



**BTEC Tech Award in Health and Social Care Level1/Level2**

**Awarding Organisation: Edexcel: QAN 603/0395/5**

The Health and Social Care curriculum at Key Stage 3/4 is designed to cover a range of topics such as:

<p><b>Human Lifespan Development</b> Internally Assessed Component</p>	<p><b>Health and Social Care Services and Values</b> Internally Assessed Component</p>	<p><b>Health and Wellbeing</b> Synoptic Exam Component</p>
<p>Guided Learning Hours: 36 and is equal to 30%</p> <ul style="list-style-type: none"> <li>❖ Learning Aim A: Understand human growth and Development across life stages and the factors that affect it</li> </ul> <p>Learning Aim B:</p> <ul style="list-style-type: none"> <li>❖ Investigate how individuals deal with life events</li> </ul>	<p>Guided Learning Hours: 36 and is equal to 30%</p> <p>Learning Aim A:</p> <ul style="list-style-type: none"> <li>❖ Understand the different types of health and social care services and barriers to accessing them</li> </ul> <p>Learning Aim B:</p> <ul style="list-style-type: none"> <li>❖ Demonstrate Care Values and review own practice</li> </ul>	<p>Guided Learning Hours: 48 and is equal to 40%</p> <p>Assessment Objectives:</p> <ul style="list-style-type: none"> <li>❖ AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing</li> <li>❖ AO2 Interpret health indicators</li> <li>❖ AO3 Design a person-centred health and wellbeing improvement plan</li> <li>❖ AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</li> </ul>

**Details of the Programme**

This qualification is designed to enable learners to gain a sound theoretical and practical knowledge and understanding of working within the Health and Social Care sector. Learners develop their knowledge and understanding by applying their learning and skills in a work-related context. Learners are guided to develop generic key sector skills and knowledge and understanding of specific areas of interest in the sector essential for the modern-day workplace. The qualification builds on and uses the knowledge and skills learned in GCSEs, such as English. It will complement the more

theoretical aspects covered by GCSE Biology, psychology and sociology by allowing you to apply your knowledge and skills practically in a vocational context. BTEC Techs motivate learners, opens doors to progression into further study and responsibility within the workplace. Learners will be provided with a 'Learner **handbook**' during Induction that will contain further information on the programme including all internally assessed assignment briefs. The programme is delivered by teachers in Arden at KS4 who have a wide expertise in the sector. Learners may expect to cover interesting topics relating to the real world and develop transferable key skills in the process, including:

- ❖ Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- ❖ Attitudes and the underpinning care values important to the sector and the opportunity to practice them
- ❖ Work as a team, problem solve, become independent learners and personal, learning and thinking skills (PLTS)
- ❖ Navigate a route through education that has clear progression pathways into post 16, Further Education or an apprenticeship

### **Assessment**

Learners must complete three units over the duration of the two or three-year programme including three core components:

- ❖ Component 1: Human Lifespan Development which is assessed by coursework
- ❖ Component 2: Health and Social Care Services and Values, which is assessed by coursework
- ❖ Component 3: Health and Wellbeing which is assessed by an external task set and marked by Pearson, completed under supervised conditions. This component builds directly on components 1 and 2 and which enables learning to be brought together and related to a real-life situation

Learners are graded an overall Pass, Merit, Distinction or Distinction\* at L2. If they do not achieve at level 2 learners may achieve either a L1 Pass, Merit or Distinction.

Please Note that learners will only have the opportunity to up-grade their work under the following conditions:

- ❖ Work is handed in to deadline
- ❖ Up-graded work is returned within 15 days
- ❖ Where learner does not achieve a component at a pass level they will be given a final chance to achieve a Pass.

