

## KS4: BTEC Technical Award Health and Social Care L1/2

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	<b>Term 1</b> (Sept – Dec)	<b>Term 2</b> (Jan – April)	<b>Term 3</b> (May – July)
<b>Year 10</b>	<b>Component 1</b> Learning aim A & Assignment A	<b>Component 1</b> Learning aim B & Assignment B <b>Component 2</b> Learning aim A & Assignment A	<b>Component 2</b> Learning aim A & Assignment A
<b>Year 11</b>	<b>Component 3</b> Learning aim A & B	<b>Component 3</b> Learning aim C (Exam in Feb) <b>Component 2</b> Learning aim B & Assignment B	<b>Component 2</b> Learning aim B & Assignment B <b>Component 3</b> Exam revision & resit in June

**INTRODUCTION:** Health and Social Care is one of the fastest growing sectors within the UK, with many more jobs being created as the needs of the population increase and become more demanding. Further to this, shifts and developments in technology require a skilled workforce to work in the industry. In recent years there has been a shift where this subject has moved into secondary education, training individuals much earlier on. Students who choose this subject are interested in human behaviour and will want to improve the lives of others. This course is highly interactive, and students are expected to engage in all aspects of it in order to secure a robust understanding of a demanding and expanding sector. At KS4 Health and Social Care is a fluid and dynamic knowledge rich option subject, which gives students access and progress to KS5 and beyond. This course will prepare students for direct entry into industry via full time work or apprenticeships, as well as supporting them for post 16 study. The course is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning whilst building on their experiences of PSHE during KS3.

Students will ascertain research skills, using primary and secondary methods providing reliable evidence to use for supportive and critical arguments. These skills are developed through the key stage in preparation for the application of the higher order thinking skills, evaluation and analysis required for KS5. Additionally, students benefit from experienced guest speakers from the local community to extend lessons beyond the classroom and support work related learning. This enables students to have a breadth of specialism outside of the course specification, giving them a real vocational experience and thus enhancing their cultural capital.

Students learn how people grow and develop over the course of their lives from infancy to later adulthood, the factors that may affect this, such as predictable and unpredictable events. Students will analyse this impact from a positive and negative viewpoint, demonstrating empathy and applying knowledge through

the use of case studies. The curriculum allows students to secure skills for their social development, through culture capital content understanding how people are individual and can adapt to changes using local and national health and social care support.

<b>Component 1 – Human Lifespan Development</b>	
<b>Why is this unit being studied at this point in the students’ KS4 learning journey?</b>	The exam board recommend this unit is selected first for study as it underpins the health and social care knowledge base. This unit is studied in year 10 as a transition period into HSC. Students develop an understanding of what the industry is and the different sectors that make it up. This is essential as it will underpin each piece of coursework when they are discussing human growth and development. Students can begin to research different career paths should they wish to pursue this industry.
<b>Unit overview</b>	Students studying this unit will investigate how, in real life, human development is affected by different factors, and that people deal differently with life events. Broken down, this unit will unpick how people grow and develop over the course of their lifespan, from infancy to older age; considering physical, intellectual, emotional and social areas of development. Emphasis is placed on the different factors that affect them, so students will understand human reactions to different situations and outcomes. Students will have the opportunity to explore different support networks available and begin to analyse the impact of these on a person’s growth and development.
<b>What will students learn? <span style="background-color: yellow;">Head</span></b>  	<p style="background-color: yellow;"><b>Learning aim A: Understand human growth and development across life stages and the factors that affect it</b></p> <p><b>A1 Human growth and development across life stages</b></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> <ul style="list-style-type: none"> <li>• <b>Main life stages:</b> <ul style="list-style-type: none"> <li>- infants (birth to 2 years)</li> <li>- early childhood (3–8 years)</li> <li>- adolescence (9–18 years)</li> <li>- early adulthood (19–45 years)</li> <li>- middle adulthood (46–65 years)</li> <li>- later adulthood (65+ years)</li> </ul> </li>   <li>• <b>PIES growth and development in the main life stages:</b> <ul style="list-style-type: none"> <li>- 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</li> <li>- intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</li> </ul> </li> </ul>

- emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image
- social development across the life stages, including the formation of relationships with others and the socialisation process

### **A2 Factors affecting growth and development**

Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.

