

# Year 13 Health and Social Care Bilton School Planning for Progress over Time Programme of Study

|                                   |  | Term 1<br>A – The roles and responsibilities of people who work in the health and social care sector<br>B – the roles of organisations in providing health and social care sector   | Term 2<br>B – the roles of organisations in providing health and social care sector<br>C – working with people with specific needs in the health and social care sector   | Term 3<br>Coursework<br>Unit 14:<br>Physiological Disorders  | Term 4<br>Coursework<br>Unit 14:<br>Physiological Disorders  | Term 5<br>Coursework<br>Unit 14: Physiological Disorders  | Term 6<br>Completion of Unit 5 internal assessment and preparation for unit 2                  |
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|                                   |  | 01/09/2025<br>08/09/2025<br>15/09/2025<br>22/09/2025<br>29/09/2025<br>06/10/2025<br>13/10/2025<br>20/10/2025<br>HOLIDAY: 1 WEEK   | 03/11/2025<br>10/11/2025<br>17/11/2025<br>24/11/2025<br>01/12/2025<br>08/12/2025<br>15/12/2025<br>HOLIDAY: 2 WEEKS  | 05/01/2026<br>12/01/2026<br>19/01/2026<br>26/01/2026<br>02/02/2026<br>09/02/2026<br>HOLIDAY: 1 WEEK  | 23/02/2026<br>02/03/2026<br>09/03/2026<br>16/03/2026<br>23/03/2026<br>HOLIDAY: 2 WEEKS   | 13/04/2026<br>20/04/2026<br>27/04/2026<br>04/05/2026<br>11/04/2026<br>18/05/2026<br>HOLIDAY: 1 WEEK   | 01/06/2026<br>08/06/2026<br>15/06/2026<br>22/06/2026<br>29/06/2026<br>06/07/2026<br>13/07/2026 |
|                                   |  | A - Understand the roles of people who work in health and social care settings<br>A - The responsibilities of people who work in health and social care settings A - Specific responsibilities of people who work in health and social care settings A - Multidisciplinary working in the health<br>A - Monitoring the work of people in health and social care settings A – assessment<br>A – FAK and review<br>B – the roles of organisations in providing health and social<br>B – issues that affect access to services<br>B – ways organisations represent interests of service users<br>B – the roles of organisations that regulate and inspect health and social care services<br>B – revision and walking talking mock and exam answer focus | B – assessment C – working practices<br>C – people with specific needs<br>C - people with specific needs (mental health, learning disabilities, physical disabilities), early care and elderly<br>PPE??<br>PPE<br>C policies procedures and working practices. B – far and review, revision<br>Revision exam practice<br>Revision exam practice   | Revision exam<br>Retake Option – Unit 1 12/01/24<br>Unit 2 - Working in health and social care 15/01/24<br>Coursework – P1,M1<br>Coursework – D1,<br>Coursework – P2 M2,<br>Coursework – P3,<br>Half Term                                    | PPE<br>PPE<br>Coursework – P4 M3 P5,P6,P7 Begin Unit 19<br>Coursework – D2, P5, M4,D3<br>Coursework – P5, P6, P7,<br>Easter Holidays   | Coursework – M4, D4<br>Resubmission period see plan<br>Resubmission period see plan<br>Resubmission period see plan<br>Resubmission period see plan<br>Resubmission period see plan<br>Unit 2 - Working in health and social care 17/05/24<br>Half Term |  |
| <b>Progress and assessment</b>    |  | Assessment section A<br>Exam question practice<br>Imran’s case study<br>Marjorie’s case study<br>Aziz case study<br><br>Exam questions every 3 weeks  | Assessment section B<br>Exam question practice<br>Pauls’ case study<br>Muriel’s case study<br>Peter’s case study<br>PPE week<br><br>Exam questions every 3 weeks  | Unit 14: Physiological Disorders<br><br>Check task elements on a weekly basis (not marked)   | Unit 14: Physiological Disorders<br><br>Check task elements on a weekly basis (not marked)   | Unit 14: Physiological Disorders  |  |
| <b>Expected level of progress</b> |  | By the end of this half term, pupils will be able to:<br>• Explain and apply to novel scenarios the key features of roles and responsibilities of individuals who work in the health and social care sector.<br>• Explain and apply to novel scenarios the monitoring procedures of individuals who work in the health and social care sector.<br>• Explain and apply to novel scenarios the issues that can affect access to services and ways organisations can represent the interests of the service user.<br>They will be able to do this by:<br>• Successfully achieving in applied case study questions and exam practice<br>• sSuccessful completion of consolidation homework tasks  | By the end of this half term, pupils will be able to:<br>• Explain and apply to novel scenarios the key features of working practices and people with specific needs<br>They will be able to do this by:<br>• Successfully achieving in applied case study questions and exam practice<br>• successful completion of consolidation homework tasks<br>• Successful progress in assessments in assessment section C | By the end of this half term, pupils will be able to:<br>• Explain and apply to a case study how we can diagnose and treat two physiological disorders.<br>They will be able to do this by:<br>• Successfully completion of coursework units | By the end of this half term, pupils will be able to:<br>• Explain and apply to a case study how we can diagnose and treat two physiological disorders.<br>They will be able to do this by:<br>• Successfully completion of coursework units |   |  |
| <b>Homework</b>                   |  | Summary table for similarities and differences between roles in health and social care<br>Summary table for similarities and differences between responsibilities in health and social care<br>Revision for assessment  | Revision for mock exam<br>Peter case study<br>Carlos case study<br>Salome case study<br>Lars case study<br>Hal case study<br>Marquette case study   | Coursework<br>1) P1<br>2) M1<br>3) D1<br>4) P2<br>5) M2  | Coursework<br>6) P3<br>7) P4<br>8) M3<br>9) D2   | Coursework<br>10) P5<br>11) P6<br>12) P7<br>13) M4<br>14) D3  |  |

