



Curriculum Overview

Health and Social Care

Subject Leader

Mrs K Hyde

Subject Curriculum Intent: KS4: Pearson Btec Level 1/2 Tech Award in Health & Social Care

In Year 9, 10 and 11, we offer the Pearson Btec Tech Award which is offered to inspire and enthuse students to consider a career in the Health & Social Care sector. The qualification will help students to gain some of the skills needed for this field of work. It gives an opportunity to gain a broad knowledge and understanding of what health & social care involves. This sector gives an enormous sense of personal achievement by making a positive difference in people's lives. This course will help students to gain a greater sense of this. It also offers students many transferable skills such as extended writing, which will compliment other subjects on offer.

Btecs are qualifications which help students to develop knowledge and understanding of work-related subjects. They allow you to take responsibility for your own learning and to develop skills that are essential for the modern-day workplace. These skills include team working, being independent, working to deadlines and presenting information effectively.

This course will help students if they want to specialise in Health & social Care in the future, such as an early years practitioner, a care assistant, a health care professional such as a nurse, a social worker, work with people who have learning difficulties. A career in health and social care offers long-term employment prospects, with great opportunities for promotion and progression. Our Health & Social Care professionals have never been so important as in recent times

What is a Btec qualification?

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Btecs allow students to gain their qualifications through continual assessment. They will write a piece of coursework that is written under controlled conditions in year 9, a second piece of coursework written under controlled conditions in Year 10 and an external exam in Year 11. The coursework is known as a PSA (Pearson Set Assignment). Students need to be aware that the coursework requires commitment to the course.

Subject Curriculum Implementation:

During the 3 years of the course, students will learn about;

- **Component 1 Human Lifespan Development** which looks at the ways in which people grow and develop across the different life stages. You will also look at the different factors that may affect people in each of the life stages. You will be expected to write an assignment for this component. This unit is taught in Year 9.
- **Component 2: Health & Social Care Services and Values** which teaches you about the importance of treating people using health and social care services with dignity and respect. You will also learn about how to help people access health and social care services and how to adopt caring behaviour towards people who are vulnerable. You will be expected to write an assignment for this component. This unit is taught in Year 10.
- **Component 3: Health & Wellbeing** which will help you to understand the principles of what being healthy really means. You will also learn how to ensure service users can stay healthy. You will need to assess an individual's health and wellbeing and to write an improvement plan and how you can support people to use this. This unit will be your examined unit in year 11.

In Health & Social Care, students make progress by learning and remembering in a more complex way as they journey through the curriculum. Classroom assessment is through key terms tests, short answer tests, coursework completion and answering previous exam questions. In year 9 and 10 students will undertake a Pearson Set Assignment. The grade they achieve for this assignment will contribute towards their final qualification grade.

Allocated Curriculum Time:

	Year 9	Year 10	Year 11
Fortnightly lesson allocation	4	4	4

We study the **Btec Level 1/Level 2 Tech Award in Health & Social Care**. You can find the specification using the following link:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

PLANNED CURRICULUM

Year 9:

Term	Curriculum Foci Areas
1	<p style="text-align: center;">COMPONENT 1: HUMAN LIFESPAN DEVELOPMENT</p> <p style="text-align: center;">Learning outcome A: Understand human growth and development across life stages and the factors that affect it</p> <p><u>A1 Human growth and development across life stages</u> Students 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"> • Infancy (birth to 2 years) • Early childhood (3–8 years) • Adolescence (9–18 years) • Early adulthood (19–45 years) • Middle adulthood (46–65 years) • Later adulthood (65+ years) <p><u>A2 Factors affecting growth and development</u> Students 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.</p> <ul style="list-style-type: none"> • Physical factors • Lifestyle factors • Emotional factors • Social factors • Cultural factors • Environmental factors • Economic factors <p>Assessment 1: Mock Controlled Assessment to prepare for PSA</p>
2	<p style="text-align: center;">Learning outcome B: Understand how individuals deal with life events</p> <p><u>B1 Different types of life event</u> Students will explore life events that occur in an individual’s life. Learners will explore the different events that can impact on people’s PIES development.</p> <ul style="list-style-type: none"> • Health & wellbeing • Relationship changes • Life circumstances <p><u>B2 Coping with change caused by life events</u> Students 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> <ul style="list-style-type: none"> • The character traits that influence how individuals cope