### Calculation of Overall Grade

<b>Award</b>	
<b>120 Guided Learning Hours</b>	
<b>Grade</b>	<b>Points Threshold</b>
<b><u>U</u></b>	<b>0</b>
<b><u>Level 1 Pass</u></b>	<b>30</b>
<b><u>Level 1 Merit</u></b>	<b>43</b>
<b><u>Level 1 Distinction</u></b>	<b>56</b>
<b><u>Level 2 Pass</u></b>	<b>69</b>
<b><u>Level 2 Merit</u></b>	<b>82</b>
<b><u>Level 2 Distinction</u></b>	<b>95</b>
<b><u>Level 2 Distinction*</u></b>	<b>108</b>

**Note:**

To achieve either a level 1 or 2 qualification, learners must achieve **all three components with a grade Level 1 or above**

### Exam Series & Retake

- ❖ There will be two examination series available each year in February **and May/June**. **Learners are able to resit the external assessment once**

### **Key Stage 4 Health and Social Care Curriculum Content**

**Pupils will study the following topics based on a two or three-year course.**

Term	<p style="text-align: center;"><b>2017-2018</b></p> <p><b>Year 9 (3 year programme)</b></p> <p><b>Year 10 (two-year programme)</b></p>
<p><b>HT1</b></p>	<p><u>Introduction to the course</u></p> <ul style="list-style-type: none"> <li>❖ Learner expectation of self and teach: setting the contract for learning</li> <li>❖ How the programme is assessed</li> <li>❖ Literacy Skills input</li> </ul> <p><b>Key theories underpinning Health and social Care:</b></p> <ul style="list-style-type: none"> <li>❖ Maslow</li> <li>❖ Bowlby</li> <li>❖ Nurture/nature</li> <li>❖ Exploration of the key terms '<i>growth and development, life stages and PIES</i>'</li> </ul> <p><i>Informally assessed to check to clarity of thought through case studies, comprehension tasks and activity sheets. Learners encouraged to make own notes, independently research key terms and devise a glossary of key terms</i></p> <p><u>Introduction to Component 1 Human Growth and Development:</u></p> <ul style="list-style-type: none"> <li>❖ Overview of the component requirements</li> <li>❖ Learning Aim A1. Explore human growth and development across life stages</li> <li>❖ Life stages</li> </ul> <p><b>Year 10 Formal Assessment 1</b></p> <p><b>Year 9: Class tasks to consolidate knowledge</b></p>
<p><b>HT2</b></p>	<p><b>Key Aspects of Development:</b></p> <ul style="list-style-type: none"> <li>❖ Physical development across the lifespan (infancy, childhood, adolescence, early, middle and late adulthood)</li> <li>❖ Intellectual development across the lifespan</li> <li>❖ Emotional development across the life span</li> <li>❖ Social development across the lifespan</li> </ul>

	<p>Assessed by  <b>Year 9:Formal Assessment 1</b>  <b>Year 10:Formal Assessment 2: Applying theory to practice</b></p>
<p><b>HT3</b>  <b>(year</b>  <b>10)</b>  <b>and</b>  <b>(HT3/4</b>  <b>for</b>  <b>Year 9)</b></p>	<p><b><u>Learning Aim A2: Factors Affecting Human Growth and Development</u></b>  <b><u>Physical Factors</u></b>  ❖ Genetics  ❖ Nurture/nature  ❖ Lifestyle choices (diet, smoking alcohol, drugs)  ❖ Illness and disease and the impact on growth and development  <b>Social, cultural and emotional factors affecting growth and development</b>  ❖ Types of play (solitary, imaginary, parallel)  ❖ Culture and effects of religion  <b>Gender (inequality of pay, opportunity employment</b>   ❖ Social inequalities  ❖ Influence of role models  ❖ Influence of social isolation  <b>Economic Factors affecting growth and development</b>  ❖ Income/wealth, Occupation  ❖ Employment/unemployment NEET and impact on social and emotional development  <b>Physical and environmental factors</b>  ❖ Housing/pollution  <b>Psychological factors;</b>  ❖ Relationships  ❖ Growing up in care  ❖ Friendship patterns</p> <p><b>HT4</b>  <i><b>(Continuation of above for year 9)</b></i></p> <p><b>Year 10: <u>Component 1</u></b>  <b><u>Introduction to Learning Aim B1: How individuals deal with life events</u></b>  ❖ Expected life events  ❖ Unexpected life events  ❖ Physical life events: accidents, injury, ill-health</p>

