

Title Health and Social Care			
For more information, please consult: https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/teaching-and-learning-materials/btec-tech-award-in-health-and-social-care-guide.pdf			
HOD name, job title and email Mrs B Castley Head of Health and Social Care bcastley@gilesacademy.co.uk			
Examination Board: Edexcel			
Qualification: BTEC Tech Award			
Tiers: Level 1/2			
Grades: L1P L1M L1D L2P L2M L2D L2D*			
<p>Why study Health and Social Care Health and Social Care is a popular subject in KS4 and KS5. Choosing to study for a BTEC Tech Award in Health and Social Care is a great decision to make. Health and Care is an interesting and challenging subject that will prepare you well for a broad range of future careers. If you are interested in working in the future with people in any sector or just interested in learning how we as humans develop though our life stages this is the subject for you..</p>			
<p>Learning Aims: Understanding human growth and development across life stages and the factors that affect it. Investigation into how individuals deal with life events, Understand the different types of health and social care services and barriers to accessing them. Demonstrate care values and review own practice. Factors that affect health and wellbeing, interpretation of health indicators, person centred health and wellbeing improvement plans</p>			
What will I be learning and progressing to each year?			
Year	Key Knowledge	Key Skills	Key Vocabulary
9	<p>Life Stages & Growth and Development</p> <p>A.1 Human growth and development across life stages</p>	<p>Class Presentations Team working Independent research Literacy skills Use of IT equipment</p>	<p>Growth Development Gross Motor skills Fine Motor skills Self-Concept Self-esteem Infancy</p>

<p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p>Main life stages:</p> <ul style="list-style-type: none"> o infants (birth to 2 years) o early childhood (3–8 years) o adolescence (9–18 years) o early adulthood (19–45 years) o middle adulthood (46–65 years) o later adulthood (65+ years). <p>Factors that influence growth and development</p> <p>Forms of Communication</p> <p>Barriers to Communication</p> <p>Care Values</p> <p>Care Services</p> <p>Job roles – roles and responsibilities</p>		<p>Role models</p> <p>Material possessions</p> <p>Professional</p> <p>Secondary care</p> <p>Tertiary care</p> <p>Confidentiality</p> <p>Dignity</p> <p>Empathy</p> <p>Sensory impairments</p>
<p>Link to knowledge organiser here</p>	<p>Link to homework here Homework will be set a minimum of once a fortnight</p>	<p>Link to full Y9 vocabulary here</p>

		<p>this will be to reinforce knowledge learned in lessons or will require independent research</p>	<p>Glossary – H&SC student book</p>
<p>The content of your curriculum in this academic year for your subject</p> <p>Introduction to Health and Social Care - this covers the basics of the two main components in this subject. An understanding to both of the components will enable the students to write their assignments in Y10 and Y11 with more understanding and prepare them for Component 3 which will be a controlled assessment in Y10, they will draw information from component 1 & 2 and demonstrate a broader understanding of the subject, which should lead to success in their assessment. The components covered are: 1. Human Lifespan Development 2. Health and Social Care Services and Values. 3. Health and Wellbeing</p>			
Year	Key Knowledge	Key Skills	Key Vocabulary
10	<p><u>PIES growth and development in the main life stages:</u></p> <ul style="list-style-type: none"> o physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity o intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall o emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image o social development across the life stages, including the formation of relationships with others and the socialisation process. <p>A.2 Factors affecting growth and development</p>	<p>Group working Independent research Independent working Literacy skills Use of IT equipment Time management Organisational skills Revision skills Evaluation skills Justification skills</p>	<p>Puberty Menopause Abstract thinking Egocentric Empowerment Lifestyle Contentment Genetic inheritance Predisposition Gender roles Identity Stigma Burnout Acute Chronic Nicotine Addiction Wealth Social Class</p>

	<ul style="list-style-type: none"> • <u>Physical factors, to include:</u> <ul style="list-style-type: none"> o genetic inheritance o experience of illness and disease o diet and lifestyle choices o appearance. • <u>Social and cultural factors, to include:</u> <ul style="list-style-type: none"> o culture, e.g. community involvement, religion, gender roles and expectations o educational experiences o the influence of role models o the influence of social isolation o personal relationships with friends and family. • <u>Economic factors, to include:</u> <ul style="list-style-type: none"> o income/wealth o material possessions. <p><u>A1 Health and social care services</u></p> <ul style="list-style-type: none"> o primary care, e.g. GPs, dental care, optometry, community health care o secondary and tertiary care, e.g. specialist medical care o allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. <ul style="list-style-type: none"> • <u>Different social care services and how they meet service user needs:</u> <ul style="list-style-type: none"> o services for children and young people, e.g. foster care, residential care, youth work o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care o services for older adults, e.g. residential care, domiciliary care o the role of informal social care provided by relatives, friends and neighbours. <p>A.2 Barriers to accessing services</p>		<p>Material Possessions Psychological Collaboratively</p>
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Types of barrier and how they can be overcome by the service providers or users:

- o physical barriers, e.g. issues getting into and around the facilities
- o sensory barriers, e.g. hearing and visual difficulties
- o social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
- o language barriers, e.g. differing first language, language impairments
- o geographical barriers, e.g. distance of service provider, poor transport links
- o intellectual barriers, e.g. learning difficulties
- o resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
- o financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services

Component 3

A – Factors that affect health and wellbeing

B – Interpreting health indicators

B.1 Physiological indicators:

- Physiological indicators that are used to measure health.
- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings: risks to physical health.

