

Year 12	Curriculum Checkpoints: What do students know and what can they do?			Further guidance
Summative Comment	Developing (P)	Securing (M)	Mastering (D)	
Unit 1	Can explore familiar applications of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. Can use research with relevance to given situations related to human development theories/models and factors affecting human growth and development.	Can select and organise information using appropriate knowledge and concepts about theories/models in relation to human development, factors affecting human growth and development and effects of ageing. Can articulate arguments and views concisely and professionally to justify and evaluate physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.	Can use detailed analysis and research to make recommendations related to human development theories/models and factors affecting human growth and development. Can draw on knowledge and understanding of theories/models in relation to human development, factors affecting human growth and development and effects of ageing.	
Unit 2	Can demonstrate knowledge and understanding of the roles and responsibilities of the people who work in health and social care settings in context. They also understand how organisations in the wider context impact on employee practices. Learners understand the influence of codes of practice on how employees undertake activities, and how and why the work of people in health and social care settings needs to be monitored.	Can make judgements on the effectiveness of practices on service users and can propose and justify recommendations for delivering services in context, based on health and social care concepts and principles. Can demonstrate a thorough understanding of the roles and responsibilities of people who work in health and social care settings and the influence of organisations, in context. They can justify recommendations related to an employee's specific responsibilities, or multidisciplinary activities, but understand the organisational context in which those employees and teams operate.	Can make judgements on the effectiveness of practices on service users and can propose and justify recommendations for delivering services in context, based on health and social care concepts and principles. Can demonstrate a thorough understanding of the roles and responsibilities of people who work in health and social care settings and the influence of organisations, in context. They can justify recommendations related to an employee's specific responsibilities, or multidisciplinary activities, but understand the organisational context in which those employees and teams operate.	https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446950937_BT_EC_Nat_Dip_HSC_AG_Spec_ISS10_150622.pdf
Unit 3	Can recall knowledge and show understanding of human anatomy and physiology. Can explore familiar applications of knowledge to demonstrate understanding of the structure and functions of different body systems, how these systems interrelate and the effect of disorders on human anatomy and physiology.	Can select and organise information using appropriate knowledge and concepts of physiological systems and common disorders. Can articulate arguments and views concisely and professionally to justify the conclusions they reach in relation to the functioning of different body systems.	Can show a depth of understanding of how the knowledge applies to detailed situations in relation to human anatomy and physiology. Can evaluate concepts to reach reasoned and valid judgements. Can draw on and show a synthesis of knowledge and understanding of the different body systems.	
Unit 4	Can demonstrate an understanding of the ways that current research is used in health and social care, and the appropriateness of different types of research related to specific issues and enquiries. Can apply secondary research techniques and review the success of techniques and skills in the context of current research into issues in health and social care, referencing validity and reliability.	Can apply their knowledge and understanding from across their learning to explore feasible ethical solutions to further the research into key areas in the sector. Can demonstrate analytical and evaluative skills in order to judge the effectiveness of research in context and recognise the implications for future practice/provision in the sector.	Can make critical, rationalised judgements about the techniques and skills evidenced within the research around the issue/enquiry and its use in the health and social care sector. Can use of secondary research techniques and skills will demonstrate their understanding of the wider issue in context. Can evaluate the purpose, actions and results of the research against the principles of validity and reliability and demonstrate a thorough understanding of how feasible ethical solutions to research can be planned and delivered in context. Can form conclusions linked to the implications of the research for future practice/provision in the sector.	
Unit 5	Can consider the importance of promoting equality and diversity and preventing discrimination for each case study. Learners must recall and relate knowledge of how the professionals in the case studies promote equality and diversity and the skills and attributes needed to do this. Can use the case studies to demonstrate their understanding of the importance of promoting equality. Learners must explain the key principles of providing care, showing an understanding of the skills and attributes required by those professionals who meet the care and support needs of individuals. Can show that they have planned and carried out research on the different ethical principles using appropriate search techniques. Can produce evidence of their understanding that is up to date, well referenced and relevant. Can recall and relate in some detail, knowledge of the strategies and communication techniques used by professionals.	Can relate the situation of the individuals in the case studies with the possible effects of discrimination, and the skills, attributes and empathy theories that can be employed to prevent discrimination. Can use vocational language to explore empathy and how professionals could establish trust with the individuals in their different care environments. Can include a description of the six Cs of care and a range of communication skills that professionals use when building positive relationships. Can consider the impact of these skills on individuals when preventing discrimination. Learners must demonstrate the relevance of each selected empathy theory. Can analyse the value of each in explaining the importance of professionals building positive relationships with individuals. Can use the case studies to demonstrate how professionals promote equality, diversity and anti discriminatory practices.	Can select material from the provided case studies which allows them to explore the issues surrounding equality and diversity, and preventing discrimination, and how successfully promoting anti-discriminatory practice has been achieved for each case study. Can draw together their understanding of the empathy theories and how they are applied, together with personal skills and attributes, to successfully promote anti-discriminatory practice. Can demonstrate clear understanding of the skills and attributes needed by professionals in order to meet individual care and support needs. Can consider the advantages and disadvantages of theories and use detailed analysis and research to reach reasoned and valid conclusions and recommendations. Can demonstrate clear understanding of all of the terminology used in a health and social care context. Can make reasoned judgements about different ethical issues and their influence on planning support to meet individual care and support needs. Can suggest how professionals could best minimise risk and balance resources, to reach a justified conclusion of how this can have a positive impact on the individual.	