

Programme of Study KS4 Health and Social Care

 BTEC Level 1 Introductory Award in Health and Social Care	 BTEC Level 1 Introductory Certificate in Health and Social Care
Feature, Details Total GLH, 70 hours Core Units (Group A), 1 unit (A2: Developing a Personal Progression Plan – 30 GLH) Sector Units (Group B), 1 unit (choose from HSC5–HSC12 – 40 GLH each) Total Units, 2 Purpose, Introductory qualification to explore the sector and build basic skills. Assessment, 100% internally assessed.	Feature, Details Total GLH, 180 hours Core Units (Group A), 2 units (A1: Being Organised – 30 GLH, A2: Developing a Personal Progression Plan – 30 GLH) Sector Units (Group B), 3 units (choose from HSC5–HSC12 – 40 GLH each) Total Units, 5 Purpose, Broader qualification for deeper engagement and preparation for progression. Assessment, 100% internally assessed.

Award (A2 plus 1 option unit) & Certificate (A1 & A2 plus 1 option unit)			
	Core		Options
Units	A2 Developing a Personal Progression Plan	A1 Being organised	HSC5 - Finding Out About Health and Social Care Services HSC6 –Communication Skills for Health and Social Care HSC7 – Making Healthy Snacks When Caring for People HSC8 – Advising Others About Healthy Lifestyles HSC9– Providing a Creative Activity When Caring for People HSC10 –Supporting Others to Use Adapted Equipment Safely HSC11 –Measuring Older Adults’ Fitness Levels for Everyday Tasks HSC12 – Visiting a Health or Social Care Setting
Prior Learning	Basic awareness of personal interests and strengths. Some experience discussing future goals with teachers, family, or peers. Familiarity with school-based careers advice or taster sessions.	Basic awareness of personal organisation (e.g. using a school planner or calendar). Some experience managing homework or small projects. Familiarity with digital tools (e.g. phone reminders, basic computer use).	
Taught Knowledge & skills	A Explore the skills and behaviours needed to meet personal progression goal B Produce a progression plan to meet intended progression goal Benefits and Purpose of a Progression Plan Understand how a progression plan:	A Explore techniques to improve own organisational skills B Review the use of techniques to improve own organisational skills. Time-Management Techniques:	

<p>Provides direction and focus for short- and long-term goals. Helps structure key steps toward achieving those goals. Encourages reflection and realistic planning. Supports conversations with tutors, parents, and peers. Finding Out About Progression Opportunities Explore routes into: Further education (e.g. college courses). Apprenticeships or employment. Identify sources of information: Careers fairs, college open days, online resources. Advice from tutors and careers advisers. Understand entry requirements: Qualifications, interviews, portfolios. Setting a Progression Goal Match personal skills and behaviours to potential goals. Use SMART targets to define next steps. Use research to identify what is needed to achieve the goal. Identifying Skills and Behaviours Needed Recognise: Transferable skills (e.g. communication, teamwork). Employability skills (e.g. IT skills, driving). Behaviours (e.g. reliability, trustworthiness). Qualifications (e.g. English and maths levels). Reviewing Own Skills and Behaviours Conduct a self-audit using past experiences. Gather feedback from others (e.g. teachers, peers). Reflect on attitudes and behaviours needed for success. Creating a Progression Plan</p>	<p>Creating to-do lists and action plans. Prioritising tasks and estimating time needed. Using calendars and digital tools to manage schedules. Planning for potential problems and adjusting priorities. Organisational Techniques: Ensuring access to necessary resources (e.g. notebooks, devices). Using folders, dividers, and highlighters to organise materials. Setting up filing systems for work and emails. Using alerts and project planning tools (e.g. spreadsheets). Using Planners: Exploring different types (wall, digital, online). Maintaining and updating planners regularly. Reviewing and adjusting plans based on progress. Reviewing Own Skills: Identifying strengths and weaknesses in organisation. Evaluating which techniques were most effective. Planning improvements for future organisation and time management. Transferable Skills Planning: Applying time-management strategies to real tasks. Managing Information: Organising and prioritising tasks using ICT tools.</p>	
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	<p>Include: Short- and long-term goals. Key activities and actions to improve skills and behaviours. Milestones (e.g. application deadlines). Realistic timelines. Transferable Skills Developed Written Communication: Completing forms, writing plans. Managing Information: Researching and organising progression routes.</p>		
<p>Subsequent learning</p>	<p>Clearer understanding of personal goals and how to achieve them. Improved ability to plan and reflect on personal development. Greater confidence in navigating future education or career pathways. Readiness to apply for courses, apprenticeships, or jobs with a structured plan.</p>	<p>Improved ability to manage time and meet deadlines. Greater independence in organising learning and personal tasks. Readiness to apply organisational skills in other units, work experience, or further study. Enhanced confidence in using digital tools for planning and productivity.</p>	