Programme of study for: **Health and Social Care – Level 3 BTEC National Diploma – Year 13 (2026-2027)**
BTEC Students complete Units 4, 5, 8 and 10

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 4** – Enquiries into current Research in Health and Social Care Topic: A1 Purpose of research in the health and social care sector A2 Issues B1 Research methodologies B2 Planning Research B3 Ethical issues B4 Research skills **Unit 5** – Meeting individual care and support needs. Topic: **Unit 5** A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals	Topic / Big Question: **Unit 4** – Enquiries into current Research in Health and Social Care Topic: C1 Selecting appropriate secondary sources C2 Evaluation of research C3 Wider applications of research **Unit 5** – Meeting individual care and support needs. Topic: **Unit 5** B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk	Topic / Big Question: **Unit 4** – In class revision and practice exam questions until external examination. **Unit 5** – Meeting individual care and support needs. Topic: **Unit 5** C1 Enabling individuals to overcome challenges C2 Promoting personalisation C3 Communication techniques	Topic / Big Question: **Unit 4–** N/A **Unit 5** – Meeting individual care and support needs. Topic: **Unit 5** D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multidisciplinary teams D3 Maintaining confidentiality D4 Managing information	Topic / Big Question: **Unit 4–** N/A **Unit 5** – Meeting individual care and support needs. Topic: **Unit 5** Students should be working on completing their internal assessment.	Topic / Big Question: **Unit 4–** N/A **Unit 5** – Meeting individual care and support needs. Topic: **Unit 5** Students should be working on completing their internal assessment.

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 10** – Sociological Perspectives Topic: **Unit 10** A1 Concepts and terminology used within sociology A2 The key sociological perspectives Skills (students should be able to do): **Unit 4** - Students should be able to demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and	**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 10** – Sociological Perspectives Topic: **Unit 10** B1 The biomedical model of health and alternatives B2 The concepts of health, ill health and disability Skills (students should be able to do): **Unit 4 –** Students should be able to analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the	**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 10** – Sociological Perspectives Topic: **Unit 10** C1 Inequalities within society C2 Demographic change and data Skills (students should be able to do): **Unit 4** – Students should know all unit content and be able to apply this in their exam.	**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 10** – Sociological Perspectives Topic: **Unit 10** C3 Patterns and trends in health and ill health within social groups Skills (students should be able to do): **Unit 4** – N/A	**Unit 8** – Promoting Public Health Topic: **Unit 8** Students should be working on completing their internal assessment. **Unit 10** – Sociological Perspectives Topic: **Unit 10** Students should be working on completing their internal assessment. Skills (students should be able to do): **Unit 4** – N/A	**Unit 8** – Promoting Public Health Topic: **Unit 8** Students should be working on completing their internal assessment. **Unit 10** – Sociological Perspectives Topic: **Unit 10** Students should be working on completing their internal assessment. Skills (students should be able to do): **Unit 4** – N/A

social care sector. **Unit 5** – Students should be able to examine principles, values and skills which underpin meeting the care and support needs of individuals. **Unit 8** – Students should be able to examine strategies for developing public health policy to improve the health of individuals and the population. **Unit 10** – Students will be able to examine how social inequalities, demographic change and patterns and trends affect health and social care delivery.	research on health and social care practice and service provision. **Unit 5** – Students should be able examine the ethical issues involved when providing care and support to meet individual needs. **Unit 8 –** Students should be able to examine factors affecting health and the impact of addressing these factors to improve public health. **Unit 10** – Students will be able to examine how social sociological approaches support understanding of models and concepts of health.	**Unit 5** – Students should be able investigate the principles behind enabling individuals with care and support needs to overcome challenges. **Unit 8 –** Students should be able to investigate how health is promoted to improve the health of the population. . **Unit 10** – Students will be able to examine how social sociological approaches support understanding of models and concepts of health. They will also be able to examine how social inequalities, demographic change and patterns and trends affect health and social care delivery.	**Unit 5** – Students should be able to investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. **Unit 8 –** Students should be able to Investigate how health promotion encourages individuals to change their behaviour in relation campaigns. **Unit 10** - They will also be able to examine how social inequalities, demographic change and patterns and trends affect health and social care delivery.	**Unit 5** – Students should be working on completing their internal assessment. **Unit 8 –** Students should be working on completing their internal assessment. **Unit 10 -** Students should be working on completing their internal assessment.	**Unit 5** – Students should be working on completing their internal assessment. **Unit 8 –** Students should be able to produce coursework independently. **nit 10 -** Students should be working on completing their internal assessment.
Key Learning Outcomes (students should know): **Unit 4** - Students should be able to demonstrate knowledge and understanding of	Key Learning Outcomes (students should know): **Unit 4 –** Students should be able to analyse information and data related to current research in health and	Key Learning Outcomes (students should know): **Unit 4 -** Students should be fully prepared for the external examination in January 2020. Students should be able to	Key Learning Outcomes (students should know): **Unit 4 –** N/A	Key Learning Outcomes (students should know): **Unit 4 –** N/A	Key Learning Outcomes (students should know): **Unit 4 –** N/A