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| <b>Key Vocabulary/literacy opportunities</b> | Writing frames for exam questions.<br>Learning the exam method.<br>Model answers  | Writing frames for exam questions.<br>Learning the exam method.<br>Model answers | Writing frames for exam questions.<br>Learning the exam method.<br>Model answers | Writing frames for exam questions.<br>Learning the exam method.<br>Model answers | Writing frames for exam questions.<br>Learning the exam method.<br>Model answers |  |
| <b>Impact</b>                                | Teacher and students will be able to measure progress using tracking sheets in wbooks. Assessments will use BTEC marking criteria, will be moderated through dept meetings it will be possible to measure progress over time this will highlight areas which the students are struggling with.<br>Students are able to look for connections or links between the different areas.   |  |  |  |  |  |
| <b>Literacy</b>                              | Textbooks and Modules: Similar to the A-Level courses, students are required to read core textbooks and materials for each unit, covering subjects like human development, psychology in health, social care practices, and working with service users.<br>• Case Studies and Scenarios: Students read case studies and scenario-based questions that relate theory to practice. This helps them apply theoretical knowledge to real-world situations within health and social care settings.<br>• Government Guidelines and Policy Documents: Reading official guidelines, policies, and frameworks (e.g., safeguarding policies, health care regulations) is explicitly included to understand professional standards and protocols in the care sector.   |  |  |  |  |  |
| <b>SMSC</b>                                  | Spiritual Development:<br>• Person-Centered Care and Individual Beliefs: Students are taught the importance of respecting individual beliefs and values in health and social care settings. This encourages students to understand and accommodate the spiritual needs of others when providing care.<br>• Care for the Whole Person: The concept of holistic care involves caring for a person's emotional, mental, spiritual, and physical needs, promoting students' reflection on what it means to support human well-being in its broadest sense.  |  |  |  |  |  |
| <b>British Values</b>                        | Mutual Respect and Tolerance: Respect and tolerance are central to this course, as students learn about person-centered care and the importance of treating people with dignity and compassion in health and social care settings. Students also study the effects of discrimination and how to provide inclusive care.<br>• Individual Liberty: The course emphasizes the rights of individuals to make choices about their own care, promoting autonomy and supporting clients' decision-making processes. This aligns with the value of individual liberty.<br>• Rule of Law: Students learn about the legal frameworks governing health and social care, including safeguarding policies, patient rights, and professional standards. The rule of law is essential in maintaining ethical standards in care and |  |  |  |  |  |
| <b>Cultural Capital</b>                      | Understanding of Health and Social Care Systems: This subject helps students understand how health and social care systems operate in the UK and globally. This knowledge is part of their cultural capital, especially as healthcare and social services are central to everyday life and public discourse.<br>• Exposure to Diverse Health Needs and Social Contexts: Students learn about the health needs of individuals from different cultural, religious, and social backgrounds. Understanding diversity in healthcare helps students develop cultural empathy and the ability to provide person-centered care, which is essential for social engagement and professional success in a multicultural society.   |  |  |  |  |  |