- **Physical factors, to include:**

- genetic inheritance
- experience of illness and disease
- diet and lifestyle choices
- appearance

- **Social and cultural factors, to include:**

- culture, e.g. community involvement, religion, gender roles and expectations
- educational experiences
- the influence of role models
- the influence of social isolation
- personal relationships with friends and family

- **Economic factors, to include:**

- income/wealth
- material possessions

### **Learning aim B: Investigate how individuals deal with life events**

#### **B1 Different types of life event**


Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.


- **Physical events, to include:**

- accident/injury
- ill health


- **Relationship changes, to include:**

- entering into relationships

	<ul style="list-style-type: none"> <li>- marriage</li> <li>- divorce</li> <li>- parenthood</li> <li>- bereavement</li> </ul> <p>• <b>Life circumstances, to include:</b></p> <ul style="list-style-type: none"> <li>- moving house, school or job</li> <li>- exclusion from education</li> <li>- redundancy</li> <li>- imprisonment</li> <li>- retirement</li> </ul> <p><b>B2 Coping with change caused by life events</b></p> <p>Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p> <p>• <b>How individuals adapt to these changes.</b></p> <p>• <b>Sources of support:</b></p> <ul style="list-style-type: none"> <li>- family, friends, partners</li> <li>- professional carers and services</li> <li>- community groups, voluntary and faith-based organisations.</li> </ul> <p>• <b>Types of support:</b></p> <ul style="list-style-type: none"> <li>- emotional</li> <li>- information and advice</li> <li>- practical help, e.g. financial assistance, childcare, transport.</li> </ul>
<p><b>What skills will students develop?</b></p> <p><b>Hand</b></p> 	<p>By discovering growth and development milestones across the lifespan and different life events students will become highly skilled in understanding why professionals have certain roles, attitudes and behaviour traits which support the care of many individuals and groups. This unit provides students with many transferable skills via written communication which will support progression onto level 2 or 3 vocational qualifications, as well as academic ones. Students will develop their critical thinking skills and be able to compare and analyse sets of information, in the written and oral form. Furthermore, students will begin to assess the impact of key health and social care services and develop their critical thinking skills which they need later in the course.</p>

<p><b>Character education (LORIC) Heart</b></p> 	<p><b>Leadership</b> – students will develop a clear goal of the coursework and their own personal beliefs around the tasks. They will be required to work with others to gain the information they need to be successful. In class time students will need to be good role models and lead by example when listening to the views of others in the class. They will be asked to celebrate their success and that of others too in order to see that team work is essential in the subject, industry and multi-disciplinary working.</p> <p><b>Organisation</b> – students will need to meet coursework deadlines and be active in getting feedback and support them needed. Their coursework notes will need to be organised coherently in order to make better progress on their coursework and notes.</p> <p><b>Resilience</b> – during the coursework students will be required to conduct research and they will need perseverance for this. It's important they understand the importance of original work and will be challenged throughout to ensure no plagiarism occurs.</p> <p><b>Initiative</b> – the nature of the coursework means students are given options and can chose with method suits their needs best in order to complete the coursework. At times they will be required to research, or interview friends and family and they will need to consider how and who they are going to do this with. This requires students to get creative and plan their time well.</p> <p><b>Communication</b> – learners will engage in conversations with family and friends to discuss development and life events. This will enhance their listening and communication skills and open their minds to others' experiences.</p>
<p><b>How are students assessed on this unit?</b></p>	<p>This unit is internally assed through coursework which is broken down into 2 pieces (A and B). Coursework is viewed by class teacher and generic feedback given to improve. Coursework is marked against the BTEC mark scheme criteria. Deadlines must be met in order to achieve the criteria below:</p> <p><b>Evidence for the assignment A:</b> learners will assess how an individual has changed over the course of three life stages. Work must be completed individually, not in groups.</p> <p><b>Evidence for the assignment B:</b> learners will assess how two individuals have coped with the same type of life event (the life event to be chosen by the learner from the list given in the Teaching content). Work must be completed individually, not in groups.</p>

