1** – Students will be able to analyse and evaluate information related to human development theories / models and factors affecting human growth and development. **Unit 2** – Students should be able to 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. **Unit 8 –** Students should be able to investigate how health is promoted to improve the health of the population. **Unit 11** – Students will be able to examine the contribution of psychological perspectives to the management and treatment of services users' specific behaviours.	Skills (students should be able to do): **Unit 1** – Students will be able to make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing. **Unit 2** – Students should be able to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisation are monitored and regulation and how multidisciplinary teams work together to meet services user needs. **Unit 8 –** Students should be able to Investigate how health promotion encourages individuals to change their behaviour in relation campaigns. **Unit 11** - Students will be able to examine how psychological perspectives are applied in health and social care settings.	Skills (students should be able to do): **Unit 1 and Unit 2 –** Students should know all unit content and be able to apply this in their exam. **Unit 8 –** Students should be working on completing their internal assessment. **Unit 11** - Students should be working on completing their internal assessment.	Skills (students should be able to do): **Unit 1 and Unit 2 –** N/A **Unit 8 –** Students should be able to produce coursework independently. **Unit 11** – Students should be working on completing their internal assessment.

Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):
Unit 1 – Students should be able demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. **Unit 2** – Students should be able to demonstrate knowledge of service user's needs, roles and responsibilities of worker, and working practices within the health and social care sector. **Unit 8** – Students should be able to examine strategies for developing public health policy to improve the health of individuals and the population. **Unit 11** – Students will be able to examine how psychological perspectives contribute to the understanding of human development and behaviour.	**Unit 1** – Students should be able to demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effect of aging. **Unit 2** – Students should be able to demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector. **Unit 8 –** Students should be able to examine factors affecting health and the impact of addressing these factors to improve public health. **Unit 11** – Students will be able to examine how psychological perspectives contribute to the understanding of human development and behaviour.	**Unit 1** – Students will be able to analyse and evaluate information related to human development theories / models and factors affecting human growth and development. **Unit 2** – Students should be able to 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. **Unit 8 –** Students should be able to investigate how health is promoted to improve the health of the population. **Unit 11** – Students will be able to examine the contribution of psychological perspectives to the management and treatment of services users' specific behaviours.	**Unit 1** – Students will be able to make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing. **Unit 2** – Students should be able to make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisation are monitored and regulation and how multidisciplinary teams work together to meet services user needs. **Unit 8 –** Students should be able to Investigate how health promotion encourages individuals to change their behaviour in relation campaigns. **Unit 11** - Students will be able to examine how psychological perspectives are applied in health and social care settings.	**Unit 1 and Unit 2** – Students should be fully prepared for the external examination in May 2026. Students should be able to understand everything outlined on their PLC. **Unit 8 –** Students should be working on completing their internal assessment. **Unit 11** - Students should be working on completing their internal assessment.	**Unit 1 and Unit 2** – N/A **Unit 8 –** Students should be working on completing their internal assessment. **Unit 11** – Students should be working on completing their internal assessment.

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 2027 **Unit 2 –** Students to sit their actual May 2027 **Unit 8 –** Students to produce coursework within set deadlines. **Unit 11** – Students to produce coursework within set deadlines.	
Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.
Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. **Unit 8 and 11** – Students to work on research around topics taught to gather information and understand concepts in	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. **Unit 8 and 11** – Students to work on research around topics taught to gather information and understand concepts in	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. **Unit 8 and 11** – Students to work on research around topics taught to gather information and understand concepts in	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. **Unit 8 and 11** – Students to work on coursework preparation and construction.	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early. **Unit 8 and 11** – Students to work on coursework preparation and construction.	Home – Learning: **Unit 1 and Unit 2** – N/A **Unit 8 and 11** – Students to work on coursework preparation and construction.

preparation for their assignment brief and coursework tasks.	preparation for their assignment brief and coursework tasks.	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 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.	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 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.	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 guide and making revision resources to support own learning. **Unit 8 and Unit 11** – Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	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 guide and making revision resources to support own learning. **Unit 8 and Unit 11** - Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	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 guide and making revision resources to support own learning. **Unit 8 and Unit 11** – Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	Reading / literacy: **Unit 1 and Unit 2** – N/A **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. **Unit 8 –** Looking at statistics around health of the nation and public health.	Numeracy: **Unit 2 –** Reviewing statistics round report abuse in HSC. **Unit 8 –** Looking at statistics around health of the nation and public health. **Unit 11** – Students review statistics around demographic changes.	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
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 Mr Gaddu 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.