Term	Curriculum Foci Areas
	<ul style="list-style-type: none"> • The sources of support that can help individuals adapt • The types of support that can help individuals adapt <p>Assessment 2: Mock Controlled Assessment to prepare for PSA</p>
3	<p>Revision and consolidation of learning from Learning outcome A: Understanding human growth and development across life stages and the factors that affect it and Learning outcome B: Understand how individuals deal with life events. This is in preparation for the Pearson Set Assignment (PSA) which is the coursework.</p> <p>Students will work on their Component 1: Human Lifespan Development PSA in class under controlled conditions.</p> <p>Assessment 3: Pearson Set Assignment</p>
4	<p>Students will work on their Component 1: Human Lifespan Development PSA in class under controlled conditions.</p> <p>Assessment 4: Pearson Set Assignment</p>
5	<p>Students will work on their Component 1: Human Lifespan Development PSA in class under controlled conditions until mid May.</p> <p>COMPONENT 2: HEALTH & SOCIAL CARE SERVICES AND VALUES</p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them.</p> <p><u>A1 Healthcare services</u></p> <p>Students will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.</p> <ul style="list-style-type: none"> • Health Conditions – arthritis, cardiovascular conditions, Type 2 diabetes <p>Assessment 5: Pearson Set Assignment</p>
6	<p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them.</p> <ul style="list-style-type: none"> • Health Conditions – dementia, obesity, respiratory conditions and additional health needs • Health services available – primary care, secondary care, tertiary care, allied health professions, multidisciplinary team working. <p>Assessment 6: Mock Controlled Assessment to prepare for PSA</p>

Term	Curriculum Foci Areas
1	<p style="text-align: center;">COMPONENT 2: HEALTH & SOCIAL CARE SERVICES AND VALUES</p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them.</p> <p><u>A2 Social care services</u> Students will explore a range of social care needs and how these can be met by the social care services that are available.</p> <ul style="list-style-type: none"> • Social Care • Social Care services • Additional care <p><u>A3 Barriers to accessing services</u> Students will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.</p> <ul style="list-style-type: none"> • Physical barriers • Barriers for people with sensory disability - hearing and visual difficulties • Barriers to people with different social and cultural backgrounds barriers to people that speak English as an additional language or those who have language or speech impairments • Geographical barriers - distance of service provider, poor transport links • Barriers for people with learning disabilities • Financial barriers – charging for services, cost of transport, loss of income while accessing services <p>Assessment 1: Mock Controlled Assessment to prepare for PSA</p>
2	<p style="text-align: center;">Learning outcome B: Understand the skills, attributes and values required to give care</p> <p><u>B1 Skills and attributes in health and social care</u> Students will explore the skills and attributes that are required when delivering care.</p> <ul style="list-style-type: none"> • Skills (problem solving, observation, dealing with difficult situations, organisation). • Attributes (empathy, patience, trustworthiness, honesty). <p><u>B2 Values in health and social care</u> Students will explore the values that are required when planning and delivering care.</p> <ul style="list-style-type: none"> • The 6 Cs (care, compassion, competence, communication, courage, commitment) <p><u>B3 The obstacles individuals requiring care may face</u> Students will explore the personal obstacles that individuals requiring and receiving care may face.</p> <ul style="list-style-type: none"> • Potential obstacles and their impact on the individual <p><u>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</u> Students will explore how skills, attributes and values benefit individuals when receiving care.</p>