## Component 2 – Health and Social Care Services and Values

<p><b>Why is this unit being studied at this point in the students' KS4 learning journey?</b></p>	<p>Component 2 has been selected to follow component 1 as it helps build up knowledge around different service users and their needs. Now students understand growth and development across the lifespan they can begin to explore different needs and disabilities which affect the quality of peoples' lives.</p>
<p><b>Unit overview</b></p>	<p>Throughout this unit learners will study and explore practically, health and social care services and show how they meet the needs of real service users. In addition to this, they will learn about the values of care when delivering support and be confident in applying these care values in their own work. This component develops the students' understanding of the health and social care sector, they learn to make the distinction between them and know why services users would access each sector. Great emphasis is placed on understanding the type of care and support different services can provide, and then students begin to analyse the effectiveness of these services. Furthermore, students learn the care values that underpin effective professional practice – they explore how they are used to protect service users from harm. This unit allows students to explore health and social care provision within their own community/district – which will inadvertently support their career aspirations and industry knowledge.</p>
<p><b>What will students learn? <b>Head</b></b></p> 	<p><b>Learning aim A: Understand the different types of health and social care services and barriers to accessing them</b></p> <p><b>A1 Health and social care services</b></p> <p>Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <ul style="list-style-type: none"> <li>• <b>Different health care services and how they meet service user needs:</b> <ul style="list-style-type: none"> <li>- primary care, e.g. GPs, dental care, optometry, community health care</li> <li>- secondary and tertiary care, e.g. specialist medical care</li> <li>- allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians</li> </ul> </li> <li>• <b>Different social care services and how they meet service user needs:</b> <ul style="list-style-type: none"> <li>- services for children and young people, e.g. foster care, residential care, youth work</li> <li>- services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care</li> <li>- services for older adults, e.g. residential care, domiciliary care</li> <li>- the role of informal social care provided by relatives, friends and neighbours</li> </ul> </li> </ul>

## **A2 Barriers to accessing services**

Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.

### • **Types of barrier and how they can be overcome by the service providers or users:**

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



## **Learning aim B: Demonstrate care values and review own practice**

### **B1 Care values**

Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services

### • **Care values:**

- empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered
- respect for the individual by respecting service users' needs, beliefs and identity
- maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)
- preserving the dignity of individuals to help them maintain privacy and self-respect
- effective communication that displays empathy and warmth
- safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm
- promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.

