KEY STAGE 4 BTEC Tech Award: Health and Social Care

Curriculum rationale & design	*When studying for a 'BTEC', Students can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts. The BTEC Tech Award is an introduction to vocational learning. This qualification gives students the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.* *The well-established BTEC assessment approaches are proven to be successful in building applied knowledge and skills and motivating Students to engage fully with challenging study.* *There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that Students who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.* *Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy.* *In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.* *Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.* *Students will study:* *Component 1: investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Learning aims: A Understand human growth and development across life stages and the factors that affect it. B Investigate how individuals deal with life events. This component is an essential starting point, which then compliments and enhances the knowledge and understanding developed through completion of component 2.* *Component 2: study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Learning aims: A Understand the different types of health and social care services and barriers to accessing them. B Demonstrate care values and review own practice. This component further develops content covered in component 1, and build further knowledge of the different service available in health and social care. Studying this component will prepare students for the examination in component 3.* *Component 3: the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. Assessment objectives: 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.*

Curriculum aims	*About 3 million people work in health and social care in the UK, these include; doctors, nurses, midwives, care assistants, and counsellors. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. This qualification provides students with the opportunity to gain vocational experience and gain the knowledge, understanding needed when considering entering employment in the health and social care sector. Students will gain an in-depth foundation in the essential skills and broad fundamentals crucial to this area of study, giving them the opportunity to build on these afterwards, or to enter into their first job within this sector. This BTEC level 2 qualification is a practical, work-related course that is equivalent to a GCSE at grades A to C but awarded as a Distinction, Merit or Pass. Students study topics that are based upon realistic workplace situations, activities and demands which prepare them for employment within this sector as well as further study in higher education.*
Assessment	*Students will be assessed in 3 components. Two components will be internally assessed and will be completed and submitted as coursework tasks. These components will be completed in an assessment window of approximately 6 hours. One component will be a externally assessed 2 hour examination. Internal Assessment 1 – 30% of Final grade (A&B worth 15 % each) Internal Assessment 2 – 30% of Final grade(A&B worth 15 % each)* *External synoptic 3 – 40% of Final Grade*

	Aut 1	**Spring 1**	**Summer 1**
Year 10	Component 1: investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Learning aims: A Understand human growth and development across life stages and the factors that affect it. B Investigate how individuals deal with life events.	Assessment of Component 1: investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Learning aims: A Understand human growth and development across life stages and the factors that affect it. B Investigate how individuals deal with life events.	Component 2: study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Learning aims: A Understand the different types of health and social care services and barriers to accessing them. B Demonstrate care values and review own practice
Year 11	Resit of component 1 (from previous academic year if required) Component 1: investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Learning aims: A Understand human growth and development across life stages and the factors that affect it. B Investigate how individuals deal with life events.	Assessment of Component 2: study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Learning aims: A Understand the different types of health and social care services and barriers to accessing them. B Demonstrate care values and review own practice	Component 3: the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. Assessment objectives: 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.

Year 10	Subject: Health and Social Care	Unit title: component 1	Term: Autumn and Spring
Knowledge (Learn that): Students will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.	**Vocabulary to consolidate:** In this component, students will study how people grow and develop over the course of their life from: Infancy, Early Childhood, Adolescence, Early Adulthood, Middle Adulthood, Later adulthood. This includes Physical, Intellectual, Emotional and Social development and the different factors that may affect this.	**Teaching Sequence:** A Understand human growth and development across life stages and the factors that affect it: ● Life stages and their expected key characteristics in each of the PIES classifications: o infancy (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): A2 Factors affecting growth and development 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. ● Physical factors: ● Lifestyle factors: ● Emotional factors: ● Social factors: ● Cultural factors: ● Environmental factors: ● Economic factors: B Understand how individuals deal with life events: Students will explore life events that occur in an individual's life. Students will explore the different events that can impact on people's PIES development. ● Health and wellbeing ● Relationship changes ● Life circumstances: B2 Coping with change caused by life events 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. ● The character traits that influence how individuals cope: o resilience o self-esteem	
Disciplinary aims: Component 1: Human Lifespan Developmen Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks. Students will study the content of this component in curriculum time which will then support the completion of coursework tasks in the supervised assessment. For this component, Students must have access to: ● case studies ● notes made during any face-to-face	**Vocabulary to retrieve:** How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.		

teaching ● notes made during your preparatory research ● textbooks ● relevant websites. In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. ● In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. ● In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. ● In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.		o emotional intelligence o disposition – a person's character traits, e.g. positive, negative. ● The sources of support that can help individuals adapt: o family, friends, neighbours, partners o professional carers and services o community groups, voluntary and faith-based organisations o multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system o multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist. ● The types of support that can help individuals adapt: o emotional support o information, advice, endorsed apps o practical help – financial assistance, support with childcare, domestic chores, transport.
Links to other units: Component 1: investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Learning aims: A Understand human growth and development across life stages and the factors that affect it. B Investigate how individuals deal with life events. This component is an essential starting point, which then compliments and enhances the knowledge and understanding developed through completion of component 2.		

