

Yr. 13 Level 3 HSC Curriculum and assessment map 2023 - 2024												
Week number	Week 1 or 2	Date	Coursework unit 1 RCD	Coursework unit 9 EJL	Coursework unit 10 CT	Coursework unit 10 CT	Coursework unit 12 EJL	Coursework unit 13 CT	Coursework unit 14 CT	Coursework unit 15 RCD	Coursework unit 16 PD	Coursework unit 21 RCD
				Triple 3 hours a fortnight Week 1 Mon 4 + Fri 5 Week 2 Fri 5	S & D 2 hrs a week S & D Week 1 Tuesday 3.4 Week 2 Tuesday 4/5	Triple 1 hour a week Triple Week 1 Mon 5 Week 2 Fri 1	D+T 3 hours a fortnight Week 1 Thurs 4 + 5 Week 2 Tues 2	D & T 2 hrs a week Week 1 Tuesday 1/2 Week 2 Tuesday 1 / Thursday 3	Triple 2 hours a week Week 1 Friday 2/3 Week 2 Monday 4/5		S+D+T X3hrs fortnight	
1	1	4 th -8 th September	2hrs Submit P2 a and P3 wider reading has been completed DIRT P1 Explain different types of relationships that can be built in health, social care or child care environments	2 hrs Working on P1 (Define the term 'learning disability'). Working on P2 (Describe types of learning disabilities and their causes)	2hrs Submit amended P2 (understand function of nutrients) Submit P1 (Describe nutritional and diet guidelines) and P5 food diary. Set P3 – explain how nutritional requirements differ for individuals.	1 hr Submit amended P2 (understand function of nutrients) Submit P1 (Describe nutritional and diet guidelines) and P5 food diary. Set P3 – explain how nutritional requirements differ for individuals.	2 hrs Working on P1+P2 P1 - Demonstrate a person-centred approach to promote positive behaviour P2 - Demonstrate best practice in promoting positive behaviour	Submission P1, P3, P5, P7. Set P2	Submit holiday work P1, P2, P3, P4, P5, P6, M1, M2 for Alzheimer's. Set second condition – pupils complete P1, P2, P3, P4, P5, P6, M1, M2 for second condition	1hr Submit M2 Analyse the impact on health of adverse lifestyle choices Return P1 for amendments Describe personal benefits of a healthy lifestyle Start P2 Explain the benefits to society of following a healthy lifestyle	Submit summer homework (research task) 2h Teach P3 – explain the benefits of early diagnosis	1hr P1: Explain what is meant by looked- after children and young people in the context of the health and social care sector
2	2	11 th - 15 th September	2hrs P2b and c Explain factors that can influence the building of positive relationships in health, social care or child care environments	1 hr Submit P1	2hrs Working on P3 – P2 DIRT time	1 hr Working on P3 - explain how nutritional requirements differ for individuals.	1 hr Practical demonstrations for P1+P2 P1 - Demonstrate a person-centred approach to promote positive behaviour P2 - Demonstrate best practice in promoting positive behaviour	Hand in P2 Set D1	Working on P1, P2, P3, P4, P5, P6, M1, M2	2hrs P2 Explain the benefits to society of following a healthy lifestyle	1hr Work on P3	2hrs P1: Explain what is meant by looked- after children and young people in the context of the health and social care sector
3	1	18 th – 22 nd September	2hrs P2 Explain factors that can influence the building of positive relationships in	2 hrs Submit P2 (Describe types of learning disabilities and their causes)	2hrs Working on P3 explain how nutritional requirements differ for individuals.	1 hr Working on P3 - explain how nutritional requirements differ for individuals.	2 hrs Practical demonstrations for P1+P2	Working on D1	Working on P1, P2, P3, P4, P5, P6, M1, M2	1hr P2 Explain the benefits to society of following a healthy lifestyle	2hr Teach P4 – describe legislation and framework which support the	1hr Submit P1 start P2 Explain risk factors for a child going into care