- ❖ Relationship Changes: marriage, divorce, parenthood, bereavement
  - ❖ Life Circumstances: moving house, school, job, exclusion from education, redundancy, imprisonment, retirement
- Introduction to Learning Aim B2: Coping with Change caused by life events
- ❖ How individuals adapt to change
  - ❖ Sources of support: Formal/informal, community groups and faith-based organisations
  - ❖ Types of Support: emotional, IAG, practical e.g. financial assistance, childcare transport

## **Year 10: Introduction to Component 2: Health and Social Care Services and Values**

Overview of the structure and delivery of Health and Social Care services in the UK

- ❖ Primary, secondary and tertiary sectors
- ❖ Statutory, voluntary and private sectors
- ❖ Exploration and independent research of key terms for glossary

Learning Aim A1: Health and Social Care Services

Learners will explore the health and social care services that are available and why individuals may need to use them.

Different health care services and how they meet service user needs:

- ❖ primary care, e.g. GPs, dental care, optometry, community health care
- ❖ secondary and tertiary care, e.g. specialist medical care
- ❖ Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.
- ❖ Different social care services and how they meet service user needs:
  - 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
- ❖ services for older adults, e.g. residential care, domiciliary care
- ❖ The role of informal social care provided by relatives, friends and neighbours.

**Introduction to Learning Aim 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 or language barriers, e.g. differing first language, language impairments

geographical barriers, e.g. distance of service provider, poor transport links or intellectual barriers, e.g. learning difficulties or resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand or financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services

**HT5:6**

Year 9: Formal Assessment 2

Year 10: Formal Assessment 3

**Year 9 Introduction to Learning Aims B1/2 for Component 1:**

Introduction to Learning Aim B1: How individuals deal with life events

- ❖ Expected life events
- ❖ Unexpected life events
- ❖ Physical life events: accidents, injury, ill-health
- ❖ Relationship Changes: marriage, divorce, parenthood, bereavement

- ❖ Life Circumstances: moving house, school, job, exclusion from education, redundancy, imprisonment, retirement

#### Introduction to Learning Aim B2: Coping with Change caused by life events

- ❖ How individuals adapt to change
- ❖ Sources of support: Formal/informal, community groups and faith-based organisations
- ❖ Types of Support: emotional, IAG, practical e.g. financial assistance, childcare transport

#### Year 10: Component 2: 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 or promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.

#### B2 Reviewing own application of care values Learners will reflect on own application of care values, including using teacher or service-user feedback.

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

(Organised visits to a range of different health and social care organisations)



	<p><b><u>Year 9: Complete formal assessment 3 for Component 1</u></b>  <b><u>Year 10: Complete Whole Assignment for Component 2</u></b></p> <p><b><u>Year 9 Set Homework in preparation for Component 2</u></b>  <b><u>Year 10 Set Homework in preparation for Component 3: Exam</u></b></p>
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Term	2018-2019: Year 10/11
<b>HT1</b>	<p>Introduction to Years 10/11</p> <p><b><u>Year 10:</u></b> Introduction to Unit 2: Health and Social Care Services and Values, Learning Aim A1 (As above HT5/6):  <b>Learning Aim A1: Health and Social Care Services</b>  <b>Learners will explore the health and social care services that are available and why individuals may need to use them.</b>  <b>Different health care services and how they meet service user needs:</b></p> <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> <li>❖ Different social care services and how they meet service user needs: 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</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> <p><b><u>Year 11</u> : Component 3: Health and Wellbeing</b>  Recap of learning thus far via topical case studies and activity sheets</p>

Independent research on Winterbourne View and Mid Staffs to contextualise the concept of 'values and principles underpinning care.

**A1 Factors Affecting Health and Well Being:**

***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 o 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 o 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 o housing, e.g. conditions, location.
- ❖ The impact of life events relating to relationship changes and changes in life circumstances.