	<p><b>B2 Reviewing own application of care values</b> Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <p>• <b>Key aspects of a review:</b></p> <ul style="list-style-type: none"> <li>- identifying own strengths and areas for improvement against the care values</li> <li>- receiving feedback from teacher or service user about own performance</li> <li>- responding to feedback and identifying ways to improve own performance</li> </ul>
<p><b>What skills will students develop? Hand</b></p> 	<p>This unit will allow students to make the clear distinction between health and social care services, so they are confident in being able to signpost individuals to different services in the future. Learners will unpick the care provided by different services; consequently looking and reflecting on the groups of people who need to access these services and the individual needs they have. Students will have the opportunity to research and critically evaluate care services within their own community, with focus on how they meet the needs of a specific service user. Thus, analysing the impact on the care provided to come to a rational, logical, justified and evidence-based conclusion on their effectiveness.</p>
<p><b>Character education (LORIC) Heart</b></p> 	<p><b>Leadership</b> – students will engage in group work considering case studies and scenarios where they explore different services and the impact they have. Students will need to establish different roles in the group and delegate the tasks between themselves.</p> <p><b>Organisation</b> – this coursework unit will encourage students to work to deadlines and seek out feedback in order to improve their work and make sustained progress.</p> <p><b>Resilience</b> – this topic may prove challenging for some individuals as we look at a range of service users with multiple needs, therefore stereotypes and any discriminatory behaviours will be challenged. Further to this, students may like to share personal experiences and listen to others, which allows them to understand the inequality in peoples’ different life experiences.</p> <p><b>Initiative</b> - throughout this topic students are required to actively review their strengths and weaknesses; they will need the ability to be proactive and seek out advice and support. Furthermore, while they are carrying out their interaction they will need to act on instinct and show they are flexible and able to adapt to the situation.</p> <p><b>Communication</b> – students are required to carry out a practical interaction to demonstrate their understanding of the values of care and active listening skills. They will develop a wide range of verbal and non-verbal skills which will allow them to become highly competent communicators. Throughout they will be developing personal qualities such as empathy and understanding which can be used to help assess individual needs.</p>
<p><b>How are students assessed on this unit?</b></p>	<p>This unit is internally assessed through coursework which is broken down into 2 pieces (A and B). Coursework is viewed by class teacher and generic feedback given to improve. Coursework is marked against the BTEC mark scheme criteria. Deadlines must be met in order to achieve the criteria below:</p>



**Evidence for the assignment A:** the first part of the assignment requires learners to find information on suitable services for two individuals, one with health care needs and the other with social care needs, assessing how well the services meet their needs. Learners may need to refer to a combination of services to address an individual's needs. Work must be completed individually, not in groups. This should be based on real services that exist locally (or, if these are not readily available, regionally). The second part of the assignment relates to barriers: for one individual they need to make suggestions for how barriers could be overcome for one specific service. The service that learners focus on here might (but need not be) one that they considered in the first part of the assignment

**Evidence for the assignment B:** learners must provide evidence that they can demonstrate care values and review own performance. Role play is acceptable and must be accompanied by a fully-completed, signed and dated individualised observation record, in which the teacher has detailed how the learner demonstrated each of the care values. For demonstrations conducted during work experience, a witness statement and checklist of demonstrated values must be completed by an appropriate member of staff.

## Component 3 – Health and Wellbeing

**Why is this unit being studied at this point in the students' KS4 learning journey?**

This component is recommended to be studied last as it builds on, and consolidates, prior learning from the previous components. This is an externally assessed units whereby students will sit a 2 hour exam to assess their knowledge.

**Unit overview**

Throughout this unit learners will study the factors that positively and negatively affect health and well-being, learning about physiological and life style indicators. They will get to grips with what being 'healthy' means – and how the understanding of this concept may vary between different groups of people. Students will learn how to interpret different physiological and life style factors and what they mean for someone's health. From this, they will design an appropriate plan for improving someone's health and wellbeing. The plan will include SMART targets to help the client improve. Students will have to consider the barriers which prevent someone from following the plan, and effectively manage these to ensure the outcome are achievable.

**What will students learn? Head**



- **AO1** Demonstrate knowledge and understanding of factors that affect health and wellbeing
- **AO2** Interpret health indicators
- **AO3** Design a person-centred health and wellbeing improvement plan
- **AO4** Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

### **Learning aim A: Factors that affect health and wellbeing**

#### **A1 Factors affecting health and wellbeing**

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.