			health, social care or child care environments				P1 - Demonstrate a person-centred approach to promote positive behaviour P2 - Demonstrate best practice in promoting positive behaviour				care of individuals with dementia	
4	2	25 th – 29 th September	2hrs Submit P2 Start M1 Analyse the role that context plays in different relationships in health, social care and child care environments	1 hr DIRT time for P1+P2	2hrs Submit P3 Set M1 – Analyse possible effects of poor nutrition for different individual.	1 hr Working on P3 - explain how nutritional requirements differ for individuals. Submit p3	1 hr Working on M1 (Assess how best practice could be evaluated in promoting positive behaviour)	Hand in D1 Set M1	Working on P1, P2, P3, P4, P5, P6, M1, M2	2hrs SubmitP2 Start P3: Explain health promotion strategies used by professionals when promoting health and wellbeing	1hr Work on P4	2hrs P2 Explain risk factors for a child going into care
5	1	2 nd – 6 th October	2hrs M1 Analyse the role that context plays in different relationships in health, social care and child care environments	2 hrs Working on P3 (Explain the difficulties which may be experienced by individuals with learning disabilities)	2hrs Working on M1 - Analyse possible effects of poor nutrition for different individual	1 hr Set M1 – Analyse possible effects of poor nutrition for different individual.	2 hrs Working on M1 (Assess how best practice could be evaluated in promoting positive behaviour)	Working on M1	Submission P1, P2, P3, P4, P5, P6, M1, M2 for second condition. Amendments to holiday task on Alzheimer's.	1hrs P3: Explain health promotion strategies used by professionals when promoting health and wellbeing	2hr Teach M1: explain why the needs and abilities of individuals with dementia may fluctuate	1hr Submit P2 Start P3: Describe the problems that a child or young person may experience as a result of poor quality care
6	2	9 th – 13 th October SU4L Tuesday 10.10.23	2hrs Start P3 Explain strategies to ensure a person-centred approach in health, social care or child care environments	1 hr Working on P3 (Explain the difficulties which may be experienced by individuals with learning disabilities)	2hrs Working on M1 - Analyse possible effects of poor nutrition for different individual	1 hr Working on M1 - Analyse possible effects of poor nutrition for different individual	No lesson due to SU4L	1 hr this week due to SU4L	Set P7 D1	2hrs Submit P3 Start P4: Describe the role of professionals in promoting health and wellbeing	1hr Work on M1	2hrs P3: Describe the problems that a child or young person may experience as a result of poor quality care
7	1	16 th – 20 th October	2hrs DIRT P2	2 hrs Submit P3 (Explain the difficulties which may be experienced by individuals with learning disabilities)	2hrs Submit M1 Analyse possible effects of poor nutrition for different individual Set D1 – Evaluate the possible cause of poor nutrition for different individuals	1 hr Working on M1 - Analyse possible effects of poor nutrition for different individual	2 hrs Submit M1	Hand in P4 Set P5 Hand in P5	Working on P7 and D1	1hr P4: * Describe the role of professionals in promoting health and wellbeing	2hr Teach P5: suggest services that can best support the needs of individuals with dementia	1hr Submit P3 Start P4: Explain why legislation and policy focus on the attainment gap

8	2	23 rd – 27 th October	2hrs Explain strategies to ensure a person-centred approach in health, social care or child care environments	1 hr DIRT time for P3	2hrs Working on D1 - Evaluate the possible cause of poor nutrition for different individuals	1 hr Working on M1 - Analyse possible effects of poor nutrition for different individual Submit M1	1 hr DIRT time for M1	Set P6 and M2	Hand in Alzheimer's amendments. Hand in P7 D1 end of second hour this week.	2hrs DIRT P2 and P3	1hr Work on P5	2hrs P4 Explain why legislation and policy focus on the attainment gap
		30 th – 3 rd November	October half term									
9	1	6 th – 10 th November	2hrs Submit in P3 Submit amendments to P2	2 hrs Working on M1 (Assess the impact of difficulties on individuals with learning disabilities)	2hrs Submit D1 Evaluate the possible cause of poor nutrition for different individuals	1 hr Set D1 – Evaluate the possible cause of poor nutrition for different individuals	2 hrs Working on P3 (Describe a situation where a reactive or restrictive intervention would be required)	Hand in P6 and M2	Set P8	1hr Hand in P1,2,3 amendments Start M2: Analyse the use of routines when promoting health and wellbeing	2hr Teach P6: evaluate the effectiveness of using PCA	1hr Submit P4 DIRT week for P1,2,
10	2	13 th - 17 th November	2hrs Start M2 Analyse how a person-centred approach supports the building of positive relationships in health, social care or child care environments	1 hr Working on M1 (Assess the impact of difficulties on individuals with learning disabilities)	2hrs	1 hr Working on D1 - Evaluate the possible cause of poor nutrition for different individuals	1 hr Submit P3	Set P7	Submit P8 end of the second hour this week	2hrs M2: Analyse the use of routines when promoting health and wellbeing	1hr Work on P6	2hrs Start M1: Explain why looked-after children and young people might experience negative outcomes
11	1	20 th - 24 th November	PC1 (full report) 2hrs M2 Analyse how a person-centred approach supports the building of positive relationships in health, social care	PC1 (full report) 2hrs Submit M1 (Assess the impact of difficulties on individuals with	PC1 (full report) 2hrs Amendments to unit 10	PC1 (full report) 1 hr Working on D1 - Evaluate the possible cause of poor nutrition for different individuals	PC1 (full report) 2 hrs First hour DIRT time for P3 Second hour Working on M3 (Evaluate why restrictive	PC1 (full report) Working on P7	PC1 (full report) Set P9 and M3	PC1 (full report) 1hr Submit M2 Start D1: Evaluate the role of the media in promoting or	PC1 (full report) 2hr Teach on P7/P8 Identify practitioners and describe their roles and responsibilities in HSC	PC1 (full report) 1hr M1: Explain why looked-after children and young people might experience negative outcomes