Year 10	Subject: Health and Social Care	Unit title: Component 2	Term: Summer/Autumn (assessment in yr11)
Knowledge (Learn that): Students will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care. **Disciplinary aims:** Component 2: Health and Social Care Services and Values. Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks. For this component, learners must have access to: ● case studies ● notes made during any face-to-face teaching ● notes made during your preparatory research ● textbooks ● relevant websites. In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual. ● In response to Task 2, learners will demonstrate their knowledge and	**Vocabulary to consolidate:** **Vocabulary to retrieve:** In this component, students will study how people grow and develop over the course of their life from: Infancy, Early Childhood, Adolescence, Early Adulthood, Middle Adulthood, Later adulthood. This includes Physical, Intellectual, Emotional and Social development and the different factors that may affect this.	**Teaching Sequence:** A Understand the different types of health and social care services and barriers to accessing them: A1 Healthcare services 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. ● Health conditions ● Health services available A2 Social care services Students will explore a range of social care needs and how these can be met by the social care services that are available. ● Social care – help with day-to-day living because of illness, vulnerability or disability. ● Social care services: ● Additional care: A3 Barriers to accessing services. Students will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome. ● Definition of barriers: something unique to the health and social care system that prevents an individual to access a service. ● Types of barrier and how they can be overcome by the service providers or users o physical barriers o barriers to people with sensory disability o barriers to people with different social and cultural backgrounds – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence o barriers to people that speak English as an additional language or those who have language or speech impairments o geographical barriers o text barriers to people with learning disabilities o financial barriers – charging for services, cost of transport, loss of income while accessing services B Understand the skills, attributes and values required to give care. B1 Skills and attributes in health and social care Learners will explore the skills and attributes that are required when delivering care. ● Skills: o problem solving	

understanding of how social care services meet the needs of an individual. ● In response to Task 3, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care. ● In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual. ● In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles		o observation o dealing with difficult situations o organisation. ● Attributes: o empathy o patience o trustworthiness o honesty. B2 Values in health and social care Learners will explore the values that are required when planning and delivering care. ● The 6 Cs: o care – receiving correct and consistent care o compassion – empathy, respect and dignity o competence – skills and knowledge to deliver effective care, based on research o communication – involving individuals and/or carers and listening o courage – doing the right thing and speaking up when concerns arise o commitment – to improve care and experience for individuals. B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face. ● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. ● Potential obstacles and their impact on the individual: o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress o time constraints – work and family commitments o availability of resources – financial, equipment, amenities o unachievable targets – unachievable for the individual or unrealistic timescale o lack of support – from family and friends o other factors specific to individual – ability/disability, health conditions, addiction. B4 The benefits to individuals of the skills, attributes and values in health and social care practice Learners will explore how skills, attributes and values benefit individuals when receiving care. ● Individuals will: o be supported to overcome their own personal obstacles

		o receive high quality care o receive person-centred care based on individual wishes o be treated with respect o not be discriminated against o be empowered and have independence o be involved in care decisions o be protected from harm o feel comfortable to raise complaints o have their dignity and privacy protected o have their confidentiality protected o have their rights promoted.
Links to other units: Component 1: investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Learning aims: A Understand human growth and development across life stages and the factors that affect it. B Investigate how individuals deal with life events. This component is an essential starting point, which then compliments and enhances the knowledge and understanding developed through completion of component 2.		

Year 11	Subject: Health and Social Care	Unit title: Health and Wellbeing	Term: Spring/Summer
Knowledge (Learn that): Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing. In this component, you will explore the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.	**Vocabulary to consolidate:** What does being healthy actually mean? It can mean different things to different people: In this component, students will explore the factors that can have a positive or negative influence on a person's health and wellbeing. students will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. students will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, students will explore the difficulties an individual may face when trying to make these changes.	**Teaching Sequence:** A1 Factors affecting health and wellbeing Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. ● 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 factors that can have positive or negative effects on health and Wellbeing ● Lifestyle factors that can have positive or negative effects on health and wellbeing ● Social factors that can have positive or negative effects on health and wellbeing ● Cultural factors that can have positive or negative effects on health and Wellbeing ● Economic factors that can have positive or negative effects on health and wellbeing ● Environmental factors that can have positive or negative effects on health and wellbeing ● The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event B1 Physiological indicators Learners will explore how physiological indicators are used to measure health. ● Interpretation of physiological data according to published guidelines ● The potential significance of abnormal readings: B2 Lifestyle indicators Learners will explore how lifestyle choices determine physical health. ● Interpretation of lifestyle data according to published guidelines C Person-centred approach to improving health and wellbeing C1 Person-centred approach ● The ways in which a person-centred approach takes into account an individual's: ● The importance of a person-centred approach for individuals. ● The benefits of a person-centred approach for health and social care workers and services C2 Recommendations and actions to improve health and wellbeing ● Established recommendations for helping to improve health and wellbeing: ● Support available when following recommendations to improve health and wellbeing C3 Barriers and obstacles to following recommendations ● Definition of barriers: something unique to the health and social care system that
Disciplinary aims: Component 3: Health and Wellbeing External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks	**Vocabulary to retrieve:** Students will retrieve information on how people grow and develop over the course of their life from: Infancy, Early Childhood, Adolescence, Early Adulthood, Middle Adulthood, Later adulthood. This includes Physical, Intellectual, Emotional and Social development and the different factors that may affect this. Students will explore health and social care services and how they meet the needs of service users. They will also study the		

	skills, attributes and values required when giving care. Students will retrieve information on health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.	prevents an individual accessing a service. ● Potential barriers as appropriate to the individual and the recommendation ● 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
Links to other units: Component 1: Human Lifespan Development ● A1: Human growth and development across life stages ● A2: Factors affecting growth and development ● B1: Different types of life event ● B2: Coping with change caused by life events. Component 2: Health and Social Care Services and Values ● A3: Barriers to accessing services ● B1: Skills and attributes in health and social care ● B2: Values in health and social care ● B3: The obstacles individuals requiring care may face.		