B.2 Lifestyle indicators

- Interpretation of lifestyle data, specifically risks to physical health associated with:
 - o smoking
 - o alcohol consumption
 - o inactive lifestyles.

<p>C - <u>Person-centred health and wellbeing improvement plans</u></p> <p>C.1 Health and wellbeing improvement plans:</p> <ul style="list-style-type: none"> • The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. • Information to be included in plan. <p>C.2 Obstacles to implementing plans</p>		
<p>Link to knowledge organiser here</p>	<p>Link to homework here</p> <p>Component 1 assignment 1 will be set term 1 completion including any re-submission end of term 2</p> <p>Component 2 assignment 1 will be set term 2 completion including any re-submission end of term 3</p> <p>Revision will be required during term 4 for external examination in term 5</p>	<p>Link to full Y10 vocabulary here</p> <p>Glossary – H&SC student book</p>
<p>The content of your curriculum in this academic year for your subject</p> <p>In this year we will undertake the first two assignments of the mandatory components. Component 1 Human Lifespan Development and Component 2 Health and Social care Services.</p> <p>There will be a series of internally assessed tasks for both of these components, which will be spread over Y10 & Y11. E.g. Component 2 You will be expected to show an understanding of the values and how these should be applied in the context of</p>		

health and social care sector. The tasks will be based on a scenario where you work in a local health and social care organisation. Component 3 will also be introduced and your controlled assessment will be taken at the end of Year 10.

Year	Key Knowledge	Key Skills	Key Vocabulary
11	<p>B.2 Different types of life event</p> <ul style="list-style-type: none"> • Physical events, to include: <ul style="list-style-type: none"> o accident/injury o ill health. • Relationship changes, to include: <ul style="list-style-type: none"> o entering into relationships o marriage o divorce o parenthood o bereavement. • Life circumstances, to include: <ul style="list-style-type: none"> o moving house, school or job o exclusion from education 	<p>Group working Independent research Independent working Literacy skills Use of IT equipment Time management Organisational skills Revision skills Evaluation skills Justification skills</p>	<p>Discrimination Bereavement Redundancy Isolation Life circumstances Relationship changes Physical events Adapt Resilience Respite care Person-centred approach Self-respect Short term</p>

	<ul style="list-style-type: none"> o redundancy o imprisonment o retirement. <p>B.2 <u>Coping with change caused by life events</u></p> <ul style="list-style-type: none"> • How individuals adapt to these changes. • Sources of support: <ul style="list-style-type: none"> o family, friends, partners o professional carers and services o community groups, voluntary and faith-based organisations. • Types of support: <ul style="list-style-type: none"> o emotional o information and advice o practical help, e.g. financial assistance, childcare, transport. <p>B1 Care Values</p> <ul style="list-style-type: none"> • <u>Care values:</u> <ul style="list-style-type: none"> o empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered o respect for the individual by respecting service users' needs, beliefs and identity o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) o preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour. 		<p>Long term Monitor Targets Norms Review Formal informal support Cardio vascular Neurological</p>
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B2 Reviewing own application of care values

- **Key aspects of a review:**
 - o identifying own strengths and areas for improvement against the care values
 - o receiving feedback from teacher or service user about own performance
 - o responding to feedback and identifying ways to improve own performance.

Link to knowledge organiser here



Link to homework/revision here

Component 1 assignment 2 will be set term 1 completion including any re-submission end of term 2

Component 2 assignment 2 will be set term 2 completion including any re-submission end of term 3

Revision will be required during term 1 for external examination retake in term 1 if required

Link to full Y11 vocabulary here

Glossary – H&SC student book

The content of your curriculum in this academic year for your subject

	<p>This year we undertake the final two assignments of Component 1& 2. Component 3 Health and Wellbeing may be undertaken again if needed in the January. All outstanding learning aims and assignments will be addressed in this year.</p>
<p>How will my work be assessed? / assessment components / frequency / term</p>	
Y9	<p>Internal assessments termly</p>
Y10	<p>Final Assignments term components 1 & 2 2 & 4 External assessment component 3 term 5 Internal assessments as needed</p>
Y11	<p>Final assignments term component 1 & 2 1&3</p>
<p>Extra-curriculum activities / Trips / Work experience / Community cohesion / Events participation</p>	
<p>NHS job roles competition Outside speakers</p>	
<p>What would this subject enable me to do when I finish school? / Career Paths</p>	
<p>Our course has been very successful for students taking apprenticeships in Health and Social Care. We have a high percentage of students who go on to study level 3 in sixth form which will take them onto university. Jobs related to our subject are: Nurses, Social Workers, Teachers, Radiographers, Occupational Therapists, Speech and Language Therapists, Care Workers, Health Care Support Workers, Paramedics, teachers, counsellors and many more</p>	

How parents or other members of the public can find out more about the curriculum your subject is following

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

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