Term	Curriculum Foci Areas
	<ul style="list-style-type: none"> Individuals will be supported to overcome their own personal obstacles, receive high quality care, receive person-centred care based on individual wishes, be treated with respect, not be discriminated against, be empowered and have independence, be involved in care decisions, be protected from harm, feel comfortable to raise complaints, have their dignity and privacy protected, have their confidentiality protected, have their rights promoted. <p>Assessment 2: Mock Controlled Assessment to prepare for PSA</p>
3	<p>Revision and consolidation of learning from Learning outcome A: Understand the different types of health and social care services and barriers to accessing them and Learning outcome B: Understand the skills, attributes and values required to give care</p> <p>This is in preparation for the Pearson Set Assignment (PSA) which is the coursework.</p> <p>Students will work on their Component 2: Human Lifespan Development PSA in class under controlled conditions.</p> <p>Assessment 3: Pearson Set Assignment</p>
4	<p>Students will work on their Component 1: Human Lifespan Development PSA in class under controlled conditions.</p> <p>Assessment 4: Pearson Set Assignment</p>
5	<p>Students will work on their Component 1: Human Lifespan Development PSA in class under controlled conditions until mid May.</p> <p style="text-align: center;">COMPONENT 3: HEALTH AND WELLBEING</p> <p style="text-align: center;">Learning Aim A: Factors that affect health and wellbeing</p> <p><u>A1 Factors affecting health & wellbeing</u></p> <p>Students will explore how factors can affect an individual's health & wellbeing positively or negatively. This extends the knowledge and understanding of some of the information taught in Year 9 as part of Component 1: Human Lifespan Development.</p> <ul style="list-style-type: none"> Definition of health & wellbeing Physical factors that can have a positive or negative effect on health & wellbeing - Lifestyle factors that can have a positive or negative effect on health & wellbeing Social factors that can have a positive or negative effect on health & wellbeing <p>Assessment 5: Component 3 Mock exam questions relating to learning this term</p>
6	<p style="text-align: center;">Learning Aim A: Factors that affect health and wellbeing</p> <ul style="list-style-type: none"> Cultural factors that can have a positive or negative effect on health & wellbeing Economic factors that can have a positive or negative effect on health & wellbeing Environmental factors that can have a positive or negative effect on health & wellbeing The impact on physical, intellectual, emotional and social health and wellbeing of different life events. <p>Assessment 6: Component 3 Mock exam questions relating to learning this term</p>

Year 11:

Term	Curriculum Foci Areas
1	<p style="text-align: center;">Learning Aim B: Interpreting health indicators</p> <p><u>B1 Physiological indicators</u> Students will explore how physiological indicators are used to measure health.</p> <ul style="list-style-type: none"> • Interpretation of physiological data according to published guidelines – resting heart rate, heart rate recovery after exercise, blood pressure, body mass index • Potential significance of abnormal readings <p><u>B2 Lifestyle indicators</u> Students will explore how lifestyle choices determine physical health.</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data according to published guidelines – nutrition, physical activity, smoking, alcohol, substance misuse. <p style="text-align: center;">Learning Aim C: Person-centred approach to improving health & wellbeing</p> <p><u>C1 Person centred approach</u> Students will explore the use of the person-centred approach in health and social care settings. This links to Component 2 on the skills, attributes and values that contribute to care.</p> <ul style="list-style-type: none"> • Ways in which a person-centred approach takes into account an individual’s needs, wishes and circumstances • The importance of a person-centred approach for individuals • The benefits of a person-centred approach for health and social care workers and services <p>Assessment 1: Component 3 Mock exam questions relating to learning this term (controlled conditions)</p>
2	<p style="text-align: center;">Learning Aim C: Person-centred approach to improving health & wellbeing</p> <p><u>C2 Recommendations and actions to improve health and wellbeing</u> Students will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.</p> <ul style="list-style-type: none"> • Established recommendations for helping to improve health and wellbeing • Support available when following recommendations to improve health and wellbeing <p><u>C3 Barriers and obstacles to following recommendations</u> Students will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.</p> <ul style="list-style-type: none"> • Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service. • Potential barriers as appropriate to the individual and the recommendation

Term	Curriculum Foci Areas
	<ul style="list-style-type: none"> • Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. • Potential obstacles as appropriate to the individual and the recommendation <p>Revision & exam preparation for rest of this term.</p> <p>Assessment 3: Component 3 Mock Exam</p>
3, 4 & 5	<p>The Component 3 exam is usually scheduled for early in January. Dates are set by the exam board annually.</p> <p>In class revision and exam preparation until the exam date</p> <p>Once this exam has been taken, the course is complete. As a result:</p> <ul style="list-style-type: none"> • A small number of students may need to resit the exam in May of Year 11 due to absence, so will be revising • A small number of students may need to resit either the Component 1 or Component 2 Pearson Set Assignment. If this is the case, students will also have to resit the Component 3 exam in May (exam board rules). • The majority of students will have now completed the qualification. Students can then use the time in lessons to constructively revise for their other GCSE subjects using work set by their teachers.

NEXT STEPS

If you enjoy this course, you could progress onto one of the Post 16 courses that we offer in the Faculty:

- Btec Level 3 National Extended Certificate in Health & Social Care
- Btec Level 3 National Extended Certificate in Children’s Play, Learning & Development
- Btec Level 3 National Extended Certificate in Applied Psychology
- NCFE T Level Technical Qualification in Education & Childcare
- WJEC Level 3 Applied Diploma in Criminology
- World of Work (Btec Level 2 Award in Workskills)

**If you would like more information, please contact Mrs Karen Hyde
(Head of Faculty) on KHyde@fromecollege.org.uk**