**Year 10: Formal Written Assessment 1**

**Year 11: Revision, comprehension, Exam Questions, self and peer assessment**

<p><b>HT2</b></p>	<p><b>Year 10: Component 2 Continued: Learning Aim A2:</b>  Types of barrier and how they can be overcome by the service providers or users:</p> <ul style="list-style-type: none"> <li>❖ physical barriers, e.g. issues getting into and around the facilities</li> <li>❖ sensory barriers, e.g. hearing and visual difficulties</li> <li>❖ social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence or language barriers, e.g. differing first language, language impairments</li> </ul> <p>geographical barriers, e.g. distance of service provider, poor transport links or intellectual barriers, e.g. learning difficulties or resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand or financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services</p> <p><b>Formal Written Assessment 2</b></p> <p><b>Year 11: Learning Aim C:</b>  C1: Health and wellbeing improvement plans  C2: Obstacles to implementing plans</p> <p><b>EXAM PREPARATION: Range of Revision techniques and exam prep</b></p>
<p><b>HT3</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Year 10 Component 2: B1</b></li> <li>❖ 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.</li> <li>❖ 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 or promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li> </ul> <p><b>Formal Assessment 3</b></p> <p><b>Year 11:</b></p>

	<b>Exam Task: Jan with opportunity to resit May/June</b>
<b>HT3</b>	<p><b>Year 10 Component 2: B2</b>  <b><u>B2 Reviewing own application of care values Learners will reflect on own application of care values, including using teacher or service-user feedback.</u></b></p> <ul style="list-style-type: none"> <li>❖ Key aspects of a review: 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>Year 11</b></p> <ol style="list-style-type: none"> <li>1. Revisit unit 2 Coursework</li> <li>2. 1:1 and independent study</li> </ol>
<b>HT4</b>	<p><b><u>Year 10 Component 2: Formal assessments 3 and 4</u></b></p> <p><b><u>Year 11: As above</u></b></p>
<b>HT5</b>	<p><b>Year 10: Introduction to Component 3: Health and Wellbeing: Component 3: Health and Wellbeing</b>  Recap of learning thus far via topical case studies and activity sheets  Independent research on Winterbourne View and Mid Staffs to contextualise the concept of 'values and principles underpinning care.</p> <p><b>Learning Aim A:</b>  <b><u>A1 Factors Affecting Health and Well Being:</u></b></p>

	<p><b><i>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.</i></b></p> <ul style="list-style-type: none"> <li>❖ Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>❖ 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 o personal hygiene.</li> <li>❖ 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 o willingness to seek help or access services, e.g. influenced by culture, gender, education.</li> <li>❖ Economic factors that can have positive or negative effects on health and wellbeing: financial resources.</li> <li>❖ Environmental factors that can have positive or negative effects on health and wellbeing: environmental conditions, e.g. levels of pollution, noise o housing, e.g. conditions, location.</li> <li>❖ The impact of life events relating to relationship changes and changes in life circumstances.</li> </ul> <p><b>Assessment: Revision, comprehension, Exam Questions, self and peer assessment, independent research and making links</b></p> <p><b>Year 11:EXTENSION WORK/EXAM/RESIT PREPARATION</b></p>
<p><b>HT6</b></p>	<p><b>Year 11: Component 3: Learning aim B1</b></p> <p>Learning outcome B1: Physiological indicators that are used to measure health: pulse (resting and recovery rate after exercise), blood pressure, peak flow, body mass index (BMI).</p> <p>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> <p><b>Assessment: Revision, comprehension, Exam Questions, self and peer assessment, independent research and making links</b></p>

	<b>Year 11: EXAM/RESIT (End of course)</b>
	<b>Year 11: 2019-2020</b>
<b>HT1</b>	<p><b>Introduction to year 11: Recap of theories covered this far:</b></p> <p><b>Component 3 Learning Aim B1</b></p> <p><b>Learning outcome B1:</b></p> <p><b>Physiological indicators that are used to measure health: pulse (resting and recovery rate after exercise), blood pressure, peak flow, body mass index (BMI).</b></p> <p><b>B2: Lifestyle indicators</b> 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> <p><b>Practical assessments, Exam questions, case studies, self and peer assessment and synthesis/links</b></p>
<b>HT2</b>	<p><b>Learning Aim C:</b></p> <p><b>C1: Health and wellbeing improvement plans</b></p> <p><b>C2: Obstacles to implementing plans</b></p> <p><b>EXAM PREPARATION as above</b></p>
<b>HT3</b>	<b>Sit Exam Task</b>
<b>HT4</b>	<b>Revisit Components</b>
<b>HT5</b>	<b>Prepare for Resit</b>

<b>HT6</b>	<b>Resit</b>
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