			or child care environments	learning disabilities)			interventions are used in only the most serious situations)			influencing health and wellbeing		
1 2	2	27 th November – 1 st December SU4L Thursday 30.11.23	2hrs P3 DIRT	1 hr DIRT time for M1	2hrs Amendments to unit 10	1 hr Working on D1 - Evaluate the possible cause of poor nutrition for different individuals Submit D1	1 hr Working on M3 (Evaluate why restrictive interventions are used in only the most serious situations)	1hr lesson this week due to SU4L	Working on P9 and M3	2hrs No lesson due to SU4L day	1hr Work on P7/P8	2hrs Submit M1 Start P5: * Describe the responsibilities of those involved in the care of looked-after children and young people. Request Mr Hyland to talk about his role
1 3	1	4 th – 8 th December	2hrs M2 Analyse how a person-centred approach supports the building of positive relationships in health, social care or child care environments	2 hrs Working on D1 (Analyse ways to overcome difficulties experienced by individuals with learning disabilities)	2hrs Final submission unit 10	1 hr Amendments to unit 10	2 hrs Submit M3 (Evaluate why restrictive interventions are used in only the most serious situations)	Set P8	Working on P9 and M3	1hr D1: Evaluate the role of the media in promoting or influencing health and wellbeing	2hr Work on P7/P8	1hr Submit amendments P1,2, P5: Describe the responsibilities of those involved in the care of looked-after children and young people
1 4	2	11 th - 15 th December	2hrs Start P5 Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment	1 hr Working on D1 (Analyse ways to overcome difficulties experienced by individuals with learning disabilities)	2hrs Time to be used	1 hr Amendments to unit 10	1 hr DIRT time for M3	Working on P8	Set D2	2hrs D1: Evaluate the role of the media in promoting or influencing health and wellbeing	1hr Work on P7/P8	2hrs Submit P5 DIRT P3,4
1 5	1	18 th – 22 nd December SU4L Monday 18.12.23	1hrs due to SU4L P5 Demonstrate effective communication skills in a group interaction to build a positive relationship in a	1 hr due to SU4L Submit D1 (Analyse ways to overcome difficulties experienced by individuals with learning disabilities)	2hrs	No lesson due to SU4L 1 hr	2 hrs Working on M2 (Assess how recognising stages of behaviour could promote positive behaviour)	Hand in P8 Set P9 Hand in P9	Working on D2	1hr Submit D1 Start P4 Describe the role of professionals in promoting health and wellbeing	2hr Teach M2: evaluate the effectiveness of multi-agency approach when working with individuals with dementia	1hr Start P6 Explain the factors that are important for children and young people in care in order for them to thrive.

