

## Curriculum Overview: Health and social Care

Demand for both health and social care is liable to continue to rise due to the ageing population, so it is undisputable that it plays a key role in UK society. The demand for people to fill these vital careers will therefore continue to increase.

Learners will research health and social care services in their local community. They will research how people access the local health and social care services provided and the support that is given in the local community. Learners will be given the opportunity to demonstrate and apply the key care values to scenarios. Learners will develop skills in measuring and interpreting data about someone's physiological health to design a care plan that will allow them to analyse and improve their health and wellbeing. Overall, learners should be given the opportunity to reflect about choices they make and how they affect others. Learners may be given the opportunity to visit and take part in work experience in a variety of setting such as pre-schools, primary schools and nursing homes.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely.

Through support and scaffolding, all students will be able to acquire this knowledge and develop these skills, regardless of starting point or special educational needs or disabilities.

### BTEC Health and Social Care

**What we study in Year 10 and why we study it**

**Concepts**

**Competencies**

**Literacy/numeracy**

<p><b>Component 1: Human Lifespan Development</b>  <b>Learning Aim A: Understand human growth and development across life stages and the factors that affect it</b>  During this learning Aim we study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors, such a lifestyle choices and relationships, that may affect them.  Understanding these processes is essential knowledge and understanding for health and social care practitioners.</p>	<p>Human growth and development – physical, emotional and social.  Factors that affect growth and development  Adaptation to life events  Coping with making changes</p>	<p>Comprehension and recall of knowledge  Applying knowledge in relation to chosen individuals  Explanation of the impact of these factors</p>	<p>S &amp; L skills  written communication skills,  Research and note making  Word processing skills</p>
<p><b>Component 1: Human Lifespan Development</b>  <b>Learning Aim B: Investigate how individuals deal with life events</b>  During this Learning Aim we study how an individual’s development can be affected by major life events, such as marriage, parenthood or moving house, and how people adapt to these changes, as well as the types and sources of support that can help them.  This is the foundational knowledge needed to underpin the students’ knowledge to complete the first two assignments and the external exam.</p>	<p>Life events and their impact on individuals  Different types of support available to adapt to these life events.  Adaptation to life events  Coping with making changes</p>	<p>Comprehension and recall of knowledge</p>	
<p><b>Component 2: Health and Social Care Services and Values</b></p>			

<p>Learning Aim A Understand the different types of health and social care services and barriers to accessing them.</p> <p>Students will 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.</p> <p>Students are given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Students carry out research to find local services that meet their needs, and carry out a review into health and social care services available in their area.</p>	<p>Care values Needs of service users</p>	<p>Comprehension and recall of knowledge Applying knowledge and understanding in relation to individuals Research</p>	
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## BTEC Health and Social Care

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation  
We start teaching this unit from term 2 in preparation for the exam in February. We then complete the last piece of coursework and once results are back in April focus on this component and the completion of Learning Aim B .

<b>What we study in Year 11 and why we study it</b>	<b>Concepts</b>	<b>Competencies</b>	<b>Literacy/numeracy</b>
<p><b>Component 3: Health and Wellbeing</b> Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. In this component, we look at the factors that can have a positive or</p>	<p>Human growth and development – physical, emotional and social.</p>	<p>Interpret physiological and lifestyle indicators Design a health and wellbeing improvement plan</p>	<p><b>Numeracy interpreting data from charts and graphs</b></p>

<p>negative influence on a person's health and wellbeing. Students learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will know how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Once this is completed we explore the difficulties an individual may face when trying to make these changes.</p> <p>Students develop skills which support their progression to Level 2 or 3 vocational or academic qualifications.</p> <p><b>Learning aim B: Demonstrate care values and review own practice</b></p> <p>Students are given the opportunity to demonstrate care values in one or more simulated situations The situation(s) will relate to health or social care.</p> <p>Students then review their own performance.</p>	<p>Factors that affect growth and development</p> <p>Adaptation to life events</p> <p>Coping with making changes</p> <p>Life events and their impact on individuals</p> <p>Different types of support available to adapt to these life events.</p> <p>Care values</p> <p>Needs of service users</p>	<p>Application of knowledge and understanding to a real-life scenario</p> <p>Self-evaluation</p>	<p><b>analysing information and communicating for a specific purpose</b></p>
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