methods, skills and ethical issues related to carrying out research within the health and social care sector. **Unit 5** – Students should be able to examine principles, values and skills which underpin meeting the care and support needs of individuals. **Unit 8** – Students should be able to examine strategies for developing public health policy to improve the health of individuals and the population. **Unit 10** – Students will be able to examine how social inequalities, demographic change and patterns and trends affect health and social care delivery.	social care, demonstrating the ability to interpret the potential impact and influence of the research on health and social care practice and service provision. **Unit 5** – Students should be able examine the ethical issues involved when providing care and support to meet individual needs. **Unit 8 –** Students should be able to examine factors affecting health and the impact of addressing these factors to improve public health. **Unit 10** – Students will be able to examine how social sociological approaches support understanding of models and concepts of health.	understand everything outlined on their PLC. **Unit 5** – Students should be able investigate the principles behind enabling individuals with care and support needs to overcome challenges. **Unit 8 –** Students should be able to investigate how health is promoted to improve the health of the population. **Unit 10** – Students will be able to examine how social sociological approaches support understanding of models and concepts of health. They will also be able to examine how social inequalities, demographic change and patterns and trends affect health and social care delivery.	**Unit 5** – Students should be able to investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. **Unit 8 –** Students should be able to Investigate how health promotion encourages individuals to change their behaviour in relation campaigns. **Unit 10** - They will also be able to examine how social inequalities, demographic change and patterns and trends affect health and social care delivery.	**Unit 5** – Students should be working on completing their internal assessment. **Unit 8 –** Students should be working on completing their internal assessment. **Unit 10 -** Students should be working on completing their internal assessment.	**Unit 5** – Students should be working on completing their internal assessment. **Unit 8 –** Students should be working on completing their internal assessment. **Unit 10 -** Students should be working on completing their internal assessment.
End of term 1 assessment to cover: **Unit 4 –** Two in class tests and one mock paper and individual exam questions in lesson. **Unit 5 –** Monitoring of class notes for internal coursework post term 1.		End of term 2 assessment to cover: **Unit 4 –** In class exam questions for students sitting actual exam on January 2027. **Unit 5 –** Continue to monitor class notes for prepare for internal coursework post term 1. Students to		End of year assessment to cover: **Unit 4 –** N/A **Unit 5 –** Students to produce coursework within set deadlines.	

Unit 8 – Monitoring of class notes for internal coursework post term 1. **Unit 10** – Monitoring of class notes for internal coursework post term 1.		produce coursework within set deadlines. **Unit 8 –** Continue to monitor class notes for prepare for internal coursework post term 1. Students to produce coursework within set deadlines. **Unit 10** – Continue to monitor class notes for prepare for internal coursework post term 1. Students to produce coursework within set deadlines.		**Unit 8 –** Students to produce coursework within set deadlines. **Unit 10** – 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 4** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 4 to ensure revision is started early. **Unit 5, 8 and 10** Students to work on research around topics taught to gather information and understand concepts in preparation for their assignment brief and coursework tasks.	Home – Learning: **Unit 4** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 4 to ensure revision is started early. **Unit 5, 8 and 10** Students to work on research around topics taught to gather information and understand concepts in preparation for their assignment brief and coursework tasks.	Home – Learning: **Unit 4** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 4 to ensure revision is started early. **Unit 5, 8 and 10** Students to work on research around topics taught to gather information and understand concepts in preparation for their assignment brief and coursework tasks.	Home – Learning: **Unit 4 –** N/A **Unit 5, 8 and 10** Students to work on coursework preparation and construction.	Home – Learning: **Unit 4 –** N/A **Unit 5, 8 and 10** Students to work on coursework preparation and construction.	Home – Learning: **Unit 4 –** N/A **Unit 5, 8 and 10** Students to work on coursework preparation and construction.
Reading / literacy: **Unit 4** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	Reading / literacy: **Unit 4** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	Reading / literacy: **Unit 4** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision	Reading / literacy: **Unit 4 –** N/A	Reading / literacy: **Unit 4 –** N/A	Reading / literacy: **Unit 4 –** N/A

guide and making revision resources to support own learning. **Unit 5, 8 and 10** – Reading online textbook for unit of study and ensure reading set by teacher around topics are accessed. Reading around legislation and theories.	guide and making revision resources to support own learning. **Unit 5, 8 and 10** – Reading online textbook for unit of study and ensure reading set by teacher around topics are accessed. Reading around legislation and theories.	guide and making revision resources to support own learning. **Unit 5, 8 and 10** – Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	**Unit 5, 8 and 10** – Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	**Unit 8 and 10** – Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.	**Unit 8 and Unit 10** - Writing up coursework for unit of study using help on Google Classroom, online textbook and own class notes.
Numeracy: **Unit 4** – Reviewing of statistics related to ill health and statistics around different topics covered in lesson. **Unit 10** – Students review statistics around demographic changes. **Unit 8 –** Looking at statistics around health of the nation and public health.	Numeracy: **Unit 2 –** Reviewing statistics round report abuse in HSC. **Unit 5 –** Looking at statistic reports around abuse in health and social care. **Unit 8 –** Looking at statistics around health of the nation and public health.	Numeracy: **Unit 4** - N/A **Unit 5, 8 and 10**- NA	Numeracy: **Unit 4** - N/A **Unit 5, 8 and 10**- NA	Numeracy: **Unit 4** - N/A **Unit 5, 8 and 10**- NA	Numeracy: **Unit 4** - N/A **Unit 5, 8 and 10**- NA
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): **Unit 4 –** This unit teaches the students how to research – invaluable skills for university. Students will also attend lunch time exam boosters ran by Mr Andrews and to support learning for Unit 4. **Unit 5** – All students must apply their learning to cases studies for their assessment and asked to draw on experience from their work experience in year 12. **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 10** – All students learn about the application of sociological approaches in modern society and look at demographic changes, patterns and trends in social groups.					