			health, social care or child care environment									Christmas HW amendments to outstanding tasks
		25 th – 29 th December	Christmas Holidays									
		1 st – 5 th January	Christmas Holidays									
1 6	2	8 th – 1 th January	2hrs Introduction to D1 Understand the importance of reflection in HSC- this will enable students to reflect on their interaction and will be useful for M2	1 hr DIRT time for D1	2hrs	1 hr Final submission unit 10	1 hr Working on M2 (Assess how recognising stages of behaviour could promote positive behaviour)	Set M3	Set 10 Working on P10	2hrs P4 Describe the role of professionals in promoting health and wellbeing	1hr Teach D1 analyse the possible impact of dementia diagnose on individuals with dementia	2hrs Submit amendments P3,4, Start P6 Explain the factors that are important for children and young people in care in order for them to thrive
1 7	1	15 th – 19 th January	2hrs Start observations of P5 Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment. Will be practicing group interactions	2 hrs Working on P4 (Suggest services within the health and social care sector that can best support the needs of individuals with learning disabilities)	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	2 hrs Submit M2 (Assess how recognising stages of behaviour could promote positive behaviour)	Working on M3	Working on P10	1hr Submit P4 P5: Explain possible barriers that prevent individuals from following advice on health and wellbeing	2hr Work on D1	1hr Submit P6 Start P7: Analyse how a collaborative approach to care supports the needs of looked-after children and young people
1 8	2	22 nd - 26 th January	2hrs Observations of P5 Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment	1 hr Working on P4 (Suggest services within the health and social care sector that can best support the needs of individuals with learning disabilities)	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	1 hr DIRT time on M2	Hand in M3	Hand in P10 Set P11	2hrs P5: Explain possible barriers that prevent individuals from following advice on health and wellbeing	1hr Work on D1	2hrs P7: Analyse how a collaborative approach to care supports the needs of looked-after children and young people

			Students will write up transcripts and start M2 evaluations or Practicing group interaction									
19	1	29 th January – 2 nd February	2hrs Observations of P5 Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment Students will write up transcripts and start M2 evaluations or practicing group interaction	2 hrs First hr Submit P4 Second hr Working on P5 (Explain the role of different practitioners in supporting individuals with learning disabilities in health and social care)	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	2 hrs Working on P4 (Demonstrate strategies that could be used to promote positive behaviour)	Set P10		1hr Submit P5 Start M3: Discuss possible conflicts when promoting health and wellbeing	2hr Work on D1	1hr P7: Analyse how a collaborative approach to care supports the needs of looked-after children and young people
20	2	5 th – 9 th February	Progress evening 2hrs Preparing P4 Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment	PC2 (data report) 1 hr Working on P5 (Explain the role of different practitioners in supporting individuals with learning disabilities in health and social care)	2hrs PC2 (data report)	PC2 (data report) 1 hr Triple award can use this time to work on unit 13 and 14	PC2 (data report) 1 hr P4 practical assessment Students can prepare for the D1 when done practical assessment	PC2 (data report) Working on P10	PC2 (data report)	PC2 (data report) 2hrs M3: Discuss possible conflicts when promoting health and wellbeing	PC2 (data report) 1hr Work on D1	PC2 (data report) 2hrs Submit P7 DIRT P5,P6
		12 th – 16 th February	2hrs Submit M2 for the group interaction. Observing P4 Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment									
21	1	19 th – 23 rd February	2hrs Observing P4 Demonstrate effective communication skills in a one-to-one interaction to build a positive	Progress evening 2 hrs Submit P5 (Explain the role of different practitioners in supporting individuals with	2hrs Progress evening	Progress evening 1 hr Triple award can use this time to work on unit 13 and 14	Progress evening 2 hrs P4 practical assessment Students can prepare for the D1 when done	Progress evening Working on P10	Progress evening	Progress evening 2hrs Submit M3 start P6 Plan and carry out a small-scale campaign	Progress evening 2hr DIRT all tasks in the unit	Progress evening 1hr Start M2: Evaluate how the needs of looked-after children and young people are being met

			relationship in a health, social care or child care environment. Students will be practicing one to one interaction, then complete M2 and transcript	learning disabilities in health and social care)			practical assessment			promoting health and wellbeing		
2 2	2	26 th February – 1 st March	1hrs Observing P4 Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment. Students will be practicing one to one interaction, then complete M2 and transcript	1 hr DIRT time for P4+P5	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	1 hr Working on D1 (Evaluate the impact of strategies used to promote positive behaviour on an individual's wellbeing)	Hand in P10 Set M4		1hr P6*: Plan and carry out a small-scale campaign promoting health and wellbeing	1hr DIRT all tasks in the unit	2hrs M2: Evaluate how the needs of looked-after children and young people are being met
2 3	1	4 th – 8 th March	2hrs Observing P4 Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment. Students will be practicing one to one interaction, then complete M2 and transcript	2 hrs Working on M1 (Evaluate the impact of person-centred approaches on the quality of life of individuals with learning disabilities)	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	2 hrs Working on D1 (Evaluate the impact of strategies used to promote positive behaviour on an individual's wellbeing)	Working on M4		2hrs P6*: Plan and carry out a small-scale campaign promoting health and wellbeing	2hr DIRT all tasks in the unit	1hr M2: Evaluate how the needs of looked-after children and young people are being met
2 4	2	11 th - -15 th March SU4L Wednesday 13.3.24	1hr due to SU4L Time to complete M2- return M2 for the group interaction	1 hr Working on M1 (Evaluate the impact of person-centred approaches on the quality of life of individuals with	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	1 hr Submit D1	Hand in M4 Set D2		1hr P6*: Plan and carry out a small-scale campaign promoting health and wellbeing	1hr DIRT all tasks in the unit	2hrs Submit M2 Start D1 D1: Suggest improvements that could be made to the support and