• **Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.**

• **Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:**

- genetic inheritance, including inherited conditions and predisposition to other conditions
- ill health (acute and chronic)
- diet (balance, quality and amount)
- amount of exercise
- substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
- personal hygiene

- **Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:**
  - social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
  - stress, e.g. work-related
  - willingness to seek help or access services, e.g. influenced by culture, gender, education.
- **Economic factors that can have positive or negative effects on health and wellbeing:**
  - financial resources.
- **Environmental factors that can have positive or negative effects on health and wellbeing:**
  - environmental conditions, e.g. levels of pollution, noise
  - housing, e.g. conditions, location.
- **The impact of life events relating to relationship changes and changes in life circumstances.**

### **Learning aim B: Interpreting health indicators**

#### **B1 Physiological indicators**

Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance


#### **Physiological indicators that are used to measure health:**


- pulse (resting and recovery rate after exercise)
- blood pressure
- peak flow
- body mass index (BMI).
- **Using published guidance to interpret data relating to these physiological indicators.**
- **The potential significance of abnormal readings: risks to physical health.**

#### **B2 Lifestyle indicators**

Learners will interpret lifestyle data in relation to risks posed to physical health.

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

	<p><b>Learning aim C: Person-centred health and wellbeing improvement plans</b></p> <p><b>C1 Health and wellbeing improvement plans</b></p> <p>Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.</p> <ul style="list-style-type: none"> <li>• <b>The importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</b></li> <li>• <b>Information to be included in plan:</b> <ul style="list-style-type: none"> <li>- recommended actions to improve health and wellbeing</li> <li>- short-term (less than six months) and long-term targets</li> <li>- appropriate sources of support (formal and/or informal).</li> </ul> </li> </ul> <p><b>C2 Obstacles to implementing plans</b></p> <p>Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <ul style="list-style-type: none"> <li>• <b>Potential obstacles:</b> <ul style="list-style-type: none"> <li>- emotional/psychological – lack of motivation, low self-esteem, acceptance of current state</li> <li>- time constraints – work and family commitments</li> <li>- availability of resources – financial, physical, e.g. equipment</li> <li>- unachievable targets – unachievable for the individual or unrealistic timescale</li> <li>- lack of support, e.g. from family and friends</li> <li>- other factors specific to individual – ability/disability, addiction</li> <li>- barriers to accessing identified services</li> </ul> </li> </ul>
<p><b>What skills will students develop? Hand</b></p> 	<p>Learners will develop sector-specific knowledge and skills in a practical learning environment, for example interpreting data to assess an individual’s health. They will learn the processes that underpin effective working in the industry; this unit will strengthen the students’ ability to analyse key information, a skill which they begin developing earlier on in the course. They will be developing their communication and thinking skills as they convey their improvement plan to a client and think about how to adapt their communication to meet the needs of the audience. Students will be able to explore different careers within the sector and consider this when they make post 16 applications.</p>
<p><b>Character education (LORIC) Heart</b></p>	<p><b>Leadership</b> – students will be creating their own health plan, they will be taking charge of their client and making decisions which will have a direct impact on another person’s life. Ideas will be shared within the class and feedback given so students will need to be open to receive praise and areas of weakness.</p>

	<p><b>Organisation</b> – students will learn about sequence and how logical flow is needed in order to achieve goals. By planning a health care plan they will learn how to break a task down into smaller steps to be successful.</p> <p><b>Resilience</b> – learners will be discussing sensitive issues around health and wellbeing and many may have their own personal experiences to reflect on. This willingness to share and engage will help them to develop and apply knowledge and previous experience to current tasks in order to show a practical understanding of how services and actions work.</p> <p><b>Initiative</b> – creativity is needed when trying to assess an issue from different angles. Students will be developing empathy skills in order to understand what might prevent people from following out certain actions on the health plan. They will need to adapt their work in order to demonstrate they have taken others needs into account.</p> <p><b>Communication</b> – learners will be conveying lots of information in the written form for individual with specific needs. They will be able to plan and create their coursework with this in mind and use different communication strategies for their audience.</p>
<p><b>How are students assessed on this unit?</b></p>	<p>This external component builds on knowledge, understanding and skills acquired and developed in components 1 and 2. Learners will be given a case study and will assess an individual’s health and wellbeing, drawing on their understanding of life events from component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from component 2.</p>