				learning disabilities)						Carry out campaign		care of looked-after children and young people
25	1	18 th – 22 nd March	2hrs Submit M2 one for one to one interaction Start write up for D1 Justify the use of reflective practice to ensure interactions build positive relationships in health, social care or child care environments	2 hrs Working on M1 (Evaluate the impact of person-centred approaches on the quality of life of individuals with learning disabilities)	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	2 hrs First hour DIRT time on D1 Second hour Working on P5 (Describe legislation related to promoting positive behaviour)	Working on D2		2hrs 1hr Complete P6 write up. Start P7 Analyse the success of a campaign promoting health and wellbeing	2hr DIRT all tasks in the unit	1hr D1: Suggest improvements that could be made to the support and care of looked-after children and young people
		25 th – 29 th March	Easter holidays									
		1 st – 5 th April	Easter holidays									
26	2	8 th – 12 th April SU4L Friday 12.04.24	2hrs Sumit D1 Final amendments	No lesson due to SU4L	2hrs	No lesson due to SU4L	1 hr Working on P5 (Describe legislation related to promoting positive behaviour)	Hand in D2		1hrs Submit P6 and P7	1hr DIRT all tasks in the unit	No lesson due to SU4L Hand in D1 in Unit 1 lesson
27	1	15 th – 19 th April	2hrs Final amendments	2 hrs Submit M1	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	2 hrs Submit P5	Amendments to unit 13		2hrs Amendments Pass tasks	2hr DIRT all tasks in the unit	1hr Final amendments Merit tasks
28	2	22 nd - 26 th April	2hrs Final amendments	1 hr Final amendments to unit 9. Can also use this time to work on unit 12.	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	1 hr DIRT time for P5			1hr Amendments Merit tasks	1hr DIRT all tasks in the unit	2hrs Final amendments

29	1	29 th April – 3 rd May	2hrs Final amendments	2 hrs Final amendments to unit 9. Can also use this time to work on unit 12.	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	2 hrs Final amendments to unit1 2.			2hrs Amendments D tasks	2hr DIRT all tasks in the unit	1hr Final amendments
30	2	6 th – 10 th May	2hrs Final amendments	1 hr Final amendments to unit 9. Can also use this time to work on unit 12.	2hrs	1 hr Triple award can use this time to work on unit 13 and 14	1 hr Final amendments to unit1 2.			1hr Final amendments	1hr DIRT all tasks in the unit	2hrs Final Amendments
31	1	13 th – 17 th May	May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted	2hrs May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted	May 17 th HOD monitoring date all coursework grades submitted
32	2	20 th – 24 th May	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	2hrs May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.	May 20 th all marks on SIMMs for NEA appeals. May 24 th All marks submitted to OCR.
		27 th – 31 st May	May half term									
33	1	3 rd – 7 th June	Level 3 external moderation this week.	Level 3 external moderation this week.	2hrs Level 3 external moderation this week.	Level 3 external moderation this week.	Level 3 external moderation this week.	Level 3 external moderation this week.	Level 3 external moderation this week.	Level 3 external moderation this week.	Level 3 external moderation this week.	Level 3 external moderation this week.
34	2	10 th – 14 th June SU4L Monday 10.6.24			2hrs				No lesson due to SU4L			
35	1	17 th – 21 st June			2hrs							
36	2	24 th – 28 th June			2hrs							

37	1	1 st – 5 th July			2hrs							
38	2	8 th – 12 th July			2hrs							
39	1	15 th – 19 th July	Challenge week – break up for summer									